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College Town Primary School



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Head Teacher Mrs. Trudi Sammons MA

MINUTES OF CURRICULUM MEETING

**Tuesday 8TH January 2019**

**Present:**

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| **Rita Carvosso (RC)** | **Chair of Governors (Link & Authority)** | |
| **Trudi Sammons (TS)** | **Head Teacher** | |
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| **Jenny Hipkin (JH)**  **Emma Batten (EB)**  **Jo Plant (JP)**  **Toni Barton (TB)** |  | |
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| **In Attendance:** |  | |
| **Helen Collin** | **Minutes** | |
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| **Minute No.** | **Details** | **Action by** |
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| **1.0** | **Apologies:**  No apologies |  |
| **2,0** | **Approval of Previous Minutes:**  JP asked for her apologies to be added to previous minutes as they were missed.  JH noted that visits need to be arranged during this meeting as discussed in previous meeting.  TS has RAPs to share with Govs |  |
| **3.0** | **Declarations Of Pecuniary Interests And Business Interests**  Toni Barton - ? do I need to add  Policy Review – no policies to review |  |
| **4.0** | Attainment – TS began with Year 6. Yr6 have had a challenging start due to prior under achievement. TS and SLT have looked hard at what the school needs to do to improve “appalling” baseline assessments of Year 6. A lot of resources have gone into the year group. Mr. Peaple spent 6 weeks in the year group so the classes were split 4 ways, also with Mrs. Channing supporting the group of children currently working below ARE.  A parent meeting in December was aimed at increasing parental engagement. It was well attended - 80% of parents. Some children also attended the evening session which was positive. CPG books were provided to all pupils in Year 6.  TB commented that she loved the CPG books.  TS said £1300 has been spent on books. Parents of children that are not expected to reach ARE have been given 1:1 books which are more individualised from previous year groups.  .  TB (as a parent of yr6 child) said that parental engagement was lost during the transition from Junior to Primary school as missed homework etc. wasn’t followed up and previously children weren’t ‘nagged’ to complete work. As an example, parents didn’t write in reading records as teachers didn’t ask for it – there wasn’t a sense of any partnership. Mr. Tatum is now asking for work and following up with children and parents – TB said there is now a real sense of partnership between parents and the school.  JH said she was surprised that Bracknell Forest did not give out the books to parents. TS said if we can continue to afford the books, we will continue to purchase them. TS said that the school will ensure that policies are followed and teachers will continue to chase parents and children for missed work.  TB asked if there was a homework club. TS said that there will be. It hasn’t been a priority but it will become so during the summer term.  TS summarised – at the start 8% of children were on track at the start of the academic year (combined subjects) – this is now 62% ARE in reading. Combined figure is still pulled down by maths (high 20%s). In December 32% were ARE in maths – tests will be repeated in February.  EB joined the meeting.  TB asked if TS had submitted predictions. TS replied that she had (the school has to) but stressed that they are aspirational predictions. RC repeated that it was important that everyone was aware that they were aspirational predictions. TS said 14 children are in the right place – 18 are very low. TB asked if this was based on end of KS1 assessments. TS said it was, that children shouldn’t lose progress. TS said that Imogen Attrill will continue the 4 way split in Yr6 but it won’t be done in the same way every week. The split will be based on feedback and targeted need. In addition Laura Harding has 1.5hours free and has offered that extra time to Year 6. Regular supply has also been recruited – Ally Hatherley will provide booster and homework clubs. TS said a meeting with the Year 6 team on 12/12/18 had been very successful.  TS went on to look at the SPTO data – early Autumn showed 84% of children not on track – 87.5% in maths. At the end of Autumn term writing is still low.  JP asked if the extra support and resources in Year 6 was purely aimed at SATs or at wider learning in general. TS replied that it was both – that the school needs to be teaching to be secondary school ready. JP asked what the difference is between teaching to test and wider teaching. TS said that only some tests can be taught to – reasoning and writing cannot be taught to test. TS explained that in OFSTED training it is clear that a lack of linguistic knowledge hinders children. While arithmetic can be taught to test, for example, the rest (vocabulary, reading) are lifetime skills. The school is focused on providing a language rich environment, having spent £7k on books (quality texts).  RC said that OFSTED do not want to see just tests, the results should be there but they are looking at the wider learning.  TS said only the 8% of children in Yr6 would have been secondary school ready, pointed to the lack of consistent teaching in Year 5 for all children. JH agreed that who is teaching a class makes a big difference while accepting it isn’t always possible to retain staff. JH said it was clear to all how much work is being done to address the issues in Yr6.  JP asked how the school intends to hand over this difficult cohort to secondary school. JH replied that staff from Year 7 will come in to school and meet with the children and also the Yr6 teachers. There is an extensive handover. Also children will be tested again in Yr7.  RC commented that it is the school’s hope that the year group will have moved on sufficiently to be able to cope with secondary school – TS agreed that they were not an unusually challenging year group – with reference particularly to the year group before last that had SATs result in the lowest 10% of the country. The current Yr 6 will be in the right place when they move on to secondary.  TS shared some data: PPG/SEN is at 21.5% in Year 6 which is the highest year group percentage.  There are 2 children with EHCPs – a very high level of need (i.e not mainstream) | FM to start homework club |
| **5.0** | TS – Curriculum report. New head of OFSTED aims to rid the testing culture of Ofsted and the names of criteria have been changed with curriculum being the main drive. The Curriculum and Development Lead will hold meetings to look at how history and geography (for example) are taught and will look at units of work to incorporate books and vocabulary. RC agreed that English can be incorporated into all subjects.  TH asked if schools were still ranked in league tables. TS said they were, however the current tracking system we use – SPTO – will close at the end of the year. TS is looking into a new assessment system and will buy soon and introduce to teachers in May – it is important that the system is able to write reports. TB suggested TS ask if SPTO themselves can recommend a new system. |  |
| **6.0** | EB – lower school report. There are currently 28 children in Nursery with 8 new children starting this week. 2 children have significant additional needs, another 2 have SALT. The Nursery continues to have a good staff/child ratio. Progress is where it should be.  Health and Self Care is a lot lower than normal, for example a lot of the children are still in nappies. While the nursery could run on lower staff numbers the ration needs to be good to help with toilet training and nappy changing. There are no PP children in Nursery but 1 expected to be PP of the new children joining this week.  Reception has been full (2 RMA leavers so currently 88) so EB has had to look carefully at planning. 1 child has significant needs and there are a few children with SALT. Reception teachers have been cautious with their data and it needs to be checked in February. As explanation, 1 of the teachers is NQT, another is only 1 year into teaching FS2, the other an experienced teacher but only 2nd year teaching FS2. There has been a dip in reading in this year group but teachers are aware and on top of it.  Teachers listen to children read 1:1 once a week, books are changed every Monday (2 books get sent home) in addition there is Bug Club. FS 2 children are starting to be put into groups ready for Year 1. There are 5 PP children in FS2**,**  Year 1 – has experienced teachers but ‘hashtags’ has been used incorrectly and the data is inaccurate. The data will be re done in February.  TS added that when a child gets ‘exceeding’ at the end of FS2, this does not translate to KS1 and appears as if there has been no progress which is not an accurate picture. This could be considered another complicating factor for SPTO and might explain why they are closing.  TB asked how Yr1 teachers will be supported in February when using the hash tag system again. EB said she would sit down with teachers and go through it. JP asked if this is additional pressure for the teachers – EB replied that she’s confident it will be fine and all data is substantiated.  There are 2 Year 1 PP children.  TB asked if Year 1 classes are streamed – TS replied they are not.  EB said in Year 2 Hannah Campbell has returned. Badger class are the ‘top’ class. No data was available from Yr2 but EB confident some will be exceeding. Yr2 Owl data is accurate. Yr2 Squirrel class spent the Autumn term with an inadequate teacher. Jade Faircloth and Susan Tait are now in the class with a lot of support. Data for Squirrel class is not accurate, the Autumn term’s teaching was below where it should have been.  Interventions are being held in Year 1 for phonics and maths. In FS2 there will be phonics workshops for parents and weekly meetings held with each group. This is used for monitoring and an opportunity for learning walks.  FS2 maths needs development, with a look at clearer differentiation.  Whole school moderation had been very useful and all Year 1 and Year 2 teachers attended the New to year 2 training run by Bracknell Forest.  Year 2 had been on a trip to INTEC Science Museum and a trip is planned to Windsor Castle.  Year 1 are going to Legoland to support their London topic.  Amanda McDonald (Teach Direct student) in Year 2 is currently at another school but will come back to CTPS and we will retain her. |  |
| **6.0** | JH asked about Assistant Head’s report from Fiona Mitchell (FM). TS said FM’s report is for Year groups 3,4,5. Govs agreed they’d read the report. Data for writing in Yr 3 was poor. Ann Duncan is currently looking at reading with only 56% on track. TS said this was concerning and current Yr 3 were KS1 best cohort. In particular, Red Deer class writing was pulling down the year group. TS said there was a job share in Red Deer class and they have had a lot of supply teaching due to staff illness. FM will look at closely and will begin maths and reading intervention groups from the 3rd week back to school. All 3 PP children in the year are doing well.  There was some confusion over data – FM to clarify ‘top data set’ compared to ‘bottom data set’. HC to confirm with FM as Governors need clarity on data.  Year 4 progress has been good. The classes are streamed with Otter being the lower achieving/SEN group. TB asked if they were streamed to elevate progress. TS agreed and confirmed that the data they were looking at is where they are now and not expected progress. TS said Beaver class is 100% on track and clarified that ‘greater depth’ is not seen in the data yet as it has not been taught yet. Otter class are working at Year 3 curriculum level.  JP asked if streaming will continue. TS said that it wouldn’t be possible in terms of class however maths groups will be set – and it was good socially to mix the children up.  TS said that in terms of progress (end Autumn) there is no difference between girl/boy/PP children – they have all made the same progress. Gifted writing/reading and maths is up.  Govs agreed data needed to be clearer – FM should change the attainment in the data to show progress. TS said that this system is new to FM.  TB asked if we would consider interventions for monitoring – TS agreed she would.  Year 5 also some confusing data – PP progress looks to be good but is inaccurate – assessments may have been incorrect. TS said also that separate PP and SEN data is misleading.  JP asked with the focus on bringing children up to meet targets, how does the school ensure that those children at the higher end remain challenged.  TS replied that the RAPs focus on under achievement which involves all children’s starting points. Evidence of these children is in the teacher’s planning and leadership team monitoring. Governors also monitor through book looks, meeting with subject leaders and tracking children.  TB said that with the school now being a primary, KS1 assessment data should translate through to KS2. RC replied that one of the benefits of now being 1 school is that we can track children all the way though – for example with Year 3 now TS can challenge teachers. TB commented that there is a jump of expectation in KS2 and that while learning is not always a steady trajectory, a primary school as an opportunity to see progress as a whole and has an awareness of children and their families.  TB agreed to do monitoring visits on Mondays and Tuesdays and asked why the data showed that all but 2 PP children made good progress in the SEN report. TS replied that neither of these children are in school (1 is going to Kennel Lane, the other is long term unwell).  TB left the meeting. | HC & FM |
| **7.0** | RC commended teachers on the amount of work they had done.  Governor Monitoring: RC went through themes on the RAPs and said Governors should be aware of their responsibilities and asking the right questions. RC to download and add to Gov website – OFSTED can then see that Govs are interrogating data – RC and TS meet regularly.  SEND – JH would like to look further at intervention groups in KS2. TS suggested that should be end of Jan/early Feb.  **4th February 2019: 11.30am phonics year 1 and 8.10am Maths Year 1**  **JH will question children, teachers and hear teachers present, and also look at result.**  **JH to plan timings with EB/FM/JF.**  TS said Natasha and Ann Duncan should meet Govs with an update on guided reading in KS2. RC/TB/JP could also do a learning walk and a focus on internal consistencies.  RC will complete a book look at the beginning of the summer term. TS said that the book look should be a discussion with teachers, so that they can show and explain the work. TS suggested Paul Tatum, Natasha Startup and Gill Salter could join the Govs.  TS said a well-being questionnaire was planned for children and staff. For children this was to ascertain if they feel safe and valued. JP agreed it was good idea for staff, post integration and should be done in the summer term.  RC – planning of classroom visits with emphasis on aspects of maths. This will be done after half term towards Easter. Paul Tatum to present ‘White Rose’ study and Emma to present EYFS. Date agreed was 25th March at 9.30am.  Summer Term – Amy Cross will look at the curriculum with Natasha Startup and Paul Tatum. Stefanie will look at Science/EFL. A day’s supply will be booked to cover subject leaders.  Pupil Voice questionnaire will be sent in the summer term, parent questionnaire should be sent shortly with another sent after Easter.  Class assemblies will start to be held in each year group. |  |
| **8.0** | HT performance management review to be held 29th March with JH and RC. Monitoring visit to be held at 9.30am followed by Head’s review. |  |
| **9.0** | Part 2 - No |  |
| **10.0**  **10.1** | AOB - No |  |
| **11.0** | **FGBM – 4th February 2019** |  |

**APPROVAL OF FINAL MINUTES**

**Name:**

**Signature:**

**Position:**

**Date:**