



Minutes of the Curriculum Committee on 2nd October 2019 at 1.30 pm

Present: Juliette Ash (chair), Sarah Awuye (head), Elisabeth Jay (governor), Katharine Wilson (clerk and governor).

1 Declarations of interest

None.

2 Apologies and minutes

Apologies were received from Jo Reeder and Emma Compton-Burnett and Elizabeth Baigent. The minutes of the last meeting were agreed and will be uploaded to the website.

3 Matters arising not on the agenda

None.

4 Terms of reference 2019/20

Can governors add targets to the SDIP?

Yes; governors asked for a greater focus on the broader curriculum, especially modern languages and music, and this was agreed.

Does the LA set targets?

No, but there are national expectations, and targets are checked with Nick Cornell (external adviser).

Minor changes were made, with a recommendation to send minutes to the finance committee were there to be a need for resource allocation. Governors agreed the importance of improving monitoring and of linking monitoring to SDIP priorities. Two priorities will be assigned to each meeting.

5 SDIP for Curricom

Target setting (see above). Targets will change with the first gathering of data in December, and the SLT will send round figures to the committee.

Reporting rota

This will be included in the SDIP.

SA shared the SEF and SDIP with governors, which have been rewritten according to the new Ofsted framework. Key elements include the fact that all middle leaders (now in their second year) must show knowledge and be accountable for their subjects, not just the Maths and English leaders, with

the same level of detail across the curriculum. Training will be given as necessary. Ofsted will make 'deep dives' into a subject area by asking searching questions, and SA stressed that governors could also be given a similar list of questions to ensure effective monitoring.

Governors saw comparisons between the school's performance and national statistics. And congratulated staff on the exceptional rate of attainment at greater depth (30%, and one of the highest in the country; national average 18%) in last year's Year 6. SA stressed that there are peaks and troughs with cohorts, and that 3 year trends provide a more reliable indicator, with trends remaining stable in reading, writing and Maths.

Are trends affected by the 25% mobility rate in school?

There may be impact on attainment, but the progress measure remains good. The mobility rate and its implications can be more clearly highlighted on the SEF. SA explained that no KS2 progress score can be indicated unless KS1 data is in place; staff are currently chasing outlying KS1 scores for the current Year 6. (Hence the different cohort figures for last year's Year 6 progress and attainment).

Governors congratulated staff on the fact that **writing** is now attaining an average score rather than a below average one. But writing outcomes still need to improve (see targets 1 and 2 of the SDIP) and more needs to be done to improve early reading.

The writing policy has been monitored since May to see where it has most impact. The aim is to achieve consistency; staff have been implementing the policy, but also focussing on other things. The quality of the children's imaginations and abilities needs to be enhanced by handwriting, grammar and spelling. Almost all children in Years 5 and 6 use a pen. There is no significant gender gap, although this continues to be monitored. Some low prior attainers remain significantly below their peers.

Are children taught to touch type?

Some children with extra needs are taught to type; all are encouraged to use computer typing programmes.

A 'key skills' in writing document, written by Libby Sunderland, will be shared with staff. Adults have their own lesson plans, and success criteria for children are put in all classrooms to ensure consistency and identify typical gaps. From the end of a key stage onwards, a child's trajectory is monitored long-term.

Does peer editing hold children back?

Peer editing is usually used as an initial starting point, as it is easier to manage, but there is a checklist of what to look for.

Should there be more displays by children in the classrooms?

Displays are used, but it is important not to encourage either complacency on the part of those featured, or hopelessness on the part of those unlikely ever to produce exemplary work.

Expectations are set and good practice shared, and children, including those with extra needs, are celebrated for what they can do.

Does desk pairing restrict children?

This is not a policy, but teachers can organise their classroom as they wish, so long as there is no negative impact on the children.

KS1 Maths and early reading needs improvement, and current year 3 is a low cohort.

Is SEN a significant factor?

There remains a significant attainment gap between children with SEN and their peers, larger than the national average. There is a falling trend, as it's harder to get on the register, and there are also low attainers. Provision is tight, and scores need to improve for disadvantaged children and those with extra needs.

Other headlines from the SDIP include: **behaviour**, which remains good, although Christian values tend to be forgotten at moments of conflict. Respect for all is needed.

Are lower standards of behaviour expected at clubs than in normal school?

No; the behaviour policy should be consistently applied.

Not enough progress is being made in **EYFS**, although national standards are now being attained. There are some high starters, and high achievers in Maths and some low achievers in technology.

Should the SEF be more widely disseminated?

An explanation of the SEF and headlines from the SDIP will be shared at an upcoming 'Meet the Head' session.

Governors confirmed that they were happy and confident with the current state of the SDIP.

Safeguarding

Nothing to report, except that the online system 'MyConcern' is being used.

Modern foreign languages

See item 4.

5 Policy review cycle/overview

Policies for review:

Calculation (unchanged), **Behaviour**, **Assessment**, **Reading**, **EYFS** and **Safeguarding and child protection** were all put forward for adoption by SDIP.

The **Writing** policy will absorb the old handwriting policy and will be brought back to the next meeting. **Feedback and marking** will also be brought back to the next meeting.

Governors commented that while the policies were clear and comprehensive there was no indication of Christian values, especially relevant to **Behaviour** and **EYFS**. Forthcoming policies will be headed by the school's Christian vision, and reference to Christianity made where appropriate.

6 AOB

None.

7 DONM – Monday 13th Jan 2020.