

**Curriculum Committee Agenda**  
**Tuesday, March 14, 2023**  
**9.15-10.45 am**



PRESENT: Sarah Awuye (Head teacher), Claudia Canepa (Chair), Susie Bagnall, Louise Fox, Hazel Shaw, Tiffany Ponsonby (Art Lead) item 5 only

1 Declarations of interest      **none declared**

2      a. Apologies      **Kirsty Pape**

            b. minutes      **approved**

3 Matters arising not on the agenda **none**

4 Safeguarding SA

SA reported that she had a few follow up items from her recent safeguarding audit, specifically about recruitment.

1. Staff declaration form. SA is awaiting an opinion from ESAT about possible GDPR issues with the new form issued by Schoolsnews. The schoolsnews form will be used until ESAT respond.
2. Online searches. SA awaiting an opinion from ESAT regarding the currently wooly guidance on online searches for recruitment.

SA pointed out that there are still some gaps in Governors safeguarding training and prevent training. Governors will be reminded again at FGB.

5 Discussion with Art Subject Lead TP

Mrs Ponsonby gave a presentation on Art provision. She pointed out that Joe Shaw has been shadowing her as Subject Lead and that she has been grateful for his enthusiasm and creativity.

Art is cross curricular so there is no scheme of work. The major project to create a collaborative tile mural is nearing completion, and will be presented at the year end celebration. TP is proud that this project will be a real celebration of the school values of compassion and love. All children were entered into the Oxfordshire Art competition this year, instead of a few selected children, which TP is very pleased about, and awaits results from the judges. A new initiative has been self reflection post-its, used in the sketch-books, as a tool to encourage self assessment. Hardback sketchbooks have been given out in early years now, with the intention that children will take the book through the whole school with them, instead of taking them home at the end of each year. Art has been linked to the whole-school projects, for example the Science Fiction project enabled the use of different resources like luminous paint, shiny metallic paint, encouraging children to link art to other curriculum areas.

Q Is there still an art after school club? Yes.

Q If teaching art through topics, how do you ensure that children in different classes get the same amount of art? The curriculum map is skills based, the teachers ensure they cover the skills throughout the year with guidance and suggestions when needed by the Art Lead. Q Are you confident that one teacher is providing as much opportunity for art as another? The Art Lead does regular book looks for example, and the use of the sketchbooks is encouraged for putting ideas and designs down on paper, which enables TP to see progress and engagement even if the finished art works are sculpture or some other medium which gets displayed or taken home.

Q Happy to see P&J entering the art competition again this year. Is it possible to point out those vulnerable or SEND pupils who are selected? Yes. TP notes this each year.

Q Is there a focus on artists? Yes, more of an attempt this year to have named artists for the children to learn.

Upcoming Actions for Art Lead include, an all staff meeting to reflect on how they have implemented the art curriculum, a look at the provision of resources across the school, pupil voice near the end of year, and TP to look into latest Ofsted review of the art curriculum in coming weeks.

Q. You seem confident that art is applied well across school. How do you monitor that? Half-termly look at sketchbooks, informal talking to staff, end of year reflection.

Q. Looking back at autumn data. What % of pupils do you expect to be at greater depth in art? TP doesn't have a specific goal, but expects roughly 20%. SA pointed out that there is no national data for art in the same way as e.g. english/maths. SB also noted that the greater depth % in the Autumn data will not look as high as 20% yet, because the children cover more skills as the year progresses.

Q How do you work with the teachers for pupils who are 'working towards'. The individual teachers differentiate possibly through simpler outcomes, differentiated resources.

Q What are the P&J strengths in art? This year the tile project has been a great success. The children are very enthusiastic, with some particularly talented children. Good language skills and vocabulary applied through art.

Q Weaknesses or areas for improvement? TP looks forward to more insight from the next teacher questionnaire, but in most years teachers appreciate a bit of training in areas of art where they are less confident. TP can see that teachers have already taken on the sketchbooks method really well. TP looking forward to any insight for improvement from the previously mentioned Ofsted review.

The committee asked SA to thank and congratulate TP for her presentation and efforts as Art Lead.

## 6 Debrief from EYFS Governor Visit LF

LF reported that this was her first monitoring visit as a governor, and that she used it as much for informing her as for monitoring the EYFS provision. LF's report was also discussed with regard to the committee's ongoing efforts to improve governor monitoring protocols, so this agenda item is linked to items 8 and 9.3.

LF reviewed in particular with the EYFS Lead at recommendations from the external advisor; inside and outside provision; behaviour.

LF expressed that she was concerned that her report may be too detailed and straying too far into a recount of the phase lead's job/operational priorities. SA suggested that possibly the meeting

with the EYFS was also too long (approx. 1.5 hours). But governors understood that this was partly due to this visit being part of LF's induction process. SB also noted that it is testament to the enthusiasm and calibre of the school's governors that LF invested the time to write such a detailed report.

Governors agreed that the Monitoring Plan and Governor Visit Protocol should be reviewed to ensure that the documents support governors (particularly new governors) in keeping governor visit meetings focussed on confirming if what the Headteacher is reporting to governors is correct or not, and allow governors to effectively assess school implementation of strategy e.g. the SDIP.

It was also agreed that the Governor Visit Reporting Form should be improved so it is better aligned to the SDIP structure. Also, some governors were unclear if section 7 of the reporting form (Top three key strategic issues arising from visit which the governing body should take forward) refers to the subject lead's priorities, or the governor's interpretation of them or something else. CC clarified that section 7 refers to priorities or issues that are strategic in nature that the governing body should monitor or take forward.

SA reminded new governors to seek out OCC Governor training on monitoring.

Regarding the Governor Staff Links policy, CC explained that Ben Hegedus, Chair of the Governing Body, clarified that the Governor Visits Protocol replaced the Governor Staff Links policy that he had written earlier. The Committee agreed with this and determined that the Monitoring Plan, Governor Visits Protocol and Reporting Form needed to follow more closely the structure of the current SDIP. They also wondered if both Governor Visits Protocol and the Monitoring Plan were needed since it would be easier for governors to use one document as a guide during a governor visit instead of two. **ACTION SB** to update Monitoring Plan and Form in advance of the governor visit on March 29.

### 7 Swimming provision SA

SA will include this in headteachers report at FGB.

### 8 Ideas for approach for Governor Visit on March 29

Details will be agreed with all governors at FGB.

### 9 Policies to review

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|-----------------------------|---|
| 9.1 Education Visits Policy | <b>Approved</b>   |
| 9.2 Anti-Bullying           | <b>Approved</b>   |
| 9.3 Governor Staff Links    | <b>Postponed</b> until after review by SB of Monitoring Plan. |

Upcoming Governor Visit:

Spring Term 2: Wednesday, March 29, 8 am – 3:00 pm

Next Committee Meetings:

Summer Term 1: Thursday, April 27, 9.15-10.45 am

Summer Term 2: Thursday, July 13, 9.15-10.45 am