



**St. Pauls Primary
Curriculum Committee meeting
Thursday 24th October 2019 at 6.30pm
Minutes**

Present

Ms Abi Lee	Staff Governor
Ms Jan Sorohan	Headteacher
Mr Rob White	Co-opted Governor
Mrs Jane Walter	Parent Governor (Chair of Committee)

Apologies

Mrs Hils Corcoran	Foundation Governor
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In attendance

Ms Kathy Crotty	Clerk
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The meeting was quorate

Any text in red bold italics represents Governor question (Q); challenge (C); Governor and/or clerk support (S). Black bold upright represents decisions and actions.

1. Welcome and Introductions

- Governors were welcomed to the meeting by the Chair Jane Walter.

2. Apologies

- Apologies were received and accepted from Hils Corcoran

3. Declaration of Business & Pecuniary Interest

- There were no declarations of Pecuniary Interest other than those already declared on the school website.
- Rob White has two children and Jane Walter has two children in the school.

4. Minutes of meeting held 5th June 2019

The minutes of the meeting held 5th June 2019 were approved as a true and accurate record.

Carry forward action: Curriculum Committee Review Update / Analysis of responses – Jane Walter.

See item 8.

Action: Clerk to include the appointment of a Link Governor for 2019/20 to monitor in-year progress 17th July FGB agenda.

This has been actioned. Rob White is the link Governor for "progress over time".

Action: The SBM to produce a report on PTA expenditure for 17th July 2019 FGB meeting.

This has been actioned.

5. Agree timetable for Curriculum Committee / Agree areas of focus / presentations for 2019/20

- Progress over time was discussed and the Headteacher suggested this might be less significant given that Ofsted would no longer be reviewing internal data. Governors suggested a range of areas for staff to present on including Art and other subjects; Reading beyond the data; Maths through the curriculum. It was questioned whether this committee should retain its focus on data as part of the scrutiny role given this move in inspection emphasis. Staff presentations were seen as useful to inform Governors; this is helpful when there are changes; and enable engagement with staff.
- The new judgement category one is quality of education; category two is behaviour and attitudes; category three is personal development and category four is leadership and management.

Governors agreed the following areas of focus:

- **15th January 2020:** Jan Sorohan to present on the new Ofsted Framework regarding category one: quality of education. Subject leaders will be putting their statements together as their PM (performance management) objective this year.
- **11th March 2020:** Worship was not presented on last year as planned and the SIAMs schedule has been changed. It is now very difficult to attain outstanding. (The last SIAMs inspection at St. Pauls was October 2017)
- **13th May 2020:** Governors agreed to defer the decision to the January meeting regarding the presentation for this meeting.

6. Monitoring

Attainment

The 28th June 2019 QA report from Brian Holmes and IDS was circulated in advance of the meeting.

Q: *Why are there blanks in the tables for Yr6, including reading attainment?*

This is for teacher assessment which was not included in 2018/19. Only the teacher assessment for writing is included in this QA report.

Q: *Is there an updated version of this QA report?*

This was produced in June and reported and this is the latest QA report. This is the most recent report for this meeting.

Q: *The Yr1 phonics screening has seen a year on year improvement, is the school doing anything differently?*

Over the last three years phonics attainment has risen from 79%; to 83% and this year to 93%. The 2019 cohort was a more able cohort and phonics was taught in smaller groups.

Q: There has been consistent improvement over time, is this to do with ELKLAN?

The improvement is a three- year trend and ELKLAN has only been in operation for one year. There might be an issue of staff becoming more familiar with the requirements. The EYFS work will help phonics attainment. Each year there are different attainment targets depending on the cohort. Book banding and phonic banding is now linked to reading levels which gives the children practice in their phonics. Assessment was explained and it was accepted the many initiatives are working well. Reading is a strength of this school. The school has a track record of reading for pleasure.

C: The Yr3 attainment declines from Yr2, why is this?

Yr3 is a new curriculum and confidence is an issue at transition.

C: Governors questions the high percentages for the individual subjects of reading writing and maths and the lower combined percentage of 25% at Yr5.

Many children might be at ARE (age related expectations) in one or two of these subjects but not all three subjects. Many children in Yr5 are not quite at the expected standard but are emerging.

- Staff see the progress over two years and Yr3 and Yr5 are rarely attaining at the deepening level, this level tends to be attained at Yr4 and Yr6. Governors noted this was not an issue as long as the school understood this.

C: KS2 dropped in the attainment of pupils at the expected standard which was 68% and the year before was 82%. Governors asked for an explanation.

The data shows a decline but the case studies show a different picture. The trend has been increasing over the years and this drop was expected due to the SEND children in this cohort.

Action: Clerk to include on the 15th January agenda: Monitoring – Review of Yr6 case studies (writing and maths)

Progress

Governors were informed the progress measures are going to change.

C: The proportions of children making the expected progress changes. If an outside agency was looking at this, should not 100% of the cohort make the expected progress?

This depends of individual children; two steps are set for most children. 70% - 80% of a cohort should make expected progress.

Q: Does the school set the bar of expected progress?

To some extent and the Government sets the attainment bar. Progress and attainment are intended to be judged separately but in Yr2 and Yr6 this often merges. Children joining the school later are still judged on progress from the time spent in a previous school.

Q: Why is there a drop-in writing in Yr5?

This is common as big jump in expectations from Yr4 to Yr5. KPIs (Key performance indicators) are set for Yr3 and Yr5. In a small cohort of 45 children each child is more statistically significantly and this school in the past has had high number of children with EHC plans.

Attendance

Q: What is the definition of PA (persistent absence)?

This is 10% absence which is 10 days / two weeks over the academic year.

Q: How does the school monitor attendance?

The school holds half termly attendance meetings which the link Governor attends. There are meetings with families, and letters are sent. The school has sent a letter to all parents explaining PA. The PA threshold used to be 20% and this has been lowered. The PA data includes authorised absences such as for illness and medical appointments.

Q: There were 18 penalty notices issued, is this 18 families?

This is 18 children some of who might be in the same family

Q: What is the main reason for PA in this school?

The PA is due mainly to holidays during term time which are unauthorised absences.

Q: What is the trend of PA at St. Pauls?

This has improved as PA has reduced over time from 8% to 6% (9.2% is the national average). One child with an EHC plan child was PA and there is nothing that can be done about this yet this remains in the school data.

Q: Governors asked if the prosecutions are normal?

- This was for non-payment of a fine, and was administered by the LA and not the school.

S: Governors indicated they are satisfied the school is doing all it can to maintain good attendance levels.

7. School Development Plan / Strategic Impact Plan review

Q: Was the 2018/19 SIP completed?

Action: Headteacher to send the completed 2018/19 SIP to Curriculum Committee Members.

- The Headings in this report have changed in line with the new Ofsted headings. The priority of writing is an Ofsted priority but not a key priority for this school. This does not mean the leadership are not monitoring this. Behaviour and attitudes are this school is outstanding so this is not a priority for the school. EYFS is also outstanding. Some areas will remain as priorities such as Maths.
- The report shared provides an overview of key improvement priorities for three years; current year key improvement priorities (1 year) and performance management priorities.
- The key priorities for 2019/20 are: to review the curriculum in order to have clarity of purpose and to quality assure practice; embed children's human rights in the school's ethos and culture through achievement of the Rights Respecting School Silver Award (UNICEF); and to use assessment procedures accurately and develop a new marking system that contributes to staff wellbeing by reducing workload but remains meaningful, motivational and manageable.

8. Curriculum Committee Review

Governors agreed to carry forward this item.

Action: Jane Walter to email out to governors the curriculum committee review in advance of the 15th January 2020 meeting.

This will be more useful in January when new governors join this committee.

9. Policy review

Anti-bullying Policy

C: Governors discussed whether the list should include Transphobia.

The list was discussed as not exclusive and Governors agreed to not amend the list at this time. Staff will be attending training in the summer term which may inform this policy. The clerk informed the committee the LA may be suggesting schools have a specific policy for Transphobia.

Governors formally approved the anti-bullying policy subject the minor typographical amendments agreed.

Behaviour and Discipline Policy

This policy is for pupils, the staff have a code of conduct.

Q: Does the school issue detentions as this is not included in this policy?

The school does not issue detentions.

Q: Is the 2013 DfE 'use of reasonable force' still current?

Action: Headteacher to check if the Use of Reasonable Force guidance has been updated since 2013.

Q: Is this policy for LOs?

This is for LOs and for outside of the classroom.

Governors agreed to redefine this policy as a procedure.

Governors formally agreed the Behaviour and Discipline Procedure

Governors Statement of Behaviour Principles and rationale

C: What is purpose of this statement?

This was a requirement for the school website. This statement gives a framework for the Headteacher to promote good behaviour and to support the ethos of the school.

Governors formally approved Governors Statement of Behaviour Principles and rationale

11. Any Other Business

Action: Clerk to include on FGB agenda 15th January 2020 agenda (after the parent elections) a review committee membership

12. Dates of future Meetings

- Wednesday 15th January 2020 6.00 pm
- Wednesday 11th March 2020 6.00 pm
- Wednesday 13th May 2020 6.00 pm

Signed.....
Jane Walter (Chair)

Date.....15/1/20

Meeting closed at 20.10

Summary of actions

- Action: Clerk to include on the 15th January agenda: Monitoring – Review of Yr6 case studies (writing and maths)
- Action: Headteacher to send the completed 2018/19 SIP to Curriculum Committee Members.
- Action: Jane Walter to email out to governors the curriculum committee review in advance of the 15th January 2020 meeting.
- Action: Headteacher to check if the Use of Reasonable Force guidance has been updated since 2013.
- Action: Clerk to include on FGB agenda 15th January 2020 agenda (after the parent elections) a review committee membership