

# Nanpean Community Primary School Curriculum Committee Meeting

**Thursday 5<sup>th</sup> March 2015 at 5.30pm**

## Part 1 Minutes

Present:

Andy Edmonds (Chair)  
Michael Barritt  
Kate Tibbles  
Lee Watts  
Carly Marsden

Not Present:

Jeff Davis

Also Present:

Kerry Dash (Clerk)

		Action
	<b><u>Apologies for Absence;</u></b> JD offered his apologies to the Committee. They were accepted by the Committee.	
	<b><u>Declarations of Conflicts of Interest/ Pecuniary Interests;</u></b> No new declarations of conflicts of interest were disclosed.	
	<b><u>Minutes from the Last Meeting Held on 27<sup>th</sup> November;</u></b> The minutes of the previous Committee meeting were proposed to be accurate. This was seconded and the minutes were signed accordingly.	
	<b><u>Matters Arising from the Previous Minutes;</u></b> <ul style="list-style-type: none"> <li>➤ The Clerk confirmed that the Behaviour and Discipline Policy had been amended and published on the school's website.</li> <li>➤ It was confirmed that the Curriculum Committee has reduced in number in line with the Committee's Terms of Reference. It was made clear to Governors in the Committee that, although any Governor may attend any Committee meeting, they must act as observers only. Only those named as part of a particular Committee may have voting rights in the Committee meetings.</li> </ul>	
	<b><u>SEND update;</u></b> The Head teacher held a Special Educational Needs and Disability (SEND) parent session to update parents of the changes to the SEND Code of Practice from September 2014. Governors were informed that four parents attended the session and the feedback questionnaire completed by these parents indicated that they found the session very informative. They requested further information about Education Health Care Plans (EHCPs) and any new changes that are planned. Governors were informed that the Inclusion Governor had made an appointment with the Head teacher to monitor SEND teaching and learning on the 17 <sup>th</sup> March. It was explained that the monitoring of Individual Education Plans (IEPs) and intervention tracking indicates that SEND pupils are generally making good	

	<p>progress.</p> <p><u>Governors challenged how the school is progressing with transferring Statements to EHCPs.</u></p> <p>Governors were informed that the school has not current had to transfer a Statement to an EHCP. No year 6 children have Statements, but we have a year 5 child who has an EHCP in the draft stage.</p> <p>The Head teacher held the first Clay Cluster SEN meeting. Governors were informed that it was very well attended by other local SENCos. They discussed the recent reforms and how they impacted upon the SENCo role.</p>	
	<p><b><u>Pupil premium;</u></b></p> <p>An Achievement Overview was circulated around the meeting (attached to these minutes). The achievement percentage of Pupil Premium children are written in green. It was confirmed that the Pupil Premium Expenditure Report was shared in the previous Curriculum Committee meeting and that it has been published on the website.</p> <p>Governor's attention was drawn to the following points:</p> <ul style="list-style-type: none"> <li>➤ There are 3 children in the current reception cohort in receipt of Pupil Premium. All are making good progress and are all on track to make a Good Level of Development.</li> <li>➤ It is difficult to estimate the percentage of year 1 children who will pass the phonics screening, but the percentage estimated is based on the abilities of the current cohort.</li> <li>➤ In KS1, the target is for 100% of children to achieve level 2 in writing, reading and maths. 94% are on track to achieve this in reading and writing and children in receipt of Pupil Premium progressing more than non-Pupil Premium children.</li> <li>➤ Governors were informed that only 47% are on track to achieve L2b+ in writing. This is due to the limited opportunities for writing provided by the Read, Write Inc. scheme. The KS1 literacy session has now been restructured to allow for more writing opportunities and interventions with a KS1 teacher have been put in place.</li> </ul> <p><u>Governors challenged whether a Breakfast club for literacy would help to progress the children's achievement?</u></p> <p>It was confirmed that a Breakfast Club for Year 2 and 6 has been put into place. The Year 6 club supports the children's writing and literacy and the Year 2 club focuses on the current 2a/ 2b group in literacy as there is a lot of literacy intervention that takes place during school to help children reach Level 3.</p> <ul style="list-style-type: none"> <li>➤ There are currently 2 children in year 6 in receipt of Pupil Premium which has had an effect on the achievement percentages. There is a significant amount of intervention in place for year 6 children.</li> </ul> <p><u>Governors challenged whether there were any looked after children at the school in receipt of Pupil Premium Plus.</u></p> <p>This will be investigated.</p>	CM
	<p><b><u>Sports funding;</u></b></p> <p>There were no new developments to report: the school is continuing to use Sports Funding on Go Active coaching. The company provides one Continuing Professional Development/ P.E lesson per week, after school clubs and holiday clubs. Go Active provides an unusual variety of sports that the children enjoy.</p>	

	<p>A Pupil Visioning Event that took place in January showed that P.E is the second most enjoyed subject by the children.</p> <p>The school currently offers 14 clubs, including the clubs run by Go Active. 6 clubs are for younger children. Each club is attended by between 10 and 20 children.</p> <p><b><u>Governors challenged whether there would be a negative impact on the sports provisions offered by the school if the Sports Funding would be stopped.</u></b></p> <p><b>Governors were informed that teachers are learning how to teach the sports offered by Go Active so they can be continued after the Sports Funding stops. Teaching Assistants are also increasingly able to offer more clubs and so the variety of sports offered during and after school will be sustainable. However, the holiday clubs would more than likely be at risk unless a teacher agrees to take these over from Go Active.</b></p> <p><b><u>Governors challenged whether there is a risk of the funding stopping?</u></b></p> <p><b>There has been no mention of the funding stopping as yet and an attendee at a recent CAPH conference implied that the funding will continue for 3 years.</b></p> <p>It was agreed that the sports provision at the school must be made fully sustainable so that should the funding cease, the children can continue to benefit from high quality sports lessons and after school clubs.</p>	
	<p><b><u>Policy review;</u></b></p> <p><b><u>Prospectus: Not approved</u></b></p> <p>It was suggested that the current prospectus be reworked to create a separate prospectus and parent handbook. The prospectus should be more pictorial and convey the ethos of the school for those interested in the school and the parent handbook should provide all the information that a parent of a child starting school requires.</p> <p>It was agreed that due to the expansion the school is undergoing, it is important to market the school well to fill up as many places as possible. Also, the prospectus should not be time specific so that it provides better value for money.</p> <p>Governors agreed to set up a working party to fine tune the prospectus and handbook once some initial prospectus suggestions are put together.</p> <p>The Head teacher will email governors to ask who wants to be part of the party.</p> <p><b><u>Admissions Policy: Approved</u></b></p> <p>Governors were informed that in the first round of place allocations there were 22 first choice places, 5 second choice places and 3 3<sup>rd</sup> choice places, not including any late admissions. This indicates that there is the interest to justify increasing the PAN to 30 children. It was proposed that this policy should be approved with no amendments and this was seconded.</p> <p><b><u>Home School Agreement: Approved</u></b></p> <p><b><u>Governors challenged what the school would do if a parent or child refused to sign the Home School Agreement.</u></b></p> <p><b>It was explained that there was little that could be done regarding this, but parents and children are encouraged to sign it.</b></p> <p>It was proposed that the Home School Agreement should be proposed with no amendments and this was seconded.</p>	
	<p><b><u>Website Monitoring Governor;</u></b></p> <p>It was emphasised that having a Governor monitor the website to ensure that it is compliant with the DfE list of items that must be published on a school's website is important. LW agreed to monitor the website on a termly basis.</p>	

	<p><b><u>Governor Monitoring;</u></b></p> <p>Governors were updated with recent Governor Monitoring visits:</p> <ul style="list-style-type: none"> <li>➤ KT undertook monitoring visits in November and December: A learning walk and pupil conferencing looking at Maths and English. It was reported that staff have a good knowledge and the school provides a friendly and welcoming environment. An area for improvement was for the school to have a plan for assessing children's progress without levels.</li> <li>➤ KS undertook a maths learning walk with the maths Subject Lead: The report states that the new subject lead was proactive in ensuring improvements were implemented and planned to give a presentation to Governors in the Autumn Curriculum Committee meeting. The Governor and Subject Lead discussed moderation and provision mapping. It was noted that it was positive to see achievement being recognised. A suggestion for improvement was to clarify how parents are going to be engaged in learning. Governors were informed that subsequent to this meeting, the Subject Lead held a very successful times tables tea party and will plan half termly maths open sessions focussing on different aspects of maths.</li> <li>➤ Further monitoring visits have been arranged.</li> </ul> <p>KT is now the school's Pupil Premium Champion as part of her role as Inclusion Governor.</p> <p>Currently the Head teacher gets all monitoring reports. Governors were asked if they would find it helpful to have the reports circulated to all Governors after each monitoring visit. It was decided that Governor Monitoring Reports should be a standing item on the Full Governing Body Agenda and that the reports are circulated prior to the meeting.</p>	
	<p><b><u>Other Matters Deemed Necessary;</u></b></p> <p>A copy of the collated parent questionnaire was given to Governors for their consideration. Governors discussed the following points:</p> <ul style="list-style-type: none"> <li>➤ One parent commented that their child was being bullied at school. Their child had a couple of incidents with another child that the parent classed as bullying. This has since been addressed by the Head teacher.</li> <li>➤ Governors felt that more parents would have strongly agreed that their children were safe at school. It was agreed that parents may choose the 'agree' choice because they were erring on the side of caution and do not have any concerns about the safety of their children. It was suggested that Ofsted would look at 'strongly agree' and 'agree' together and consider any percentage over 80% to be good. The parent questionnaires represent the school positively.</li> </ul> <p><b><u>Governors challenged why one parent didn't know whether their child makes good progress at the school.</u></b></p> <p><b><u>It was confirmed that this parent was very new to the school and has very little as a point of comparison for their child's progression at this school. It may also have been due to the parent completing the questionnaire prior to meeting with their child's class teacher.</u></b></p> <ul style="list-style-type: none"> <li>➤ Homework was an aspect of the questionnaires that provided the most negative feedback and this was addressed in the 'you said: we did' aspect of the report. There have been some technical problems with education</li> </ul>	

	<p>city and our IT equipment for homework club. We have since upgraded the wifi and replaced the old, slow laptops so that children without internet access can complete their homework at homework club.</p> <p><u>Governors challenged whether the children were benefitting from using Education City if it is causing problems that prevent the children doing homework.</u></p> <p>It was confirmed that we will continue to use Education City because it is a good learning tool and the initial problems that occurred during the first term of using it have now been addressed.</p> <p><u>Governors challenged how the children's work is assessed?</u></p> <p>It was explained that the teacher can filter the homework results to find out how long a child has spent on an activity, how well they did, and which questions they answered incorrectly.</p> <p>Governors suggested that to give parents enough time to look at their child's work books, the school holds a Celebration of Work afternoon immediately after school, where parents can come into school with their children to look at work books with no teachers present in the lead up to Parents Evening so that they can ask their child's teacher questions about their child's work at Parents Evening. Governors agreed that this would be a good idea and this will be implemented for the next Parents Evening.</p>	
	<p>With nothing else to discuss, the meeting ended at 6.25pm.</p> <p>Next curriculum meeting on Thursday 18<sup>th</sup> June at 4.30pm.</p>	
	<p>Signed: _____ Date: _____</p>	