

Ashley Junior School
Curriculum Committee Meeting
Wednesday 18th October 2017 at 6.00 p.m.

Present:

Fiona Wood(FW)Chair	Partnership
Ian Rix (IR)	Headteacher
Elizabeth Ward(EW)	Partnership
James Hutson(JH)	Parent Arrived 6.35
Isabelle Pennycook(IP)	Parent
Naomi Hutchins (NH)	

Apologies:

Norman Bullen (NB)	Partnership
Paul Cousins (PC)	Co-opted
Amanda Edgson (AE)	Staff

In Attendance:

Lorraine Henville (DHT) (LH)	Associate Member
Lindsay Ratcliffe	Local Authority Clerk

Challenge **Support** **Impact** **Action**

Meeting was quorate at all times

Item		Action
1	Welcome & Apologies:	
	Chair opened the meeting and welcomed all. Apologies were accepted from NB, PC and AE	
2	Declaration of Pecuniary Interests relating to this agenda	
	None	
3.	Minutes of last meeting	
	Minutes were accepted as being a true and accurate record of the meeting. Signed by Chair.	Filed by Clerk
4.	Matters Arising	
	There were no matters arising.	
5	Terms of Reference	
	A copy of the TOR was provided by EW. This will be scanned in school and added to the website. On FGB TOR, an amendment is required as the clerk is no longer a member of staff. It was recommended that TOR are approved by the Committee.	
6.	Policy Reviews:	
	6.1 Child Protection:	

	<p>Document had been circulated prior to meeting. LH explained there had been a few minor amendments to the Policy. The policy was accepted unanimously.</p> <p>6.2 Teaching and Learning: This policy clearly defines the meaning of Mastery in the Curriculum. Staff discussed this and have a good understanding. Criteria: learning which is embedded and remembered after time. It was noted that some would do this with support, others independently and some at greater depth. An example of greater depth linked to reading journal entries was shared with the governors.</p> <p>6.3 Equality: This is reviewed annually as numbers on role change. The policy presented is a model policy. Two targets have been set regarding equality:</p> <ul style="list-style-type: none"> • Standards in Maths improve to ensure higher achievers attain as well as they possibly can. • Improve the attendance of the most vulnerable pupils. <p>Questions were asked about the percentage of pupil premium children. The figure shared was 29% (79 pupils) this will be checked as there are some issues regarding data to ensure accurate details are shared.</p> <p>6.4 Written Feedback:</p> <ul style="list-style-type: none"> • Cross party group examined conditions of work for teachers and looked at marking policy. • Marking and Feedback should be Meaningful, Manageable and Motivating. • Marking should help improve learning. • Not all pieces of work are marked however progress can be seen in books (Maths books as an example). • An example was shared where a teacher had circled letters which should have been capitals; in the following piece of work, use of capital letters had improved. • As part of lessons children mark/check and provide evidence of self assessment and peer assessment against criteria. • Oral feedback is time consuming, but is the most powerful. • Use of symbols when marking demonstrates consistency across the school. • Use of written feedback will be reviewed with staff. <p>6.5 SEND: This had been reviewed in January, 2017. Some adjustments had been made due to changes in legislation. The document continues to be relevant.</p> <p>6.6 Nurture Group: No amendments are necessary to this policy. All policies reviewed were accepted.</p>	<p>HT to check data</p>
7	<p>Attendance and Inclusion</p>	
	<ul style="list-style-type: none"> • Reference was made to a document previously circulated. • Overall attendance in school is good (96.55%) • Persistent absence is an issue and tends to be mostly PP children • Resourced Provision impacts on attendance as many of these children have medical needs. 	

HT has met with Helen Fenton to discuss strategies to improve attendance. More detailed information regarding attendance has been provided for governors (circulated prior to meeting)

A governor enquired if the absence was related to the same children all of the time?

- Issues lay with 21 children, 75% of whom were PP.
- Some absence is due to holidays, which are never approved.

A query was made about what constitutes an authorised absence?

HT explained this is a rare, unavoidable unexpected and short absence. A wedding would not be an unexpected event, however a funeral on the day of the service would be an authorised absence.

HT and Home/School Link Worker have worked together to produce a clear diagram of authorisation and measures to take if attendance slips.

New measures such as sending letters to those who were close to becoming persistent absences (92 – 95%) will now receive letters. This is a major drive within school and absence is being linked to attainment in school.

An enquiry was made about the number of persistent absentees who were also young carers. HT did not have figures, but will look into this.

Punctuality was also discussed:

87 children had been late at least once. Total minutes late: 7041.

This equates to 25 minutes per child throughout the school or 81 minutes if linked only to the 87.

Enquiries were made about the reasons for lateness for example was it that parents had children at other schools? Another enquired about the impact of lateness on others in the class with the interruption of late arrivals.

HT stated that a variety of reasons had been given. The infant school has an earlier start allowing time to deliver pupils to two schools.

There was some discussion about rewards for good attendance and punctuality. A suggestion was made that attendance certificates could be awarded each term, as an absence then in Term 1 would not be penalised. Another governor suggested a thank you letter to parents of those whose attendance was excellent.

HT informed the governors of a fixed term exclusion

JH Arrived

A governor went on to praise the work observed in the lunchtime relaxation group. HT was able to inform the meeting that the focus of this group is currently on the upper school due to staffing and rooming constraints.

After School Clubs:

PP accessing these opportunities is low; this is a concern. A governor enquired about cost. There is a cost for the Art Group, but this could be covered for PP students wishing to attend. The other groups are free and high quality. The intention is to target specific children after the half term break. A governor enquired about reporting attendance of these groups. Attendance at Extra Curricular Clubs is included on the end of year reports. Staff also include comments on the report such as (Name) would benefit from attendance as (club name).

Another suggestion was that children attending the activities could talk about them in an assembly or it could be suggested that current

	members take along another child.	
8	Pupil Questionnaire:	
	<p>This is historical data. Majority of responses are within the 90% plus range.</p> <p>The exception to this is one question on safety in the Year 5 Questionnaire. 14 children in the previous Y5 considered they did not feel safe due to a gap in the fence. This has been repaired on numerous occasions.</p> <p>A governor asked about Lockdown procedures.</p> <p>HT confirmed that this was going to be implemented and run through during the next half term.</p> <p>Work is underway to ensure all pupils feel safe within the site.</p> <p>Quotes for fencing are being obtained, however the HT does not want to pre-empt any decisions made by the Landscape Project. The Pupil's Environment Group and Wellbeing Group will also help make decisions.</p> <p>Pupils felt the best things within the school include Learning and the Staff.</p> <p>Once again, negative comments were received about the Upper School Toilets.</p> <p>Major work is required and following a meeting with property services the expected completion date is Summer 2019.</p> <p>Pupils would also like the apparatus from the field which was condemned to be replaced, water fountains available as well as blinds in some classrooms.</p> <p>Additionally a transition questionnaire had been sent to those parents/carers with children in the current year 3. 100% of responses said that children had settled well and that they were happy with the work completed by AJS.</p>	
9	School Development Plan:	
	<p>9.1 Priority Areas:</p> <p>1. To Develop Leadership: this is staff and children as leaders for example the children have the opportunity via pupil voice.</p> <p>Three Groups exist:</p> <ul style="list-style-type: none"> • Learning • Wellbeing • Environment <p>The groups meet regularly with the DH and bring enthusiasm and great ideas to the meetings. The children then feed back to their peers.</p> <p>An example of the Wellbeing group ideas on Anti bullying week for example was that children be encouraged to talk and walk around the playground with another child you do not know well.</p> <p>A governor offered support at these meetings and hopes to be able to attend these each week.</p> <p>2. Raising Standards through a culture of rich language and communication.</p> <p>Y3/4 pupils have all completed an assessment using a programme called Language Link. This has been extended to some Y5/6 pupils who it is felt would benefit.</p> <p>The results have produced some anomalies which will be investigated.</p> <p>Development of Speech and Language through all areas of the curriculum is moving forward. An example in Maths that full sentences to be used</p>	

when answering a question. This is being explored through the Teachers Action research group

Key vocabulary is highlighted in all curriculum areas.

End of year analysis for 2016/17 showed that the current Y5 had lower achievement than expected in the progress in maths assessments. The analysis revealed that much of this was because of paucity of understanding of maths language.

Standards in Maths (especially for high achievers)

Regarding reasoning ability, all children should have an opportunity for challenge and application within Maths.

(Governors will examine a range of Maths books at the end of the meeting).

9.2 Data Analysis:

- ASP data cannot be accessed at present.
- Analysis has been completed using Fischer Family Trust Data.

HT asked for any questions regarding data?

Governor noted that much of the data is very positive.

This was confirmed that any achievement of 3+ is to be applauded.

Governors questioned the difference in achievement between boys and girls in Maths.

HT talked about a meeting with Gary Wilson who had talked about Raising the Achievement of Boys. In year 6 the dynamic is weighted towards boys. Top set Maths: 14 boys 7 girls.

It is important that the boys are able to become positive role models towards the younger children in the school.

Data was examined and questions were asked about the achievements of boys in Reading (91% achieved ARE) compared to girls (86%). It was explained that this could be just one girl. Girls however achieved more highly in writing. Governors wanted to know why this was. DH explained that the reading paper required short answers. Writing needed to be sustained .

There was discussion about attitudes of children in class compared to playground as well as achievement.

It was noted that 100 = ARE and+ 110 = greater depth.

New teaching methods had been introduced, Children are immersed in Language and Writing, whereas Maths is only one session per day.

PP group made up 1/3 of the cohort. Compared to the National Averages standards of this group are high. There is still however a gap to be closed between PP and Non PP pupils.

It was noted that this data is historical (relating to 2016/17 Y6) however much can be learnt.

9.3 Progress against Ofsted Targets:

Action Points from Ofsted:

1. More able over time need activities to stretch: Although more able pupils make good progress over time, occasionally, activities are not challenging
2. Opportunities for writing outside Literacy are more limited so progress in writing outside Literacy is less rapid.

More able are being increasingly challenged

Within Maths planning is informed by diagnostic completed for each

	<p>child. There is a focus on reasoning opportunities.</p> <p>A governor noted that the results are very good and are above the national average and how far had Maths changed?</p> <p>HT stated that both assessment and the curriculum for Maths has changed</p>	
10	Governor Visits:	
	<p>EW reported on a visit focusing on Pupil Premium. The report had been circulated prior to the meeting. Governor was able to discuss with Assistant HT. Year 4 were targeted as the data indicated this cohort had the largest gap in progress between PP and not PP.</p> <p>In Y4 she had asked LSAs if they knew the PP pupils in the classes they support. Currently, the LSAs said they did not know the PP children. This could have been a misunderstanding: they could possibly identify PP learners, however at this time of the year they did not know them well.</p> <p>IP had met with SC regarding mental health. This was a positive meeting about the proactive attitude towards wellbeing. IP will also visit SW after half term.</p> <p>Attendance at a SEND conference was also discussed and the positive message being shared by an Ofsted inspector present.</p> <p>FW/PC have not yet met as the data is not yet in school. It was confirmed this information will be available from 24th October. A date is to be rearranged for this meeting after 24th October.</p> <p>Meetings were planned:</p> <p>Data: Progress Meeting will be held during the week beginning 20th November</p> <p>Data Available 27th November. Meeting arranged at 3.30 on Tuesday 28th November. NH, JH and EW to attend.</p> <p>Work Scrutiny: 14th November (end of school day)</p> <p>FW and NH will check to ensure they can both attend on this date.</p> <p>School Improvement Priorities:</p> <p>Maths: EW 15th November</p> <p>Language: IP31st October, 2017.</p>	
	Reminders of Dates:	
	<p>7th November 2017 Poetry Festival 2.00 p.m.</p> <p>8th November 2017 Landscaping Workshop 9.15a.m.</p> <p>10th November 2017 Year 6 lead the Remembrance Assembly 10.15</p> <p>Invite has been received to attend Remembrance Service at New Milton at 10.15. HT has ordered a wreath. Children to be invited.</p> <p>13th November, 2017 Anti bullying Week</p> <p>14th November 2017 Theatre Group Visit linked to Anti bullying Week.</p> <p>22nd November 2017 Second meeting of the Landscaping Project : 3.45 p.m.</p> <p>13th December 2017 Year 4 Production at 1.45 and then at 6.30.</p> <p>Governors were invited to attend any of the above. Governors were very positive about this opportunity.</p>	
	<p>Meeting closed at 7.44.</p> <p>All governors remained following the meeting to complete a book scrutiny (Maths) looking at the work of high achievers</p>	