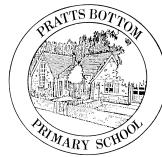


PRATTS BOTTOM PRIMARY SCHOOL
**Curriculum Committee meeting minutes: 5th February
2018**

Date of meeting: 05.02.18 at 1.30pm	Venue: School		
Chair: Kate Savage	Clerk: Koyeli Solanki		
Governors present	Governor apologies	Absent	In attendance
Emma Hodson (HT)			Koyeli Solanki
Peter Hudson (GB Chair)			
Cheryl Bone			
Julie Jensen			
Anthony Linnett (Exec Head)			
Nina Lippert			
John Murfitt			
Kate Savage (Chair)			

MINUTES

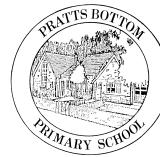
1. To receive and approve apologies for absence
1.1. There were no apologies.
2. To declare any interests to the meeting and to record any alterations to Governors' interests
2.1. No new interests were declared
3. Minutes of the meeting held on 9th October 2017
3.1. The governors received the minutes of the Curriculum Committee meeting held on 9 th October 2017, previously circulated by email. No points of accuracy were raised. The chair signed a copy of the minutes as a correct record of proceedings.
4. Matters arising
There were no matters arising
5. Confidential minutes of the meeting held on 9th October 2017
5.1. The governors received the confidential minutes of the Curriculum Committee meeting held on 9 th October 2017, previously circulated by email. No points of accuracy were raised. The chair signed a copy of the minutes as a correct record of proceedings.



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6. Assessment analysis of Autumn 2 data report

- 6.1. The Head of School reported that pupils had taken tests in September – PIRA tests for Reading, and PUMA tests for Maths.
- 6.2. Key objective sheets with a learning objective from the National Curriculum were used on a weekly basis rather than Target Tracker. This allowed teachers to quickly identify those pupils who were Exceeding, and those who required additional support.
- 6.3. The Executive Head noted that teachers were asked to use ongoing judgements, and test results to reach termly judgements so that work was not being repeated. Conversations would take place where there was a mismatch between teacher judgement and test results, and in all cases, teachers had been able to justify and evidence their judgements.
- 6.4. The report presented to governors gave a summary of the current position at the time of writing, but the situation was constantly changing, and should become more secure over time. At the end of the Autumn Term, it would not be unexpected for all pupils to be below expected levels, as they would have only been one term's worth of the curriculum, so the report was based on termly expectations and attainment rather than for the whole year.
- 6.5. **A governor asked how expected levels were set.** The Executive Head explained that each pupil had their individual starting point and expectations, and these were based on National Curriculum expectations. For example, pupils who had reached Expected standards in EYFS would be expected to reach Expected standards or better at the end of KS1. End of year targets were aspirational but took account of the pupils who would definitely not attain the expected level.
- 6.6. **Governors noted that they were pleased with the clarity of tracking of pupils from year to year.**
- 6.7. The Executive Head noted that it should be possible for the committee to receive progress data for Years 5 & 6. Their standardized score target could be calculated from the end of KS1 score, and this could be used to judge progress. Only Years 5 and 6 still had KS1 levels, and it was not yet clear how standardized score would be calculated. The school still had old KS1 test data in store, but the DfE would not have this information. Test scores did give absolute data and was helpful if used on a regular basis to give a picture of progress.
- 6.8. Governors had discussed the possible over-estimation of KS1 data in relation to the previous year's Year 6 cohort. For the current cohort, their KS1 scores did not predict any pupils to attain Greater Depth, but while the profile of Year 6 was not very, very able, there were some pupils who were expected to attain Greater Depth. Caution was needed when looking at data, but teachers knew the data and the pupils very well, and were able to discuss pupils and their needs with the Head of School. Teachers were taking ownership of how to move individual pupils forward.
- 6.9. The Executive Head noted that a consistent message was been provided to teachers and parents that pupils would be supported through high quality classroom teaching. There was evidence that intensive prep work for tests did not help pupils, but that confidence in their knowledge would give them a firm base for the rest of their education. It was also important for the school to provide a rich and meaningful curriculum.
- 6.10. The Head of School noted that some discrepancies in the report had been identified, and already been addressed through Pupil Progress meetings.
- 6.11. **Governors asked whether support was mainly being directed at SEND pupils,** and the Head of School advised that much of the support in place was for mainstream pupils who needed

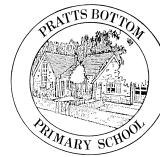


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- support in some areas.
- 6.12. The Head of School advised that Years 5 and 6 were being kept together as much as possible, and Year 5 were being given quality input while Year 6 were preparing for SATs. The focus was on keeping the heart of the school, and what was the best for all the pupils.
 - 6.13. **Governors asked if there were any groups causing concern.** The Head of School advised that there was a mixed picture across the school, with variation from year to year. The next round of assessment would give a clearer picture.
 - 6.14. The Head of School confirmed that Year 6 boosters were in place for Spring 2.

7. Curriculum Report

- 7.1. The Head of School drew attention to the revamped School Values, which had been circulated to all stakeholders in December.
- 7.2. JJ noted that there had been a lot of feedback, and parents were reporting a positive impact outside school as well.
- 7.3. The Head of School advised that INSET training and ongoing CPD were focused on School Improvement areas. Maths was the current focus, and all lessons observations had had a Maths focus.
- 7.4. **Governors discussed use of the BAR model,** and noted that pupils could choose the method that worked best for them. The Executive Head noted that the key was a grasp of the basics, which would support pupils moving on to more abstract concepts.
- 7.5. **Governors noted that it would be useful to engage with parents so that they understood the concept, and would be able to support at home.** The Executive Head suggested that it might be useful to put short videos on the school website as one of the ways to ensure that parents were aware.
- 7.6. English was moving ahead with cursive Writing and embedding Talk for Writing. INSET training on T4W had taken place.
- 7.7. In terms of broader curriculum planning, this was a long process, and it would take time to fit topics in. Science, PE and Maths would be kept discrete, as it could derail a topic if trying to fit too many elements in.
- 7.8. Cross-curricular projects should be in place for the Summer Term, and these would incorporate History, Geography, Art & Design, DT, Science etc. The scheme of work would be very prescriptive, with a lot of guidance for teachers. The key aim here was to provide pupils with exciting opportunities to write, and SLT would need to ensure that teachers had sufficient time to plan and deliver properly.
- 7.9. **Governors discussed the lack of a formal link between KS2 and KS3, with many Secondary teachers being quite unaware of what pupils had studied in primary schools.**
- 7.10. **Governors asked how PBPS compared with other SOLA schools,** and the Executive Head noted that in terms of progress from KS1 to KS2 the school came at the bottom, but compared favourably in terms of attainment. Data for the SOLA schools was available if governors wanted to see it. Small schools were always vulnerable, with a small cohort skewing data, but this year the predictions were positive even if performance on the day of tests could not always be guaranteed.



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8. Governor Maths visit

- 8.1.1. The Executive Head agreed to email a date to governors for this meeting.
- 8.1.2. The plan would be to meet at 8.30, have a briefing, make classroom visits and be involved in book looks, finishing by 10.30am
- 8.1.3. **Governors agreed that it would be very useful to see how the same concept was taught across the year groups.**

9. Any other business

- 11.1 **Governors asked what was being done about the Quiet Area.** The Head of School that the insurance quote had now been received, so the work would be carried out after half term. The work could not be carried out during the holiday as that area was let out.
- 11.2 **Governors discussed Maths worldwide, and how the UK approach compared.** The Executive Head advised that fluency in numbers was often more developed especially in countries like Singapore, but the UK tended to have the edge with regards to problem solving. The Executive Head suggested that governors think about what they wanted the curriculum to achieve for children, and how it should equip them for their on-going education.

10. To note the date and time for the next meeting of the Resources Committee

- 13.1 Meetings are scheduled as follows:
Monday 21st May 2018 at 1.30pm

11. To determine the matters to be treated as confidential (*in accordance with Article 125 of the Articles of Association*)

- 14.1 No items were deemed confidential

All business being concluded, the meeting closed at 3pm