

# ST BARNABAS' C.E. PRIMARY SCHOOL



## Minutes of the virtual meeting of the Curriculum Committee held on Tuesday 9<sup>th</sup> March 2021 at 4pm

**Present:** Karen Boardman (Headteacher) Daniel Wilkinson  
 Anne Williamson Maguire Agnew  
 Hannah Denley Lorna Longman

**In Attendance:** Maria Riley (Governance Support Officer / Clerk)  
 Jo Patton (awaiting reappointment as a co-opted governor)

		Action								
1.	<p><b>Welcome and Election of Chair</b></p> <p>The clerk welcomed everyone to the meeting and asked for any nominations for Chair. Jo Patton offered to be the Chair once he was reappointed at the FGB in a few weeks, all governors agreed to this. The Chair of Governors offered to be Acting Chair for this meeting.</p>									
2.	<p><b>Apologies for Absence and Declarations of interest</b></p> <p>There were no apologies and no declarations of interest.</p>									
3.	<p><b>Minutes of the meeting held on the 10<sup>th</sup> November 2020</b></p> <p>Previously distributed. The minutes were agreed as a true and accurate record of the meeting and the clerk will add approved and return to school.</p>									
4.	<p><b>Matters Arising and Action Plan</b></p> <table border="1"> <thead> <tr> <th></th> <th>Action</th> <th>Who</th> <th>Completed?</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>The Headteacher agreed to add more to the curriculum vision around resilience and growth mind-set.</td> <td>HT</td> <td>Completed. The curriculum vision was still being developed and was evolving. The HT would share it with governors as it developed.</td> </tr> </tbody> </table>		Action	Who	Completed?	1.	The Headteacher agreed to add more to the curriculum vision around resilience and growth mind-set.	HT	Completed. The curriculum vision was still being developed and was evolving. The HT would share it with governors as it developed.	
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5.	<p><b>Risk Register: Curriculum Committee Work stream</b></p> <p>The Headteacher explained the Curriculum committee members needed to refer to the risk register as part of their role on this committee. She highlighted the following areas to focus upon:</p> <ul style="list-style-type: none"> <li>• The quality of teaching and learning.</li> <li>• The schools vision and values and the RSHE policy in particular in this meeting.</li> <li>• Reviewing disadvantaged children's progress which they would cover in the standards update and SEND update.</li> <li>• Supporting less experienced staff.</li> </ul>									
6.	<p><b>Standards Update – Autumn Term Data</b></p> <p><u>Reception termly comparison</u></p> <p>The Headteacher reported the Reception data showed where the children were on entry into Reception compared to the end of the Autumn term. In listening and attention, 32% had reached expected in September 2020, by the end of the autumn term this has risen to 52% at expected. The risk box showed the children who were below the expected level and boys had made better progress in listening and attention than girls in the autumn term but had started from a lower point. The Reception cohort had no children on the SEND register in the autumn term as the children were observed, assessed and identified whilst in school the first term. The data showed 60% of the</p>									

disadvantaged Reception pupils were at expected and it had remained at 60% by the end of the autumn term.

A governor questioned why there seemed to be some data missing from the table. The Headteacher replied that the remainder of the children were in the 'Below' category and that this year they had seen some children with low starting points in some areas. They were running a catch up program in Reception focusing on language which would be led by a trained TA. An attendee asked if the ideal score was 100%, the Headteacher answered that nationally, by the end of Reception around 70% of Reception pupils would reach expected. She added they did not have to assess against the end of year framework this year however they were using it as it would be useful as a benchmark moving forward and the teachers would be carrying out assessments this term to see how the pupils were doing.

The Headteacher explained they looked for the green boxes on the data which showed positive progress and for any children who were not showing progress. An area in particular for Reception children to work on was reading. An attendee challenged if 8% was normal for reading on entry to school, the Headteacher responded 8% was very low and this would normally be around 30%. The attendee questioned if the school received data from the playgroup, the Headteacher confirmed they did receive data through Tapestry and that the data had not been as comprehensive as normal due to lockdown. The Headteacher highlighted the Reception link governor may want to focus on the catch up program in reading and early language support when they next visited or contacted the school.

#### Year 1 Phonic termly comparison

The SENDCo reported the Year 1 phonics data had been low at the start of the academic year so they had put in place interventions to work on this area which had supported many children in catching up. A governor highlighted they were concerned with a child's progress going backwards, following the first lockdown. The SENDCo explained the child had since been attending school in lockdown and had improved their score. An attendee asked what would happen for the children who had already shown positive progress, the SENDCo replied the whole class would still work on maintaining their phonics, then they progressed to working on comprehension, vocabulary and understanding.

#### Year 2 phonics termly comparison

The Headteacher reminded governors the Year 2 cohort had not been fully assessed in all the core areas due to having to self-isolate during the school's assessment period before Christmas. In phonics, they had been assessed in Spring 2020 in Year 1, then again at the beginning of Year 2 and in November 2020. The majority of the Year 2 children had taken a dip at the start of the autumn term and had caught up or improved by the November. An attendee asked what the numbers meant in the EAL column, the Headteacher these were for schools reference only and referred to their level of English.

#### Year 3 to 6 termly comparison

The Headteacher reported they had compared the data from December 2019 to the beginning of the autumn term 2020 and the end of the autumn term 2020. As a result of the data the teachers were able to identify the pupils who had not progressed. The next assessment would inform the teachers about the next steps in the summer term so that children could be supported to catch up to the expected standards. The governors reviewed the data for Years 3 to 6 in more detail. A governor noted there was a greater decrease in the data for Years 3 to 6 and this was where they needed to make rapid progress, the Headteacher agreed and explained the formal tests were to allow the teachers to analyse the results and plan the catch up program. The governor asked how the catch up work would happen, the Headteacher explained the catch up strategy had two strands; children made the biggest progress when the highest quality teaching and learning was available and by putting in non-negotiables in all classes. Secondly, through analysing the data to identify the pupils who needed support and interventions. The Acting Chair suggested link governors could contact their classes and review the data and the progress made since the last assessments.

#### 7. **SEND Update – Hannah Denley**

The SENDCo reported that the school had encouraged the majority of children on the SEND register at

	<p>Band 2 and above to attend school during the recent lockdown which had been good for their engagement, only two children had chosen not to attend. The school currently had no EHCPs but they were currently in the process of applying for and EHCP and would receive funding for this pupils if they were successful. Teachers were updating Individual Learning Plans (ILPs) for the SEND children in their classes and had supported any band one children at home. Overall, the SEND children had a positive experience in school during lockdown. The SENDCo explained now that school was fully open there were transition plans in place for SEND pupils and they were preparing the children to be socially and emotionally ready whilst also more independent in their learning.</p> <p><u>SEND priorities</u></p> <p>The SENDCo reported they were reviewing the pupils who needed My Support Plans (MSP) in school and more MSPs were now being put in place. The MSPs did not bring in any extra funding for the school but they were a document showing all of the support, actions taken, communications between school and parents and any outside agencies involved with the child as a record of what had been put in place. The MSP was the evidence needed to apply for an Education Health Care Plan (EHCP) if needed. The SENDCo highlighted there was a big delay with referrals to CAMHS and accessing outside agencies which would have an effect on the pupils.</p> <p>The SENDCo reported dyslexia assessments were ongoing, they had written risk assessments for individual children and had reviewed the school's ILP format so that they were more useful for staff and parents. The Acting Chair <b>challenged</b> if the MSPs were capturing parent and pupil voice, the SENDCo responded the MSP were reviewed with parents and pupils alongside external agencies and teachers in school. The governor <b>further challenged</b> if parents were encouraged to be part of the actions decided, the SENDCo replied they were and these meetings had been carried out online over the pandemic period. A governor queried if the LA were helping with the CAMHS waiting list, the SENDCo replied that they had not heard directly from the LA but understood that they may be outsourcing private assessors and the Educational Psychologist's helpline and other agencies had been helpful.</p> <p>The Headteacher informed governors the wellbeing service was operational again and the SENDCo added the Speech and Language team had been an excellent support. An attendee queried if it was normal to have this many MSP in a year. The SENDCo replied it was normal for the MSP to build throughout the year from observations of the children and two of the Reception MSP were for children with high needs but that some of the new MSPs were due to historic catch up. The Headteacher informed everyone a full parent survey would be sent out before the Easter holiday to gain parent voice.</p> <p>The Chair of governors thanked the SENDCo for the update.</p>	
8.	<p><b>Remote Learning</b></p> <p>The Headteacher reported the remote learning had been adapted throughout lockdown and they had improved the tracking system for attendance and engagement. Throughout remote learning the staff had made good improvements in increasing the engagement through contacting families and inviting children to attend school with nearly 50% attendance by March. Plans were in place for any children still isolating.</p>	
9.	<p><b>Return to School Plans and Curriculum</b></p> <p>The Headteacher highlighted the curriculum planning for spring two showed the expectations for the remaining half term and it was important the children had routine, their wellbeing and stamina would be reviewed and they had time to socialise.</p> <p><i>5.25pm – Lorna Longman left the meeting.</i></p> <p>The Headteacher shared the document on the non-negotiables for teaching and learning and informed governors that these had been developed through staff INSET and the document underpinned what high quality teaching and learning looked like and what was expected in every</p>	

	<p>class.</p> <p>The Headteacher shared the revised timetables and pointed out they showed the breadth of the curriculum, story time to emphasise reading and the extra maths coverage. There had been no changes as yet to the Reception and Year one timetables, an attendee questioned if the other year group timetables had vastly changed, the Headteacher answered they had not but they had been reviewed to ensure that there was the appropriate time given to all subjects and there was consistency of approach.</p>	
10.	<p><b>Curriculum Update including Church School Distinctiveness</b></p> <p>The Acting Chair updated the governors that she would meet with Daniel Wilkinson, Rev Paul Millard and the Headteacher when they were able to discuss church school distinctiveness.</p>	
11.	<p><b>Policies for Review</b></p> <p><u>RSHE Policy</u></p> <p>The Headteacher reported this was a statutory policy and they had been using the Heart Smart scheme in school. Most of the sex education was taught through science and the Year 6 cohort would be taught sex education by their teacher. She added parents could opt out of their child attending these lessons but this was very unusual and parents would be consulted on the policy also. The Acting Chair commented the Heart Smart program was very easy to follow.</p> <p>The Headteacher informed governors the parental consultation was going to be a meeting but, under the current circumstances, they would send out the policy and the materials they used for teaching sex education to parents for any questions. The teaching around different families would be taught sensitively and would not promote one family type as being better than another. They would be promoting healthy and respectful relationships. After consultation, the policy would be presented back to governors to question and approve.</p>	
12.	<p><b>Any Other Business</b></p> <p>The Chair of Governors thanked the governors who had attended staff meetings and informed them improvement documents would continue to be sent out to governors to keep them informed. She added thanks to the staff also. The Headteacher thanked Jo Patton for joining the curriculum committee.</p> <p>A governor queried when volunteers would be allowed in school again, particularly since the school were focusing on reading. The Headteacher answered after Easter would be possible and they would need to put social distancing measures in place for volunteers.</p>	
12.	<p><b>Dates and time of next meeting:</b></p> <p>Tuesday 22<sup>nd</sup> June 2021 at 4pm</p>	

The meeting closed at 5.50pm

**APPROVED**  
 \_\_\_\_\_  
 Anne Williamson (Acting Chair)

**22<sup>nd</sup> June 2021**  
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 Date

**ST BARNABAS' C.E. PRIMARY SCHOOL**

**Action Plan following the Meeting of the Curriculum Committee held on 9<sup>th</sup> March 2021**

	Action	Item	Person	Date
1.	No actions			

**Items for the next Curriculum meeting:**

**Items for the next FGB:**

APPROVED