

# ST BARNABAS' C.E. PRIMARY SCHOOL



## Minutes of the meeting of the Curriculum Committee held on Tuesday 15<sup>th</sup> March 2022 at 4pm at the school

**Present:** Karen Boardman (Headteacher) Daniel Wilkinson  
 Anne Williamson (Chair of Governors) Maguire Agnew  
 Jo Patton (Chair) Lindsay Graystone

**In Attendance:** Rachel Pena Harran – Deputy Headteacher  
 Sarah Curry - EYFS & English Lead (*until 5.22pm*)  
 Barbara Kybett – Governance Advisor, Clerk

		Action															
1.	<p><b>Welcome, Apologies for Absence, Consents and Declarations of Interest</b>                      The Chair welcomed everyone to the meeting. Apologies for absence were received, with consent, from Lorna Longman.</p> <p>There were no declarations of interest.</p>																
2.	<p><b>Minutes of the meeting held on 18<sup>th</sup> January 2022, Matters Arising and Action Plan</b>                      Previously distributed.</p> <p><b>The minutes from the meeting held on 18<sup>th</sup> January 2022 were agreed to be a true and accurate record.</b></p> <p>There were no matters arising from the minutes.</p> <p><u>Action Plan</u></p> <table border="1"> <thead> <tr> <th></th> <th>Action</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Make amendments to Curriculum Action Plan timescales as discussed.</td> <td>Complete</td> </tr> <tr> <td>2.</td> <td>Amend timescale re: reduction in bullying in PP Report and also add a comment that all work towards all outcomes has already begun.</td> <td>Complete</td> </tr> <tr> <td>3.</td> <td>Determine which EAL pupils are also entitled to PP funding.</td> <td>Carried forward</td> </tr> <tr> <td>4.</td> <td>Add a sentence to the Marking and Feedback Policy to clarify that marking is different for Years 2 and 6.</td> <td>Complete</td> </tr> </tbody> </table> <p>With reference to Action Point 3, the Headteacher undertook to add this information to the next data report.</p> <p>With reference to Action Point 4, the Deputy Headteacher advised that she would also add examples of marking and feedback to the policy in due course, once the system was embedded.</p>		Action	Status	1.	Make amendments to Curriculum Action Plan timescales as discussed.	Complete	2.	Amend timescale re: reduction in bullying in PP Report and also add a comment that all work towards all outcomes has already begun.	Complete	3.	Determine which EAL pupils are also entitled to PP funding.	Carried forward	4.	Add a sentence to the Marking and Feedback Policy to clarify that marking is different for Years 2 and 6.	Complete	
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3.	<p><b>Notification of Any Other Business</b> No other business was notified.</p>	
4.	<p><b>Standards Update and Catch up plans including Support for SEND and Disadvantaged Pupils</b> Previously distributed.</p> <p>The Headteacher advised that assessments had taken place across the school and the data from these would be presented at the next FGB meeting.</p> <p><u>4.1 Phonics Data</u> Sarah Curry referred to the previously distributed Phonics data, noting first that the percentage of Reception pupils “on track” had fallen in since the autumn term, as the cohort were learning new sounds which were not yet embedded. She was confident that the number on track would recover by the end of the term, although the impact of reduced interventions due to the lack of TA support was not insignificant.</p> <p>Referring to the Phonics data for Years 1, 2 and 3, Sarah highlighted the improvement in the percentage of pupils on track and underlined that even those children not currently on track had made accelerated progress. Lindsay Graystone provided some specific examples.</p> <p><b>The Chair queried whether interventions were still in place for pupils who needed them.</b> Sarah confirmed that, as far as possible they were, but this was dependent on the availability of TA support as some TAs had been redeployed to cover vacant one to one support roles. The Deputy Headteacher advised that there had been substantial staff sickness absence which had also impacted on TA support.</p> <p>The Chair of Governors observed that governors acknowledged the pressure that staff were currently under; nevertheless, the improvements in teaching and learning were evident in the data. She asked the Headteacher to relay this message to staff.</p> <p><b>The Chair asked whether staff had confidence in the Little Wandle Phonics programme.</b> Sarah agreed that they did, as they could see the impact on the data.</p> <p><u>4.2 Initial Y2/ Y6 Spring Data</u> The Headteacher reported that pupils in Year 2 and Year 6 had completed practice SATs papers and she provided a brief verbal update on the Year 2 outcomes in Reading and Maths. Governors agreed that there was evidence of improvement. The Headteacher added that the Year 6 outcomes were also positive but there was still work to do to ensure that pupils met expected standards. She would present the data from the assessments in detail at the FGB meeting.</p> <p>The Headteacher reminded governors that the main focus of catch up plans was Phonics interventions. Due to the issues with TA support, the Headteacher had applied to the National Tutoring Programme (NTP) which she hoped would provide extra capacity.</p>	<p><i>FGB - agenda</i></p>
5.	<p><b>EYFS</b> Previously distributed.</p> <p><u>5.1 EYFS Policy</u> Sarah advised that the policy had not changed significantly. It had been updated to reflect</p>	

	<p>the requirements of the new EYFS curriculum but not in terms of how this was delivered in school. The section on safeguarding expectations had also been updated. She invited governors’ questions and comments.</p> <p>The Chair of Governors referred to the previously distributed Teaching and Learning Policy, which contained a section on the school’s “guiding principles” and suggested that this be added to the EYFS Policy. The Chair of Governors highlighted some typographical errors and queried the reference to governors’ attendance at new parents’ information sessions. Governors agreed that it would be helpful to re-establish this practice.</p> <p>The Chair of Governors also suggested that the reference to external safeguarding reviews should be added to the list of evidence of effective safeguarding arrangements.</p> <p>There was some discussion on why the policy referred to a requirement that parents and carers sign a permission slip stating whether or not their child’s Learning Journey could be kept within the classroom environment. It was agreed that this section could be removed from the policy as the use of Tapestry meant that no personal information was kept in paper format in the classroom.</p> <p><b>Subject to all the changes discussed above, governors approved the Early Years Foundation Stage Policy.</b></p> <p><u>5.2 Progress towards NoV from Rachel Lanzillotti</u></p> <p>Sarah provided an update on progress towards the recommendations made by Rachel Lanzillotti during her visit which took place in January. She highlighted:</p> <ul style="list-style-type: none"> <li>• progress made in making the best use of TA support</li> <li>• changes made to the outdoor provision areas</li> <li>• more opportunities for pupils to write and their increased enthusiasm for this</li> <li>• the development of language skills including positional language and ability to relate days of the week to specific activities</li> <li>• staff were now more secure in the teaching of early reading in all year groups.</li> </ul> <p>Governors congratulated Sarah on the work completed since the visit.</p> <p>In response to a question, the Headteacher confirmed that Ms Lanzillotti would visit again to review progress against the recommendations. Sarah was confident of being able to demonstrate progress. However, she would discuss the reduction in provision areas outdoors, as the focus on indoor play had impacted negatively on behaviour. The Headteacher suggested that Sarah might visit other schools to see examples of best practice.</p> <p>Governors thanked Sarah for her EYFS update.</p>	
6.	<p><b>English Update</b></p> <p><u>6.1 Progress toward action plan including example of completed planning template</u></p> <p><u>6.2 Curriculum statement and website</u></p> <p><a href="https://stbarnabasprimary.co.uk/curriculum/english/">https://stbarnabasprimary.co.uk/curriculum/english/</a></p> <p>The Headteacher demonstrated the improvements made to the Curriculum area of the website and highlighted the revised Reading Curriculum Statement, and the Reading Progression document. She explained how the latter informed teachers’ planning and noted that it was a helpful document for parents as well. She showed how the website signposted</p>	

	<p>parents to videos on how Little Wandle was used in school to teach Phonics and commented that senior leaders were giving further thought on how to support parents to read with their child at home. The Headteacher also demonstrated spelling resources and summarised that the website had been significantly updated. She invited governors' comments.</p> <p><b>The Chair of Governors asked if there were any resources for parents who might not be able to access the website.</b> The Headteacher responded that there were some resources for parents whose first language was not English; governors agreed that it would be a challenge to replicate the resources available on the website in a paper format.</p> <p>In response to a question, the Headteacher advised that these areas of the website were now more or less up to date. There was discussion on communicating curriculum information to parents - the Chair suggest that a one page summary of what each year group learnt would be useful but it was noted that this information was already communicated to parents via newsletters and was available on the website. The Headteacher commented that there was still scope for simplifying the information on the website.</p> <p><u>6.3 Evidence of progression in exercise books</u> This was deferred to the next meeting.</p>	<i>Curr - agenda</i>
7.	<p><b>Maths Update</b> The Headteacher demonstrated the revised Maths area of the website, highlighting the following documents:</p> <ul style="list-style-type: none"> <li>• an overview of progression in Maths</li> <li>• a skills progressions for each area of Maths</li> <li>• the Maths Calculation Policy.</li> </ul> <p>It was noted that the EYFS area of the website needed to be updated with Maths skills progression information.</p> <p>The Chair queried whether the website made reference to the playgroup in terms of skills progression. The Headteacher responded that the playgroup was only referenced in terms of its relationship with the school.</p> <p><b>A governor commented on the format of the website which had been in place for a number of years.</b> The Headteacher advised that, if the school joined Pathfinder MAT, the website would be revised to match others in the Trust. Currently, the priority was for the statutory content to be compliant.</p> <p>Lindsay shared the revised planning format document and explained that there were separate sections where planning for pupils with SEND, and those eligible for Pupil Premium (PP), was set out. The planning format also covered what would be learnt, and the activities which pupils would undertake, including how these would be differentiated. Lindsay advised that teachers' planning was informed by the skills progression documents.</p> <p><b>The Chair of Governors challenged as to whether pupils would be able to articulate the learning objective of the lessons.</b> Lindsay confirmed that they would.</p> <p><b>The Chair asked if the planning template was proving helpful.</b> Lindsay responded that in general the template had proved useful although there was some duplication of tasks.</p>	

	<p>There was some further discussion on how the planning process might be streamlined.</p> <p>Governors thanked Sarah Curry for her updates and she left the meeting at 5.22pm.</p>	
8.	<p><b>Wider Curriculum Update</b></p> <p>The Deputy Headteacher reported that she had held meetings with every subject leader to establish what was already in place for each subject and the evidence for this. The meetings had been very positive and there were now action plans in place. The Headteacher added that there would need to be time set aside for staff to discuss the approach to foundation subjects. The Chair was pleased to note the progress which had been made in addressing the wider curriculum.</p>	
9.	<p><b>SEN and Pupil Premium Update</b></p> <p>The Headteacher reminded governors that the new planning templates included specific sections for PP and SEND pupils. She advised that Carolyn Ray, Pathfinder MAT SEND lead, was still supporting the school. She was undertaking a number of assessments with specific pupils. The Headteacher cautioned however, that should further pupils be identified as needing support, this would be challenging to put in place. Pupils with the highest level of need were currently being prioritised. The Headteacher reported that an advertisement had been placed for an experienced TA. She had re-deployed TAs at the beginning of this half term to one to one roles which had been at the expense of general TA class support.</p> <p>The Chair of Governors acknowledged the difficulty of balancing the budget with the level of TA support needed in the school, noting that the needs of pupils must come first.</p>	
10.	<p><b>Behaviour Update</b></p> <p><b>The Chair asked whether reduced TA support had impacted on behaviour.</b> The Headteacher explained that there had been significant improvements in the behaviour of some pupils who were being supported by Danesgate’s Kestrels outreach programme, but this was counterbalanced by other pupils demonstrating poorer behaviour. Staff worked with pupils to provide them with strategies to regulate their behaviour. Targets were set, families involved and the referrals made to Behaviour Support, the Wellbeing Worker and CAMHS. The Deputy Headteacher agreed with the Chair that poor behaviour of a minority of children was an issue common to most schools, but the impact was more significant in a small school. She appreciated the efforts being made by staff in what could be a challenging working environment.</p> <p>In response to the Chair of Governors question, the Headteacher shared some of the suggestions made by Mrs Coles, headteacher of St Lawrence’s Primary School and inclusion lead for Pathfinder MAT. The Headteacher commented that the majority of children were well behaved but there was further work to be done to support staff in managing poor behaviour of a small number of children.</p>	
11.	<p><b>Results of parent and pupil survey</b></p> <p>Previously distributed.</p> <p>The Headteacher tabled the outcomes from the pupil survey and governors discussed these and the outcomes from the parent survey. It was agreed to defer further discussion to the FGB meeting, as the outcomes would inform the SEF.</p>	<p><i>Agenda - FGB</i></p>

12.	<p><b>Policies for Review</b> Previously distributed.</p> <p><u>12.1 Teaching and Learning Policy</u> <u>12.2 Calculation Policy</u> <u>12.3 EYFS Policy</u> <u>12.4 RE Policy</u></p> <p><b>Governors approved these policies.</b></p> <p>The Chair of Governors advised that she had some questions arising from the Teaching and Learning Policy which she would send to the Headteacher.</p>	CoG
13.	<p><b>Any Other Business</b> There was no other business.</p>	
14.	<p><b>Date and time of next meeting:</b> Governors agreed an additional meeting to be held on Tuesday 24<sup>th</sup> May at 4pm.</p>	

The meeting closed at 5.55pm

**Jo Patton**

**24<sup>th</sup> May 2022**

Jo Patton (Chair)

Date

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

**Action Plan following the Meeting of the Curriculum Committee held on 15<sup>th</sup> March 2022**

	<b>Action</b>	<b>Item</b>	<b>Person</b>	<b>Date</b>
1.	Determine which EAL pupils are also entitled to PP funding.	2	HT	Add to next data report
2.	Send questions arising from T&L Policy to the Headteacher	12	AW	ASAP

**Items for the next Curriculum meeting:**

- Evidence of progression in exercise books

**Items for the next FGB:**

- Spring term data
- Results of parent and pupil survey