

**Campsbourne School Governing Body  
Curriculum and Standards Committee**

**Minutes of meeting held on 25th February 2016 6.15pm at the school**

**Present:** Jacqueline Broadhead (JB) – Chair, Jonathan Smith (JS), Jude Pow (JP), Melanie Washington, (MW), Frederica Hunter (FH), Marion Groshong (MG).

**Apologies:** Richard Buckley

1. **Welcome and apologies**
2. **Minutes of last meeting**

Agreed.

**Action points**

TOR were ratified at Full Governing Body(FGB) on 11th February 2016.

**Policies:** SMSC, Behaviour, Safeguarding and Child Protection Policies were all ratified by the FGB on 11th February 2016.

**Discussion 14/15 results:** this would be covered today.

Discussion of targets and priorities for 15/16: would follow up on Pupil Premium element today.

**Children Centre Update:** JP confirm that the CC would close at the end of March and that there would be no CC coverage in the West at this time, as the provision for this was due to go to tender. JB stated that it was sad and inexplicable that after all the hard work that has gone in to making a difference through CC it has come to this.

3. **Targets, Priorities & Progress**

JB explained that the committee would need to look for different tools to continue their work of holding the school accountable. The previous methods were no longer appropriate now there were no levels. The new approach would include Book Looks, Behaviour challenging, reviews on Learning Walks. We would build a plan, which allowed us to review the data that is available.

In the absence of pupil data target tracker we will review some Learning Walks., and pick up the data that is on the Head Teacher's Report.

With regard to our priorities we will in addition to looking at the policies, we will take a view of the website and areas that may be missing.

JB asked if we still receive the all schools' comparison data that Haringey historically send out. There was a consensus that with the changes within Haringey this may not be around anymore.

It was agreed that the data needed for analysis was in the following areas: behaviour challenging;

- gifted & talented, demonstrating stretching;
- other Fischer Family Trust groupings showing interventions being used and class approaches (previously 6 pupils)
- other main groups were:
  - Pupil Premium;
  - English as an Additional Language (EAL);
  - Boys - below average;
  - Higher achieving girls, who had plateaued;
  - Higher achieving boys in Maths, evidence of stretching'

The meaning of plateaued was questions and it was stated to be 'a pupil who was predicted for Level 5 but hadn't reached it.'

**Action: JS was asked to select anonymised student information in these areas for the next meeting.**

It was recognised that these were often the same person.

JS stated that there was still some way to go to get on top of the data and at this time it isn't so clear where we are against previous years.

JS highlight that there were issues with the interventions that were being used and that the current literacy program that was deployed was not that great. The plan was to replace this with the Pie Corbett - talk for writing, which was more about teacher training than an intervention scheme. JS had already looked into arranging training in conjunction with another school. The Pie Corbett method looks at developing the curriculum around the children, informed teaching. Plan is to use the September inset day, to carry out training. JB asked if we could have a closer look at Pie Corbett at our next meeting to gain a greater understanding of the approach.

**Action: JS to present Pie Corbett mythology at next meeting.**

**Learning Walks:** JS explained that the purpose of his Learning Walks was to give him an overview of a subject teaching within the school. JS stated that this was something that Subject Leads should be undertaking as it would give an overview of how the subject is deployed within the school, was it consistently, where were the variations across the whole school.

JS had carried out a **Learning Walk in relation to Read Write Inc**, the scheme used in Reception and Year 1 in developing reading. A review of the data demonstrates that it is working well. It focuses on getting the children reading, and follows the general philosophy that writing comes second. It is a well structure scheme, and making good use of talking partners. The classes were on task and routines were in place. The children were assessed regularly and moved around the groups accordingly. The next steps would be to work with the low attainers in reception to develop other methods to assist them, for example wooden letters, looking for sounds in their environment and working outdoors. JS felt that there was more opportunity to develop the writing within the scheme. A governor questioned JS about the links between poor attainment in writing within the school and the RWI scheme and JS felt that there may be a link.

JS stated that the RWI role lead succeeds best if they are not based in the classroom, as they can focus on observation and training. JS has an idea as to who may be the best person to take over this role in September.

**Maths Mastery Learning Walk.** JS reported that this was a good program with sound strategies. It develops success criteria for the children succinctly. It was enjoyed by the children and gave focus to the learning. A governor asked if he felt teachers were confident in delivering the scheme. JS stated that it was something new and so it takes time to get up to speed. JS stated that it was very worksheet heavy which he felt was a negative. An area for development was to develop open ended activities which allow greater challenge to the children. JS explained what was meant by mastery, that it wasn't about moving a child in year 2 onto year 3 work when they had complete all the areas of year 2, but that they have to gain a deeper understanding within the work of the year. For example a child may be secure in a method, for example column addition, however using multiple methods to solve a problem would be a demonstration of mastery. Maths Mastery is used up to and including Year 3, Busy Ants in Years 4, 5 & 6. JS stated that his Learning Walk had shown that it wasn't as good a scheme as Maths Mastery, however he had seem some good teaching in these year groups. JS stated that the next steps would be about review the method of marking. JS highlighted the importance of marking was to move children on, and to mark every piece of work is very time consuming and not a realistic target for teachers. JS flagged the challenge as developing systems of marking that are manageable and give purposeful feedback. More given from verbal feedback than marks in books. JS is looking to find examples of other schools who do this and is waiting for a school in Hackney to get back to him so he can gain an understanding of their approach.

**Language and Literacy Learning Walk.** JS talked through his findings:

provides coverage but not sustained writing;  
it doesn't build up through activities;  
the suggestions in the scheme not challenging enough.

A governor asked about what was being done currently to improve writing across the school. JS stated that the real shift would start in September.

#### **4. School Development Plan**

JS talked the committee through the SDP, it was a one sheet document with all the priorities on it. A governor asked where it had come from and JS explained he had been through it with the Leadership Team. JS stated that they had tried to look at all areas. A governor flagged that there was a lot on this, JS stated that some are interlinked and already started and it is more about developing the how. Some are the main focus for now, for example writing while others are slower and have a four year plan, for example Healthy Eating.. The key ones are highlighted within the document. There was a discussion around governors using it as a monitoring tool across the priorities, and the linking of areas. For example the development of staff is supported through the resources committee and the monitoring of appraisals.

#### **Pupil Premium**

JB has sent around the link to the Education Endowment Foundation Toolkit <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit> and RB's has shared the training slides for the pupil premium session. JS flagged that he had some concerns around how PP had been used in the past in the school. JS felt that the government want schools to demonstrate how the PP is spent and demonstrate impact against that spend. It needs to be quite specific, and JS has been looking at examples from other school. A governor asked the headteacher what were the areas? JS stated an example would be around science and PP - giving greater access to science club to PP children, and then demonstrating improvement. A governor questioned how impact was demonstrated and the head stated via questionnaires or book looks.

**Action: To revisit PP at next meeting.**

#### **Extended Services including wider offer to pupils and Sports Premium:**

JS explained that the focus on the **Sports Premium** at Campsbourne was quite right. It is supposed to be used to coach teachers in the development of their sports teaching, JS has discussed with the schools sports coach a programme for him to work with teachers each half term so the shift is to coaching the staff and not the children. A governor asked how much is received for the Sports Premium - around £19k per year across the two schools. JS stated it was about building capacity around the delivery of sports in the school.

**Action: To revisit Sports Premium at next meeting.**

**Wider offer to pupils:** A governor asked if there was an opportunity to increase the capacity of the Afterschool and breakfast club, especially looking at adhoc requirements. JS stated that it was something that could be looked at if the capacity increased and that this was something that he was currently looking at with some changes that are being made as a result of the Children Centre closure. The problem with adhoc usage is

getting the money from the parents for the use, however it was something JS would look into.

**Action: JS to look into capacity and adhoc use of Breakfast and Afterschool Clubs.**

**7. AOB**

JB felt that there was a need for an extra meeting and would look at this and send round suggested dates.

JS and JB need to meet to go through safeguarding.

JB 12.07.16

J. BROADBENT (CHAIR).