



**Rednal Hill Junior School Governing Body**

Minutes of Governors' Curriculum and Standards Committee held on Tuesday 21st March 6:00pm

**Present:**

Mr Robert Jones (Headteacher)  
Mr Mark Eaves-Seeley (parent governor and **Chair**)  
Ms Dawn Rottenbury (staff governor)  
Karina James (co-opted governor)

By invitation: Mrs Katy Judd Year 5 class teacher and Connected Curriculum Lead  
Ms Rebecca McAnulty (DHT)  
Ms Fay Tilley (DHT)

In attendance: Mrs Janice Moorhouse (clerk)

1.	<b>Welcome and apologies for absence</b> The Chair welcomed governors to the meeting.  Apologies for absence received from Mr Paul Finnemore (LA governor)	Action
2.	<b>Minutes of the previous meeting</b> The minutes of the meeting held on Thursday 6 <sup>th</sup> October 2016 were agreed as a true and accurate record of the meeting.	
3.	<b>Matters arising</b> <ul style="list-style-type: none"><li>• Grammar teaching update</li></ul> HT reported grammar taught discreetly for an hour each week in years 3,4 and 6 and two hours on year 6. There is consistency in terminology and coverage not all left until the end of the key stage. Teachers chose when to cover certain areas and often do this based on the type of writing being covered at the time. Particular grammatical and punctuation features annotated and linked to objectives and success criteria. Differentiated spellings taught in class each week following a particular spelling pattern.  DHT reported gaps could be identified and it was clear what was not being taught now overall objective and success criteria were included in pupils' books	
4.	<b>Standards and Progress: update</b> DHT circulated whole school progress in terms; summer 2016-autumn 2016. Figures represented how any terms progress made in a term.  Whole school attainment measured in terms, either in front or behind where pupils need to be DHT reported year 3 measured in September. Anything above 1=closing the attainment gap. <b>Governor commented the presentation made the data easier to understand.</b>  Whole school progress measured in percentages, summer 2016-autumn 2015 DHT reported aiming for 100 %	

	<p>HT reported to be judged as a 'good' school 90% of pupils need to be at ARE and 30% better than ARE. Progress can be about work in book. Governors noted the year 6 cohort had 2 years of a 4 year course.</p> <p>Year group progress measured in percentages, summer 2016-autumn 2016 DHT reported year groups 5 and 6 identified as of concern. Non pupil premium pupils: are behind but closer to 0 Writing: all boys 1-2 years behind girls <b>ACTION: to try and engage boys with writing through the Connected curriculum</b> Attainment: year 3 approximately one term behind national.</p> <p>ARE targets for end of year 2017. Detailed attainment predictions for current year 6 and going forward HT stated 'an improving picture going forward.'</p> <p><b>Attendance:</b> DHT reported: End autumn '16: 94.35% (up by 0.2% on end autumn '15) Attendance 2016: 94.96 (national 96.1%) Persistent absence:13%(national 8.8%) Initiatives to improve attendance in place including school bus, attendance assemblies, termly certificates and rewards, liaising with school nurse and Think Family. <b>ACTION: initiatives to be reviewed in the summer term.</b> DHT reported school had a hard core of persistent absentees. 'Spotlight' to be started in the near future to hold families to account.</p> <p><b>Red, yellow and green card summary:</b> DHT reported less positive projections for spring 2. More cards being issued at lunchtime.</p> <p><b>Behaviour questionnaire</b> results from March '16 and March '17. Governor commented on positive changes in staff responses in the 'strongly agree' column. Weakest area: 'behaviour systems are fair and consistently applied.' This statement had the lowest staff response. <b>Governors noted: pupils' responses: those responding in March '17 were different (more positive) from the pupils responding in March '16.</b></p>	DHT
5.	<p><b>Targeted interventions: update</b> Intervention progress data December 2016 DHT reported in the majority of cases targeted pupils had made more progress than all pupils. Year 6: methods of intervention not having the required impact. Input from SLT. Year 4: reading: all pupils had made 1.5 in terms of progress.</p>	
6.	<p><b>Connected Curriculum</b> Katy Judd reported the Cornerstones curriculum had been bought in. Pupils follow six topics per year; two per term. A topic has an emphasis on, for example, science with other subjects brought in. ICT and PSHE taught in isolation. Curriculum being mapped out to ensure coverage at the key stage. Cornerstones to be introduced to staff at the June teacher's day.</p>	

	£12,000 allocated to trips with the aim of reducing the amount asked for from parents.	
7.	<b>Curriculum Innovation:</b> Barry Doherty Colmers School Chai reported a letter had been circulated to parents/carers of pupils in years 5 and 6 inviting them to a meeting on Wednesday 5 <sup>th</sup> April 3.30 pm at Rednal Hill Juniors.	
8.	<b>Any Other Business</b> No items  <b>Date of next meeting:</b> Thursday 15 <sup>th</sup> June 6pm  The meeting closed at 7.10pm	