

BEVENDEAN PRIMARY SCHOOL

Heath Hill Avenue, Brighton

Curriculum Standards and Welfare Sub-Committee

Minutes of meeting held on 23rd October 2014

Present: Kathy Strulo-Brooks (Chair), Rachal Daniels, Wendy King, Trudy Roberts

In attendance: Glenys Harries-Rees (minutes), Claire King

1. Quoracy of meeting

The meeting was quorate

2. Apologies

Katie Blood, Carleen Davis, Emma Warwick

3. Notification of AOB: None

4. Minutes of previous meetings

a) The minutes of the meeting held on 9th October 2014 were approved and signed by the Chair

b) Matters arising

(i) [ref item 5] Pupil Premium report

This has been published on the website

(ii) [ref item 10] Stability and coverage of PE sessions across the school

WK reported the following sessions are held weekly:

Reception	1.5 hours + physical development sessions
Year 1	2 x 40 minutes
Year 2	2 x 40 minutes
Year 3	2 x 45 minutes
Year 4	1 x 1 hour + swimming for one term
Year 5	1 x 1 hr 15 minutes + swimming for two terms
Year 6	2 x 45 minutes

Staff try not to use the sessions for other purposes but this can sometimes be difficult around Christmas. However, it was pointed out that more physical activity takes place in the summer months and that a significant number of pupils choose to be active in their golden time (30 minutes per week).

5. Monitoring of School Development Plan

a) Growth Mindset

Claire King presented the Growth Mindset Action Plan (attached), explaining that growth mindset strategies had been trialled across the school in the previous academic year culminating in an agreement that it should be adopted as a whole school approach with effect from September 2014. An INSET day involving all teachers and TAs had been held at the start of term.

CK made the following points:

- The aim is to use the strategy to raise levels of children in the higher attainment ability bracket
- The baseline questionnaire (attached to the report) already showed a good awareness of the strategy and understanding of the language involved. This should improve significantly across the year
- All classrooms have growth mindset displays in place
- Learning assemblies will highlight and encourage growth mindset strategies – this will be monitored in the autumn term
- Data will be checked at each assessment point and, where children identified as being in the higher attainment ability bracket are not where they should be, teachers will be supported to find strategies to improve this

The following comments / questions were raised:

- Is it appropriate to use the term “higher attaining children”?
This is not used with the children, but it helps identify the targeted children with Ofsted.
- Does the strategy have an impact on all children?
Yes, all children are taught about the different zones (challenge, thinking and standstill) and are encouraged to be aware of what zone they are working in
- It is often the children who are deemed most able who struggle to make progress. Why is this?
They are used to being “clever” and finding things easy – when challenged, they are out of their comfort zone and find this hard
- Who benefits when a high ability child is put to work with a lower ability child?
A higher ability child will be required to explain the work, verbalising clearly what they might “know” intuitively, while a lower ability child will hear the “problem” expressed in better language than they might be able to employ
- Children should be encouraged to look for behaviours in themselves and their peers which exemplify good and challenging learning
- When will the parents’ workshops be held?
A letter has already been sent out to parents with the aim of holding the workshops in January 2015
- Are there other ways to get parents involved?
KSB reported on her visit to Laughton Primary School where they are working on a film about growth mindset, involving the pupils themselves. It was agreed that this could be a good idea but is not practical at the moment with staff at the limit of their workload. However, it could be planned for the summer term. Parents would come to see it if their children are involved.
- Is there anything else to be learned from Laughton School?
It was agreed that CK should arrange a visit to the school to look at the language used there and the strategies employed
- It is important to embed the main objectives of the strategy and identify where the focus should be. This is different in every class and is led by the gaps in learning

CK was thanked for her report and wished well with the progress of the strategy.

b) Progress data

WK presented, as an example, a data summary re maths progress and attainment for summer 2014 and explained that it is from the detailed data which supports summaries such as these that staff are able to identify gaps in progress and attainment and plan the focus of learning accordingly. The data is derived from teacher assessment.

The following comments / questions were raised:

- What do the abbreviations “exp” and “exc” stand for?
Exp: the expected attainment from the starting point of the child
Exc: exceeding the expected attainment with the next assessment of data being scrutinised for improvement
- There are some inconsistencies between year groups, subjects and peer groups; overcoming this is a school priority for this year
- Are the assessments still based on levels?
Yes. It is necessary to keep the same terminology in order to demonstrate progress or otherwise
- Progress can vary considerably when affected by the presence of statemented or other pupils on the SEN register. It was pointed out by a governor that Years 3 and 4 nationally do not accelerate as quickly as other cohorts.

6. **Impact of SEN policy**

Margot Little (SENCO) attended the meeting and presented her report (attached). She explained that she had drawn up the report with reference to the data matrices as exemplified above. She made the following points:

- Classes making unsatisfactory progress have 1 or 2 statemented children with complex needs. Action has been taken to reduce classes in these cohorts to smaller class sizes (approximately 18 children)
- Early intervention is having a significant impact showing the benefit of the input of a lot of resources

It was agreed that, in general, this is a positive report and ML was thanked for the work she does.

The SEN information which is published on the website (attached) was circulated and reviewed. It will be updated in line with the Raise-on-Line data and the report presented to this committee. The committee approved it on this basis to be published on the website. Parents can be given access to the more detailed report if they are interested.

7. **Attendance policy**

WK reported that, in 2012-13, 0.9% of pupils had been taken on unauthorised holidays, while in 2013-14, the figure had dropped to 0.7%. After discussion, it was agreed that the Attendance Policy should remain unchanged.

There being no further business, the meeting closed at 4.25 pm

Date of next meeting – Thursday 22nd January 2015 at 3.30 pm

Action	When	By Whom
Consideration to be given to producing a film for parents about growth mindset	Summer term	CK / WK
Visit to Laughton Primary School to be arranged to look at Growth Mindset strategies	When possible	CK
Newsletter to include explanation of impact of 95% attendance	ASAP	WK
Report on behaviour on agenda for same meeting next year.	1st meeting 2015/16	GHR
Investigation of new methods / sanctions to deal with persistent behaviour issues, particularly with FSM boys, to be reported to future meeting	When available	Learning Mentors