

# BEVENDEAN PRIMARY SCHOOL

Heath Hill Avenue, Brighton

## Curriculum Standards and Welfare Sub-Committee

Minutes of meeting held on Thursday 30th April 2015

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

**In attendance:** Glenys Harries-Rees (minutes)

### 1. Quoracy of meeting

The meeting was quorate

### 2. Apologies

Emma Warwick

### 3. Notification of AOB: None

### 4. Minutes of previous meetings

a) The minutes of the meeting held on 16th March 2015 were approved and signed by the Chair

b) Matters arising

(i) [ref item 4b)(i)] Visit to Laughton Primary School re growth mindset

KB will contact Claire King to try to organise this

(ii) Safe at School Survey

Governors had asked that reasons behind the drop in children saying they enjoy learning be investigated. WK circulated an overview of the survey (attached) and pointed out that the responses from a particular year largely accounted for this drop. There are several possible contributory factors to this:

- This is a challenging cohort with a group of “disenchanted” boys
- 2 new boys with behavioural problems have joined the cohort during the year
- There have been 2 new teachers for this year group
- It may be “uncool” to indicate a liking for learning
- Children may not be aware of the full meaning of “learning”, taking it to cover bookwork only

Governors agreed that, while these factors might explain the responses, they must, nonetheless, be tackled.

A governor suggested the use of CGP revision books which she had found fun and child-friendly and an effective way of engaging hard-to-reach pupils.

Governors queried the fact that one year showed a significantly lower percentage of pupils believed the school is good at dealing with bullying. WK

explained that there is an issue among parents within this cohort. The Learning Mentor is working to address this.

A full copy of the survey is also attached.

## **5. Review of equality information and objectives**

Governors had been asked to view the information leaflet on the website. WK explained that the information and objectives are in line with the School Development Plan.

A governor questioned whether the school is ensuring that all parents are involved with this. WK responded that translations and signing are made available and that teachers make a conscious effort to ensure that, where English is a second language and instructions etc might not reach home clearly, parents are approached directly with relevant information.

Governors approved the equality information and objectives.

## **6. Change of recording for bullying: re prejudice based comments**

WK reported that the school had been incorrectly including one-off prejudice based incidents alongside bullying incidents in the regular reports submitted to the LA. These prejudice based incidents should be recorded separately. Therefore, the number of bullying incidents reported to the LA will be less because of this change in reporting requirements.

The governors asked that they should continue to be informed about prejudice based incidents.

## **7. Monitoring of School Development Plan**

### **(i) Maths**

Jon Bateman attended the meeting to present a report (attached) on the teaching of high achieving (HA) children in Maths. He made the following points:

- In 2013-14, there had been a significant and worrying drop in children in Year 6 achieving Level 5, figures being 17% below the national average
- Current indicators for Year 6 in 2014-15 suggest that figures will rise considerably to 3.3% below the national average
- Intervention groups to address the situation, outlined in the report, have been very effective
- Liaison since Christmas with a Year 7 teacher from BACA has been very helpful
- Across the school, assessments in February show positive increases in progress and percentages of children tracking through as originally assessed
- An action learning project with the Year 1 team of teachers, outlined in the report, set up after Year 1 teachers had expressed concern that they were finding the concept of mastery difficult, is proving very beneficial and productive and will be repeated with Year 4 in the summer term. Consideration will be given to using the model more widely within the school and covering other subjects

The following questions were asked:

- The report emphasised “pushing” children to reach their potential. How will this fit in with the new curriculum with its emphasis on mastery and consolidation?  
“Pushing “ in this context involves encouraging children to develop the depth and breadth of their knowledge, not just moving through stages.  
Foundation work in maths through the school has been very much in line with the concept of mastery, particularly in Year 1.
- Is the new curriculum in maths more at Year 7 level than Year 6?  
This will not be clear until the new SATS papers are available. However, there is a definite “ramping up” of expectations, with the possibility of specific procedures (e.g long division) causing difficulties. JB is aware that there is a conflict between maintaining context driven learning and giving children specific procedures to tackle problems.

JB was thanked for his report and congratulated on his achievements.

(ii) Data update

WK presented a report (attached) on data relating to success criteria on progress in the SDP. She made the following points:

- Assessment is currently still based on levels
- Where consistently good progress in every class and subject varied considerably in 2013-14, all classes are assessed as reaching 1.8+ in all subjects
- Figures show that the percentage of children who are not tracking through from their starting points in writing has increased. The influx of 8 or 9 new children with learning difficulties will have had an impact on these figures. The situation will be carefully monitored
- The number of classes where disadvantaged children are making more progress than their peers has decreased in reading and strongly increased in maths.

Asked whether plans are in place to remedy the situation with reading. WK replied that there is no clear pattern emerging, with either a specific class or a specific teacher. Again the situation is being carefully monitored

- In Reception, while children are on track for ARE, disadvantaged children are not making more progress than their peers. This has been flagged up as an area of concern
- The percentage of middle ability children making more than expected progress is below target in writing and maths with the gap between disadvantaged children and their peers widening. This shows the need for continued focus on this group of children
- Overall the data shows good news, while giving clear indications of what needs to be focussed on

**8. AOB**

None

There being no further business, the meeting closed at 4.15 pm

**Date of next meeting – Thursday 25th June 2015 at 3.30 pm**

<b>Action</b>	<b>When</b>	<b>By Whom</b>
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	KB / CK
PP report on link between progress and attainment	Next meeting	GHR / WK
Certificates re Child Protection to be received from Karate Club	ASAP	WK / JH
JK to report on Mini-Mentor project	2nd meeting, summer term	GHR / WK
Report on behaviour on agenda for same meeting next year.	1st meeting 2015/16	GHR
Safeguarding report format (Feb 2015) to be repeated	Ongoing	WK