

# BEVENDEAN PRIMARY SCHOOL

Heath Hill Avenue, Brighton

## Curriculum Standards and Welfare Sub-Committee

Minutes of meeting held on Thursday 8th October 2015

**Present:** Rachal Daniels, Martyn Giddens, Teresa Goble, Rhiannon Jones, Garry Meyer, Kathy Strulo-Brooks, Jo Whitmore, Liz Wylie, Emma Warwick

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

### 1. Quoracy of meeting

2. **Apologies:** Katie Blood

3. **Consideration of apologies:** Apologies were accepted

### 4. Election of Chair

Kathy Strulo-Brooks had indicated her willingness to stand again for the post of Chair. In the absence of any other nominations, she was deemed elected. KSB reminded the committee that she would not be standing next year and asked that members consider taking on the role in the future.

### 5. Impact of Behaviour Policy

Elaine Soudain attended the meeting to talk to the report on prejudiced based incidents which had been circulated before the meeting and to report on the impact of the behaviour policy.

The report showed that lunchtime detentions had reduced by 63.7% from Summer 2013 to Summer 2015, while breaktime detentions had reduced by 53.2%.

The governors made the following comments / asked questions

- What behaviour merits a lunchtime or a breaktime detention?  
If children are violent or aggressive, they will be given a lunchtime detention. Other misbehaviour, such as prejudice based incidents or rudeness will warrant a breaktime detention
- In the reporting of incidents of misbehaviour, is it possible to track an individual child's behaviour?  
Yes, it is all recorded electronically and can be analysed
- Do the children understand why their behaviour is unacceptable, particularly where prejudice is concerned?  
Not always, especially at first, but explanations and expectations are continually reinforced
- Sexual orientation incidents have been quite high. How have these been dealt with?  
This has been quite a battle, but continual reinforcement, the targeted use of Circle time and PHSE where appropriate has shown positive results

- Year 5 were targeted last year because of significant issues. What is the situation now?  
There were problems last year arising from the division of the year into 3 groups. Work was done with the year as a whole with some successful outcomes. There have been no problems reported from this year so far this term
- How is restorative justice working?  
Very well. Children know what is expected of them and show that they are very aware of what they have done wrong and the reasons why their behaviour is not acceptable. As part of the progress, “victims” are willing to speak of their experience
- Are all the staff involved?  
Yes the whole staff is fully aware of the policy and of restorative justice

## 6. Monitoring of the School Development Plan

### Maths report

JB based his report on how children are prepared for secondary school mathematics, explaining the following:

- In KS2 children are taught addition, subtraction, multiplication and division
- In the past, the emphasis was on formal methods with no flexibility or number talk
- Within Bevendean, the number of children achieving Level 4 in maths has risen consistently over the last 3 years, while the number of those achieving Level 5 has risen apart from a one-off drop last year
- JB is working closely with the BACA maths department. A member of their staff has been working with high achieving children at Bevendean
- The proposed new curriculum requires children to learn formal written systems. There will be a new Arithmetic SATS paper and two others on problem solving and thinking
- Bevendean’s current model is to introduce formal methods (column) only when pupils are ready. They need to understand the concept before they can formalise it
- Asked how the concept is embedded, JB explained that the children are encouraged to think about tens and units, to add the tens and then add the units on after. The process needs to be as visual as possible. Last year’s Year 6 were taught formal methods and were able to pick them up straight away, thanks to their understanding of the concept of numbers
- The aim will be:
  - To introduce the column method in addition and subtraction to Year 4
  - To consolidate this in Year 5
  - To introduce formal methods for short multiplication and division in Year 5
  - To extend to formal methods in long multiplication and division in Year 6
- It is important that children can look at problems and see the best way to deal with them – this is not always the formal method
- Areas for consideration / future development are:
  - Calculation Policy
  - Home-School pack which could involve the parents

- Working closely with other schools, including secondary schools
- Parent training sessions
- Asked about times tables, JB explained that these are built into the new curriculum and are learned from Year 2; pupils should know up to 10x by Year 4. The school takes this up to 12x. However, this is not just rote learning – the children are learning these as facts which they can then use them in mathematical tasks and problems

JB was thanked for his very clear report.

The governor who had asked the original question said that this had not been answered but the change in curriculum had rendered it unnecessary. She had been seeking an explanation as to why children were taught one method at primary school which then was replaced by another at secondary school. It was pointed out that, in both sectors, schools had not all taught the same methods. However, this should no longer be an issue with the new curriculum.

**7. Notification of AOB:** Revision of Terms of Reference as required by the Full Governing Body

**8. Minutes of previous meetings**

- a) The minutes of the meeting held on 25th June 2015 were approved
- b) Matters arising
  - (i) [ref item 4b)(i)] Visit to Laughton Primary  
MG has agreed with Claire King that she will be given time out to make this visit to look at the work on Growth Mindset in Laughton Primary. The date is still to be agreed
  - (ii) [ref item 4b)(ii)] Film about Growth Mindset  
Thought will be given to this when the visit to Laughton Primary has been made

**9. Attendance / holiday policy**

MG explained that the new guidelines / requirements cover penalties for persistent lateness as well as for unauthorised absence. He reported the following:

- Since the start of term he has received 13 requests for holiday absence, out of which only one would meet the criteria for exceptional circumstances. The 13 requests account for 75.5 days of learning which would be lost.
- Lateness has been high since the start of term, accounting so far for 34.7 hours of learning time lost
- Parents are required to complete a holiday request form and submit it at least 14 days prior to the planned dates. MG will then meet with the parents to discuss their request and advise them of the consequences of taking unauthorised holidays
- The LA guidance is very strong and all local schools are planning to work to these guidelines if they are not already doing so

Governors put forward the following comments / questions:

- It is very important to get parents to understand the adverse impact of missing school and the detrimental effect on the child's learning

- Parents should be made aware that it is the local authority who will be issuing the penalty notices
- What are the fines?  
£60 per parent per child per holiday
- Will the fines apply to both parents if they are separated or divorced?  
Yes, if they both have parental responsibility
- When a child is persistently late, it is important to look at the causes of lateness and see where help and support can be provided before issuing penalty notices
- How are traveller families affected by this?  
Where they can legitimately claim absence on the T code they will not be penalised. However, they come under the same ruling in other circumstances. The school is working with the Travellers Liaison Officer in this area
- How do you stop parents giving sickness as an excuse for holiday absence?  
Parents will be asked to produce a medical certificate or doctor's appointment card for verification purposes
- Have parents been notified of the new requirements?  
They have been told in the newsletter and it will also be set out clearly on the website

It was agreed that parents who take their children out of school without authorisation will be referred to the local authority for penalty notices. The committee approved the inclusion of a face-to-face meeting with parents as part of the process and asked that this should continue.

## **10. Pupil Premium draft report**

This had been circulated before the meeting. MG explained that it is in draft form until Raise-on-Line data is available, at which point it will be possible to analyse the added value achieved and how far the gap is being closed between Pupil Premium funded children and their peers.

Governors made the following comments:

- The report shows clearly how interventions are evaluated and, if appropriate, stopped where no progress is being achieved
- There is a need to look at how to sustain progress once a child has been through an intervention. Skills acquired should be transferable to other areas – is work being done on this?  
With ECAR, children are monitored on an ongoing basis. It is difficult to measure confidence and self-esteem in data terms but teachers are aware of the children who have been through interventions and monitor their progress and behaviour

The final report, which has to be published on the website for parents, will be brought to the next meeting for approval.

## **11. Dates of future meetings**

It was agreed that meetings should continue to be held on Thursdays at 3.30 pm. GHR will circulate a list of all dates for the full year.

## **12. Home-School agreement**

MG reported that the SLT have drafted a home-school contract which parents would sign. It is aimed to be user friendly and would be introduced as part of the induction

of new parents and children. It sets out the expectations parents and children might have of the school and vice versa. Initial comments followed:

- The word “contract” is threatening. It was agreed “partnership” would be better
- As this is non-statutory, does the school need such an agreement?
- It could be useful in setting out the basic expectations
- What would be the repercussions if parents / children defaulted on the agreement?

Governors were asked to look at the document in detail before the next meeting with a view to discussing it in more detail.

### 13. Sex Education Policy

MG reported that he had discussed this policy with Claire King who leads on it. There are no changes to be made and it is in line with the model policy from Brighton and Hove.

### 14. AOB

It was agreed that the Terms of Reference should be amended to read:

Quorum The quorum shall be 4 including one member of the SLT and at least one governor who is not a member of staff

This will be recommended to the Full Governing Body for ratification

There being no further business, the meeting closed at 4.35 pm

### Date of next meeting – Thursday 12th November 2015 at 3.30 pm

Action	When	By Whom
CK to visit Laughton Primary as soon as it can be arranged	ASAP	CK / MG / KB
Film on Growth Mindset to be considered after visit to Laughton Primary	When appropriate	CK / MG
Final PP report to be brought to next meeting for approval for publication on the website	12/11/15	MG / GHR
List of dates for 2015 – 2016 to be circulated	ASAP	GHR
Report on behaviour on agenda for same meeting next year.	1st meeting 2016/17	GHR
Home School Agreement to be discussed at next meeting	12/11/15	GHR / All
Agreement on Terms of Reference to be recommended to FGB	19/11/15	GHR