

# BEVENDEAN PRIMARY SCHOOL

Heath Hill Avenue, Brighton

## Curriculum Standards and Welfare Sub-Committee

Minutes of meeting held on Monday 16th March 2015

**Present:** Kathy Strulo-Brooks (Chair), Rachal Daniels, Wendy King, Emma Warwick

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

### 1. Quoracy of meeting

The meeting was quorate

### 2. Apologies

Katie Blood, Trudy Roberts

### 3. Notification of AOB: None

### 4. Minutes of previous meetings

- a) The minutes of the meeting held on 22nd January 2015 were approved and signed by the Chair subject to the following amendment:
  - The final action concerning investigation on how to deal with persistent behaviour issues should be deleted as this is covered by the Mini-mentor project and will be dealt with at the next meeting.
- b) Matters arising
  - (i) [ref item 4b)(ii)] Visit to Laughton Primary School re growth mindset  
This has not yet happened but is in hand
  - (ii) [ref item 6(i)] Why maths is taught in Bevendean the way it is  
Will be covered under report in item 12 below

### 5. Impact of Pupil Premium intervention programmes

WK presented a report showing the impact of interventions funded by Pupil Premium. She apologised that it was not fully completed as the current series of interventions has only just ended. She explained that the report differs from that offered to the FP&P committee in showing all children included in each intervention and not just those who attract pupil premium.

Each figure highlighted in pink indicates that the children in the intervention are making greater progress than their whole class peers. Highlighted green figures indicate a slower progress than their peers.

The following comments were made / questions asked:

- How is the progress shown reflected in attainment?  
A report on this is being put together and will be brought to the next meeting. The indications are that more children are on track – the ARE percentage has increased
- What is LLSS and why the slower progress?

Language and Literacy Support Service. This is about 1 child with dyslexia who has only just started the programme

- What does tutoring mean  
It is allowable for children in care to be given 1:1 support if appropriate, using this funding
- There still seems to be less success when working with children in maths  
WK agreed that this should be carefully monitored
- How does this compare with last year's report?  
WK reported that there had been 6 areas where progress was less than that of the peer group, against 2 areas this time
- Were any changes made as a result of last year's report?  
The time allocated to Learning Mentors working on interventions had been reduced from 80% to 50% as it had been found that using 80% of their time did not allow sufficiently for crisis management elsewhere. Yr 1 interventions had been moved to later in the year
- WK referred the governors to the Pupil Premium report on the website which clearly shows the changes and adjustments made in response to last year's report

The completed report will be sent out with these minutes.

## **6. Growth Mindset**

KSB reported that she had met with Claire King to discuss how Growth Mindset is progressing. They are confident that the basics are there: lesson observations show that appropriate language is used overall and all classrooms have good visual displays to support the growth mindset ethos.

A project is being considered where a whole day is set aside for the whole school. The day would be pupil-led, from Reception to Year 6, involving bringing in people in from "the real world" and giving the pupils "real" problems to solve, e.g. learning about cities, planning etc.

This could be scheduled for September to allow for the priority of embedding the new curriculum first. The governors agreed that this should be pursued.

KSB will be attending a Learning Assembly shortly and CK will be redoing the audit on children's attitudes to learning in July when children will be interviewed about their understanding of the concept of growth mindset and their belief in it.

## **7. Safeguarding report February 2015**

This had been circulated before the meeting. The following questions were asked / comments made:

- What does "single agency" mean when referring to training?  
This is where training has been group specific, e.g. school staff, social workers, police
- All relevant policies are up-to-date with review dates clearly identified
- The school's participation in the Child Protection Conference process was noted and applauded
- Regular reports to governors on safeguarding issues ensure that a regular monitoring process is in place

The governors found the format in which the report had been presented was full and informative and asked that it should be repeated in the future.

## **8. Safeguarding audit**

WK explained that this had not been circulated as it is a huge document. It has to be completed annually by the school on a red / amber / green basis: the vast majority of areas are green. Areas which needed to be addressed were:

- Currently guidelines re social media and e-safety are updated 3 yearly rather than yearly. However, children are reminded of the dangers and pitfalls on at least an annual basis
- An independent e-safety audit has not yet been held. This is booked for June 2015
- Confirmation that external groups working with pupils (e.g. B&H Albion, the Karate Club) have regular child protection training and follow the correct procedures concerning Child Protection had not been received. This has now been rectified with some certificates being awaited from the Karate Club
- Posters on how to contact child line safety were not displayed around the school. These are now in place and will be changed on a regular basis
- The contact number for the LA representative who can be approached if procedures within the school do not satisfy an individual was not clearly displayed. This has now been done

WK would be happy to show any interested governor the full audit.

## **9. Images of Children policy**

This had been circulated prior to the meeting. WK explained that it is based on the model policy of the LA. The policy was approved by the committee.

## **10. Parent Questionnaire responses**

This had been circulated prior to the meeting. The following questions were asked / comments made:

- The number responding to the questionnaire remains high – this is a healthy sign
- More parents are agreeing that their children feel safe and happy at school
- Less parents are unsure or do not agree than in the previous questionnaire
- Is there any follow-up with those who disagree?  
Yes, parents have been spoken to or e-mailed and causes for dissatisfaction addressed where possible. One parent did not wish to discuss the issue
- A governor commented that, following the last questionnaire, parents evenings have become much more informative and it was therefore much easier to understand how one's child is progressing

## **11. Behaviour report**

This had been circulated prior to the meeting. The following questions were asked / comments made:

- Why is there an increase in the number of exclusions?  
One particular child has been going through a difficult time
- Focused work with a particular year group has resulted in a significant decrease in detentions given and the number of children being given detentions

- Has restorative justice been a factor?  
Yes, this has been of significant benefit
- The report shows the positive impact of the behaviour policy

A self evaluation report had also been circulated. WK explained that the school had been assessed against all the Ofsted requirements for behaviour and evaluations made. Each evaluation was backed up by comprehensive evidence.

The governors approved the report.

## 12. Monitoring of School Development Plan

### (i) High achievers in maths

This will be reported on at the next meeting of the committee

### (ii) How maths is taught in Bevendean

Jon Bateman presented a detailed report (attached) on the teaching of maths in Bevendean. He went through the report and made the following points:

- The school is in the process of transition to the new curriculum
- While before, pupils, particularly if recognised as of high ability, might be pushed quickly through levels, emphasis is now being placed on embedding and understanding each level before moving to the next
- Opportunities to work mentally are important – children need to know when they can use jottings rather than full written methods. This is gradually working through the school, it should be seen in Year 6 soon
- It is important that children learn to see maths as something that has reason, purpose and is useful
- Children's errors are valued, providing an insight into their thought processes and highlighting misconceptions which can be addressed
- Marking is very much part of the process and more verbal than in literacy. The teacher will often work verbally with the pupils through a task, then perhaps make a summative written comment at the end

The following comments were made / questions asked:

- What does "mastery curriculum" mean?  
The process of embedding and consolidating helps the child to acquire the ability to use reasoning and understanding to become creative and efficient problem solvers
- How do teachers ensure high ability children do not get bored with the embedding process?  
This is a challenge that is currently being addressed. Because of the emphasis on presenting problems in a variety of different ways within contextual projects, JB believes that the concept of mastery sits well. However, he acknowledged that this is still a work in progress
- What are "low-floor / high-ceiling" investigations, puzzles and problems?  
These start with an easy way in, but allow a stretch of opportunity within which all children can challenge themselves
- When pupils are given three choices, is that low-floor / high-ceiling?  
No, this is really 3 levels, with the aim of encouraging children to recognise their own level. They will then have the opportunity to move themselves to the next level. This is working well in the "level 4" stage

- Is the progress children are making evident in their books, despite less marking?  
Yes, progress can be tracked through the written comments teachers do make both after the lessons and sometimes during the class itself
- Is there any peer-to-peer work?  
A lot of work is done in focus groups, but there will sometimes be peer-to-peer groups giving the children the opportunity to learn from each other

JB was warmly thanked for his report and the work he is doing

### 13. AOB

None

There being no further business, the meeting closed at 4.40 pm

**Date of next meeting – Thursday 30th April 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
High achievers in Maths	Next meeting	GHR / WK / JB
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