



**Meeting of the Curriculum and Standards Committee  
of the Governing Body  
held on Monday, 11 February 2019 at 6.30 p.m.**

<b>Present:</b>	Luci Amos	Headteacher
	Jane Barry	Foundation Governor
	Mary Potter	Foundation Governor- Chair
	Nick Middleton	Parent Governor
	Sam Momber	Staff Governor
	Rev Anne Wilkins	Foundation Governor
	Jacqui Cashmore	Clerk

**Action**

**1 Welcome and Apologies for Absence**

Apologies for absence were received and accepted from Matt Williams. Charlie Conroy wasn't present at the meeting

**2 Register of Business and Pecuniary Interests**

There were no changes to the register and no declarations of interest were raised with regard to items on the agenda.

**3 Equalities Impact Assessment**

Acknowledged and available for Governors at the Meeting.

**4 Minutes of the Curriculum and Standards Committee Meeting held on 10 December 2018**

The Minutes of the Curriculum and Standards Committee held on 10 December 2018 were agreed and signed as a true record.

**5 Matters Arising from the Minutes**

5.1 Governors noted the report and were updated on the following item:

5.1.1 Analysed School Performance (ASP) Data (8.1): A copy of the report will be printed and will be available to any Governor that would like to see it. **LA**

**6 Individual Governors Reports and Action Plans**

Signed:  
Dated:

6.1 SEND

6.1.1 Mary had met with Alayna Smith, Staff Subject Lead and a report had been distributed to Governors in advance of the meeting.

6.1.2 Governors comments/questions

- **Governors asked why the School Development Plan (SDP) section on the report was not completed.** Luci advised that SEND was not a SDP area but it is always an ongoing action.
- Mary confirmed that everything possible is done for these children and with the top up funding it is amazing what help they get and hopes funding will continue. Luci confirmed that the criteria for top up funding is changing.
- **A Governor highlighted that one child was moving to a special school and asked what would influence children moving to a special school.** Luci explained that there are 3 schools in the area and there is a combination of factors that would influence a move to a special school. It would usually be through discussion with parents and that we could no longer meet their child's needs or parental choice, as to whether they want their child to stay in main stream or go to a special school. If a child were to go to a special school they would have to have an Educational Health Care Plan (EHCP) in place. This was a negotiated transfer that school feel will be best for this child due to the severity of the child's needs.
- Data/Test results: Most of our SEND children are working within their year group expectations and are assessed against them. We do however have a number of children, who due to their needs are working below their year group expectation in all areas of the curriculum and are assessed against the outcomes they are working towards.
- Governors reviewed the Hutton SEND Data tracking table. Wave 3 children have an EHCP and funding in place and the Wave 2 children have outside agency input. At the end of Term 2 most children would be expected to be working at 'B+' within their year group. Children highlighted in turquoise on the data tracking are the children not quite there yet. Most of these children either have Dyslexia or have had speech and language difficulties which has impacted upon their reading and writing.
- Governors noted that no dyslexia screening takes place until Y3 but teachers are aware of dyslexic tendencies.

6.1.3 Governors thanked Mary and Alayna for their report.

6.2 Vulnerable Groups (G&T, PP, BME, Service Families)

6.2.1 Pupil PremiumPupil Premium Strategy Statement

- The Pupil Premium Statement was distributed and discussed. This document shows how pupil premium money has been spent.
- **Governors asked if we carry out a review of expenditure.** Luci confirmed that we did eg with MORPH the impact was sporadic. It really helped able children with spelling issues but other children and particularly Y4 found it difficult to grasp. Also with Nessy we found that older pupils didn't engage. Guided reading had been more successful and this really helped our Pupil Premium pupils. All Y5 Pupil Premium pupils were secure by end of Y5 (Reading), 4/5 pupils had moved a band up during the year (W to W+).
- For the 2018/2019 Pupil Premium Strategy Statement we added current attainment and used this to set the year's targets.
- **Governors asked if there are children that could be Pupil Premium children but haven't applied for this funding?** Luci confirmed that yes this is probably the case, as it depends what benefits you are receiving and it is up to parents to claim. Luci highlights Pupil Premium funding at the Reception meeting with parents and encourages parents to apply for funding. Some parents in Early Years don't see that it is necessary, as free school meals are included and some parents don't apply because they don't want to receive benefits.
- **Governors asked how parents apply for this benefit.** Parents can apply online through the North Somerset website.
- **Governors asked if we could include the link in a newsletter and also have this on our school website.** Luci agreed to take this forward.
- Governors reviewed the Pupil Premium attainment data in Maths and Writing. It was noted that with Maths pupils don't always start the year at 'Begin' because they already have some residual knowledge. With Writing it is slightly less, because it is specific to what punctuation etc they have to put in and there is less residual knowledge.

LA

6.2.2 Gifted and Talented

- Gifted and talented children are harder to identify because of the way we are now teaching. We are pushing all children to do their best so there is no specific report on G&T.
- **Governors asked if we have any pupils who are very gifted and ahead of everyone else.** Luci advised that to be gifted and talented they are in the top 2% of the country and have to be ahead of their peers. We

## Action

probably have 2 or 3 pupils. We have a child who is doing well in athletics, a gymnast, a ballroom dancer, a footballer and someone who is competing nationally in biking but as far as data goes we don't record this.

- Luci agreed to look at the talents that the children have and bring this data to the next meeting.

LA

### 6.2.3 Black and Minority Ethnic (BME)

- Of the 14 BME pupils, 100% of children are on track for Maths for KS1 and KS2.
- Luci to bring BME data to the meeting each time she does the Pupil Premium report.

LA

## 6.3 RE

6.3.1 Anne had met with Wendy, Staff Subject Lead and a report had been distributed to Governors in advance of the meeting.

### 6.3.2 Highlights from the report:

- The new scheme of work 'Understanding Christianity' has been fully rolled out across the whole of the school.
- A new 2 year rolling plan has been produced and incorporate 4 terms of Christian teaching and 2 terms of other faiths.
- To ensure full and extensive coverage, some year groups will repeat a strand of 'Understanding Christianity' and will use the "Digging Deeper" resources to extend learning and thinking. We have good resources available but we need to encourage teachers to use these. Wendy will be observing lessons and Anne will be part of this.
- Evidence is recorded in their books and we also record some of their comments on flipcharts and record this in their books too.
- Children have an hour a week per class, so it is important that teachers use the resources.
- As teachers run through a cycle, they will begin to see the benefits of it paying off and the language and understanding will improve as they run with it and revisit areas.

6.3.3 Governors thanked Anne and Wendy for their report.

## 7 **Policy Reviews**

7.1 Policies preface: This had been updated and will be distributed to Governors for approval at the LGB Meeting in March.

LA/Clerk

7.2 RE: The policy had been reviewed and updated by the subject lead. Governors agreed the Policy.

7.3 SEND: The policy had been reviewed and updated by the subject lead. Governors agreed the Policy.

## Action

7.4 Gifted & Talented/More able: The policy had been reviewed by the subject lead and there were no changes required. Governors agreed the Policy.

7.5 Educational Visits: The Policy had been reviewed and there were no changes required. Governors agreed the Policy.

7.6 Assessment recording & reporting including marking: The policy was deferred and would be reviewed and brought to the next meeting for approval. LA

7.7 Drama:

- The policy had been reviewed by the subject lead and there were no changes required.
- **Governors asked where it refers to photograph evidence and video records, where do we reference safeguarding.** Following discussion it was agreed that this would be added to the policy preface and would therefore be part of all policies.
- Governors agreed the Policy.

LA

## 8 Self-Evaluation and RAG Rating

8.1 Luci distributed an updated extract from the Self Evaluation Form.

8.2 Teaching: In Term 2 we monitored Maths and 87% (6/7) lessons were good or better. In Term 3 English lessons have been observed and we have been looking particularly at Rosenshine's Principles of Teaching. Luci is delighted that these are being introduced, practised and were evident throughout the lessons observed. Staff meeting discussions, are helping clarify and staff are sharing examples of how these are working.

8.3 Curriculum:

8.3.1 Staff have introduced knowledge organisers. Further work is being done on refining them, to ensure they include the most useful information to enable 'closing gaps' in children's knowledge and transferring the knowledge to long term memory. We anticipate that these will replace our curriculum maps in the future.

8.3.2 Governors asked how long after do we test that the knowledge has gone into their long term memory. The thinking is that they have to do lots of mini tests. It is about building the curriculum so it links as they go throughout the school. We do this through little quizzes or we might ask questions and not just at end of topic but later in the year too, where there would be links to other subjects.

## 9 School Development Plan (SDP)

9.1 The updated SDP action plans had been distributed in advance of the meeting and were noted by Governors.

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Signed:  
Dated:

9.2 Maths: TTRockStar data has been analysed and shows gaps between Y3/4 and Y5/6 and the need for TTRockstar to be introduced earlier to take account of the expectation of the Y4 government assessment due to be introduced in 2020. This will be completed on a computer or iPad and pupils will have 6 seconds per question. Y5 and Y6 are doing it well but Y4 need a bit more practice. Hutton will be doing a trial test this year.

10 **Pupil Premium pupils' progression**

Discussed in Item 6.2 above.

11 **Online Safety**

11.1 As a result of Safer Internet Day this week, when staff have been talking to pupils about their online usage at home, there are a number of pupils in Y3/Y4 who are saying that they would sign up to accounts without parental permission, wouldn't read terms and conditions and it is ok to play games for children older than their age range and that there is no problem with this. As a result we are speaking to a number of parents and will continue more work in this particular class.

11.2 Roblox continues to be an issue as it is marketed for 7+, which some games are suitable for, however the parental controls are for under 13 and the difference between 7 and 12 year olds is very marked. In addition some of the games are very unsuitable. Parents are often misled by the age range and don't actually check the content.

11.3 The safer internet work was very successful in Y5 when they willingly gave up data about themselves (name, favourite colour, what they ate for breakfast) and this was 'shared' with other staff. The pupils' reactions were very interesting and hopefully has got the message through that they need to consider what their data is being used for.

12 **Training and Development**

- 12.1
  - E-learning – Headteacher and School Teacher appraisal and capability training: Jane completed these e-learning modules on 11 February.
  - New Curriculum Conference: Luci will be attending this conference on Wednesday 13<sup>th</sup> February
  - Heads and Chairs/Parish partners' day: Luci, Anne and Jane attended this training at the Diocese on 25 January 2019.
  - Clerk to re-circulate NGA e-learning information to Governors.
  - Clerk to record training on training record.

Clerk

Clerk

13 **Agree Individual Governor Reports to next meeting**

**Action**

13.1 The Individual Governor Reports to be taken to the next meeting are:

- Arts including Music

**MW/BAWS/  
LA**

14 **Any Other Business**

14.1 SIAMS: Jane, Mary, Luci and Anne had met to look at the SIAMS mid-term review which is due to take place on 27 March from 9.30 am-11.00 am. David Williams our Diocese contact visited Hutton on 4 February and met with Luci to discuss what the mid-term review involves. It will be a 1.5 hour visit focussed on the Vision, what it means and how it is being implemented and seen through the school. The format of the review will probably be a round table discussion with the RE lead, Foundation Governors, and Headteacher. Luci will arrange to meet with Foundation Governors in advance of the review meeting. **LA**

14.2 Kaleidoscope English Review: Simon Marriot and Sue Horsnell will carry out an English review on 25 March.

14.3 Governor/Staff Skittles: Sam agreed to organise a skittles event at the Coach House, Locking on Friday, 15 March 2019. Further details to follow. **SM**

15 **Date of Next Meeting**

Monday, 11 March 2019 at 6.30 pm

The meeting closed at 8.10 pm.