



St James' RC Academy Trust, Maybury Close, Petts Wood. BR5 1BL
Faith in Action, Working Together, Walking in the Footsteps of Christ

**Minutes of the Children and Learning Committee meeting
held on 17 May 2016**

The Governors agreed, in June 2009, that all papers submitted to and the minutes arising from, meetings of the Governing body and its sub-committees, should be fully prepared, and managed, in line with the regulations and the guidance, taking into account the Freedom of Information and Data Protection Acts. Minutes concerning confidential matters will not be published.

All documents discussed were circulated prior to the meeting unless otherwise specified.

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| Present | Mary Hutchinson – Chair of Governors Anna Boshier – Head Teacher Jo Gibson - Chair of the Children & Learning Committee Kevin Moon – Vice Chair of the Children & Learning Committee Bruno Cotta Lisa Weeks – Deputy Head Teacher Elizabeth Atkinson Dominique Wells – Clerk to the Governing Body |
| 1. Opening Prayer | The Vice Chair of the Committee opened the meeting with a prayer. |
| 2. Apologies for Absence | None |
| 3. Declaration of Interest | None |
| 4. Minutes of last meeting and matters arising | Minutes Item 5.1 – Reports: Overview of Curriculum Priorities Amendment required to point regarding the Neolithic Hut: replace 'which may be available for hire from Midfield' to 'which it could subsequently hire out as Midfield have done'. All minutes were agreed as correct. |

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| | <p>Matters arising None.</p> | |
| <p>5. Reports</p> | <p>5.1 Mrs Wilson - British Values Mrs Wilson talked about how British Values are being promoted throughout the school. The fundamental values are democracy, rule of law, individual liberty and mutual respect and tolerance.</p> <p>It was stated that British Values have been incorporated into the School's ethos as follows:</p> <ul style="list-style-type: none"> - British Values page on the School's website - the Prevent Strategy is part of the School's Mission Statement - pupils have a voice via the School Council - children are given rights and responsibilities, eg. classroom rules - the Listening Ear - Prevent Strategy leaflet which is distributed to parents - pupils nominate fellow classmates for adhering to the Golden Promises: Respect, Courtesy and Pride - e-Safety measures - playground rules - the School action plan includes fostering international links, improving accessibility, focus on RE. - Courtesy cup awarded by teachers - Philosophy for Children programme helps children to see how others may have different points of view, and to respect those. <p>The School holds (and continues to compile) a British Values folder to show evidence of how British Values is part of the School's ethos. This is available for visitors to see.</p> <p>Teachers have completed Prevent Training to enable them to spot children who may be in danger.</p> <p><i>Questions asked by Governors:</i> <i>Q: How does the training touch on indicators of radicalisation?</i> <i>A: The training presents various situations where the teacher has to decide if a child is in danger.</i></p> <p>The School holds a log for staff to record any concerns.</p> <p>Further initiatives are as follows:</p> <ul style="list-style-type: none"> - The teachers' block plans include a section for British Values and they are including British Values where links can be made, eg. Victorians & women's votes, Greeks & democracy. - An art competition to design a poster about British Values will be held. - The PSHE policy will be updated. | <p>Action</p> |

- Multi-faith – looking into a speaker to come in to give a talk, visits to places of worship, visit to the Bromley Courts. Observation of a Bromley Citizenship ceremony was suggested.
- Researching a potential Unicef Award
- Year 6 Citizenship

David Gosling’s report confirms that the School is doing well in promoting British Values.

5.2 Mrs Richards - Maths

Mrs Richards reported on a maths project that the School has become involved in, which is a joint initiative between Oxford University and the Education Endowment Foundation. The two research areas are

- (1) a new way of training teachers (overseen by the EEF)
- (2) analysis of how current methods of teaching have affected children’s reasoning skills (overseen by OU)

The theory is that children join school in Reception with good reasoning skills but these are affected negatively by an emphasis on numbers and arithmetic as they move up the school.

Mrs Richards and a partner teacher have each been given 10 lesson plans to follow, written by OU. They will then feed back to OU on these. The plans are then amended accordingly and they will each teach another 10 teachers across South East London.

The materials are based on the Mastery Principle of Teaching, where the whole class is taught and then split with either the top or bottom group (not necessarily equal) being taught separately either to extend or given extra help.

Questions asked by Governors:

Q: What will be the impact on St James’?

A: The reasoning and practical work done lower down the school could be extended across the whole school.

Q: How will the ‘pyramid teaching’ of other teachers work?

A: It will require 11 days of Mrs Richards’ time from September – a training session for the 10 teachers (they will probably come to St James’) and 10 visits to coach and help the teachers.

Q: Is it an ongoing commitment?

A: Only 10 weeks in the Autumn Term

Q: How will the feedback given be used?

A: It could have an impact nationwide and on a new maths curriculum.

Governors agreed that this is a valuable project for the School to be involved in, and it is fortunate that the School has such a competent teacher to be able to be involved.

5.3 Holding the School to Account

Achievement

The Head Teacher explained the summary data (showing attainment and progress) which had been sent out prior to the meeting. There was a query regarding the Year 6 Reading Expected figures - the Head Teacher would check these. The Head Teacher further explained figures to Governors who wanted clarification.

Questions asked by Governors:

Q: Are there any areas of concern?

A: There is a general watchfulness throughout the School. As already known, some of Y5 had lower starting points, but the progress has been good or better. It is noticed that there are more challenging pupils with a variety of needs in the School. However, much progress has been made in these groups, and summer-born children are doing well.

Q: Is there a link between gender and SEN children?

A: ASD boys, for example, tend to be picked up sooner than ASD girls who are usually identified at the age of 14 or 15.

Q: Can the educational psychologist help to identify children?

A: They can't diagnose, and the indicators are more subtle in girls than in boys. SEN indicators within the autistic spectrum include a desire to control, which sometimes presents a challenge and can be managed through strategies and careful handling.

Q: What does 'vulnerable' encompass?

A: SEN, FSM, adopted children.

Year 6 SATs includes levels 3-6 in one paper. This meant many children could not finish all the papers or could not complete all the questions. Although children were aware that they did not need to finish the papers or complete all questions, it was a daunting experience for them. Credit was given to Mrs Weeks for her hard work in preparing the children, and to the parents for ensuring the children came into school that week, properly rested and on time each day.

The individual results would be given in the end of year report – raw score, standardised score and whether the child reaches 'expected' or not.

David Gosling reports that the School is 'outstanding'.

Teaching

A Governor who attended the recent Governor Morning reported that he was impressed by the standards across all the year groups, as gleaned from his work scrutinies.

Personal Development, Behaviour and Welfare

Attendance has improved (98%), showing that parents value

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| | <p>attendance. The School is also working hard at punctuality. Any issues are addressed by the EWO and the Head Teacher. It was noted that attendance and punctuality offenders are not necessarily the same.</p> <p>No incidents of racism or homophobia to report. No Safeguarding referrals have been made.</p> <p><u>Leadership and Management</u> Milestones in the SDIP are being met. It is intended to include the expansion in international work, with a sharper focus on French.</p> <p>The Chair commended the Head Teacher for being willing to going through the questions asked.</p> <p>5.4 Pupil Premium Covered in 5.3 above. The funding is spent mainly on additional adult support.</p> <p>5.5 Sports Premium Mrs Connolly's report show that the uptake in sport has increased significantly. All children really enjoy the activities, of which there is a wide choice. Those who practice a sport outside of school are able to bring their skills into school and teach them, and those who are not so sporty are encouraged to join in with the activities. It has not been announced that the grant will not continue.</p> <p>5.6 CLA There are 3 in the current Reception class and 1 in next year's Reception class.</p> | |
| <p>6. Staffing Updates – Confidential Items</p> | <p>A cleaner has not yet been appointed.</p> <p>Mrs Deasy is now Forest School-trained.</p> | |
| <p>7. Any Other Business</p> | <p>The Head Teacher distributed a summary of questions for Governors which she had received during Ofsted training for Governors. These would be discussed at the next Governor Morning.</p> <p>Four nominations for Parent Governors have been received and therefore this will go to ballot. Thanks were given to Bruno Cotta and Kevin for their service as Parent Governors.</p> | |

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| 8. Dates of next meetings | Full Governing Body - Thursday 16 th June at 5.00pm | |
| 9. Closing Prayer | The Chair of the Committee closed the meeting with a prayer. | |

The meeting closed at 1810.