



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 13 October 2015

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 Minutes concerning confidential matters will not be published.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.

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 Lisa Weeks – Deputy Head Teacher Dominique Wells – Clerk to the Governing Body
1. Opening Prayer	The Chair of the Committee opened the meeting with a prayer.
2. Apologies for Absence	Elizabeth Atkinson Bruno Cotta
3. Declaration of Interest	None
4. Minutes of last meeting and matters arising	<u>Minutes</u> Item 1: <i>Opening prayer</i> Amendment required – ‘The Vice Chair of the Committee opened the meeting ... ’ All minutes were agreed as correct. <u>Matters arising</u> None.

<p>5. Terms of Reference</p>	<p>Questions asked by Governors: <i>Q: Responsibilities: Point 4. By what means is the Committee able to consider the views of pupils?</i> <i>A: Via the School Council, and through interviews of groups of pupils which the Subject Leaders undertake on a regular basis, and at which the pupils are asked how they feel about the curriculum and learning. Also, there is a section on the annual questionnaire which covers pupils' views.</i></p> <p><i>Q: What are the School's statutory obligations in relation to the National Curriculum?</i> <i>A: To deliver the curriculum that takes into account the needs of the pupils. The curriculum is a guide for what should be taught, and the School teaches according to the needs of the pupils. Under the Prevent Strategy, the School also needs to deliver a broad and balanced curriculum.</i></p> <p><i>Q: What interventions are in place?</i> <i>A: Extra individual support, or support for smaller groups of children, is given to help them achieve Expected or Exceeding. Interventions can be put in at either place.</i></p> <p><i>Q: Does Annex A relate to staff and/or children?</i> <i>A: Mainly adults, but there is some crossover where it relates also to children.</i></p> <p>The Terms of Reference were ratified by all present.</p>	
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<p>6. PE report by Mrs Corinne Connolly</p>	<p>Mrs Connolly reported on PE teaching in the School and how the Sports Premium Funding is being spent.</p> <p>She stated that there were four key areas of focus:</p> <ul style="list-style-type: none"> - staff training – on which most of the funding was spent last year (£6,000), with some money being carried forward to this year. - resources – the next largest area of funding spend (£4,000) - coaching - competitions <p><u>Staff training</u> A PE consultant from LBB was invited to analyse the School's needs going forward. The most successful area of staff training in PE was in Dance. The teachers have received hands-on training, learning skills that they can take forwards in their teaching. A specialist dance company which works within schools has been brought in, and teachers are trained one week in skills they can themselves carry forward to the following week. The feedback from teachers is very positive and they feel that the skills they have learnt make their teaching achievable.</p>	
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The dance schemes taught are based around literacy and the Power of Reading (the latter was always intended to be taught through other medium, eg. art and dance), so it facilitates the children's classroom learning. The dance company supplies all the resources, and after a term the teachers have a term's worth of planned schemes.

Resources

Equipment has been acquired for playtimes (eg. circus skills equipment) which helps develop the children's hand-eye coordination. Also resources for the teaching of PE to enable the lessons to be delivered effectively.

Resources are an ongoing cost as they are expensive and do not last, so need regular updating.

Coaches

Coaches have been brought in (eg. dance). Bromley Tennis Club gave lessons to the whole school for a week in the summer, and the children continue to play tennis while the nets are still up on the playground. Also, a tennis club was set up on the back of the lessons.

After school, cross-country numbers have increased from 18 to 58, and it is intended that another coach be engaged to enable the group to be split into year groups and therefore make the numbers more manageable. They are to take part in the Crystal Palace run in November.

Competitions

£250 per year has been invested in the Sainsbury's Games Package, which enables the School to participate in competitions throughout the year, including gymnastics, quick cricket, basketball and cycling. These mainly involve Years 5 & 6, but recently the Year 2 football team came 3rd out of 10 in a competition.

Questions asked by Governors:

Q: How are teams selected?

A: Children will show interest in joining, or the teams may be required to have certain numbers of boys and girls. Mr Copeland (sports coach) will spot not only those who are good at the sport, but also those who would benefit from the social interaction even if they are not the best in the sport. He will then run training sessions at lunchtime.

Q: How do children get to the competitions?

A: Mostly through parental support, but a minibus has occasionally been used at a small cost (£20 including driver.)

This year:

There has been a huge uptake for the sports clubs now offered by the School. These are half-funded from parental contribution

	<p>(£1 per child per session) and half from the Sports Premium Funding.</p> <p>It is recognised that the funding may not continue, but it is hoped that by focussing it on staff training, the level of sports activity can continue even without the funding.</p>	
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7. Reports		Action
	<p>7.1 SEN Update 22 children are currently on the register with 6 statements, of which 2 are moving onto Educational Health Plans from the Statements. The care and provision under the schemes is the same, but with a Statement the parents could name the secondary school of choice, whereas under an EHP the parents can name a school but are also given a school (most likely the one nearest to them) and are not guaranteed to get the named school. An EHP is not awarded lightly as it suggests that the child may need a special school.</p> <p>Questions asked by Governors: <i>Q: Has this affected funding?</i> <i>A: The School funds the child according to their needs via a notional budget, but the top-up being received seems to be the same as before.</i></p> <p>It was noted that more subtle needs were being identified throughout the School (eg. mild ASD, social, communication problems, learning difficulties), which although mild have an impact within the School. These are being well-documented.</p> <p>7.2 Safeguarding Covered above.</p> <p>7.3 Prevent Statement This is now on the website. The Head Teacher stated that from 1st July 2015, schools were required to safeguard children from extremist views or violence and state the steps being taken to do this.</p> <p>Within the School, this is addressed through teaching the children about other faiths, encouraging understanding and 'respect for all', and delivering a broad and balanced curriculum.</p> <p>7.4 Anti-bullying Policy Questions asked by Governors: <i>Q: Have there been any recent incidents of bullying?</i> <i>A: A couple of incidents have been dealt with by the involvement of parents and listening to the children. In very young children, it was recognised that there was a fine line between rough play and bullying. These situations are being monitored, but seem to have been resolved.</i></p>	

7.5 Behaviour Policy

Little change to note.

7.6 Marking Policy

The Deputy Head Teacher pointed out that this is always work in progress and teachers are always looking for better ways to address marking. There is a particular focus on Year 1 as it is often challenging for the children to read the teacher's comments and respond to them.

7.7 Assessment without levels – Assessment Policy

The policy captures recent changes and the School's current approach, but is likely to require further review.

Regarding assessment, 85% is considered 'secure/met/mastered/secondary-ready' but it is possible that this should be 100%. Additionally, the lack of weighting means that 85% can mean different levels of understanding for different children. Moderation also becomes difficult in this context.

More the issues lies in target-setting, which is inhibited by the terminology and language. There is no experience of the test as yet, so it is difficult to predict whether the borderline pupils will pass.

Questions asked by Governors:

Q: How can gaps be bridged when there are no levels?

A: Classroom Monitor can show progress.

7.8 Teaching and Learning Policy

This focuses on encouraging children to think for themselves and be creative. Reasoning is considered very important so the children can explain why they have come to certain conclusions. With regard to the teaching, this focuses on matching the work to the needs of the child, adapting to the child.

7.9 Data report updates

Classroom Monitor is a live system, so the reports are a snapshot.

Questions asked by Governors:

Q: What are the strengths and weaknesses of the system?

A: Strengths – the bands can be reported easily to parents, re whether the child is meeting expectation

Weaknesses – more fine tuning is required for target setting for individual pupils.

The Deputy Head Teacher reported that Classroom Monitor was very practical to use when marking, as it was easy to see through ticking off and the colours whether objectives have been met. Classroom Monitor calculates itself, so progress can be easily tracked throughout the year.

	<p>It was recognised by Governors that it would be useful to have a better understanding of the software. It was therefore decided that a demonstration would be presented at the next Children & Learning Committee Meeting.</p>	LW
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<p>8. Holding the School to Account</p>	<p>1./2. Attainment / 2015/16 predictions To be presented at the Full Governors' Meeting.</p> <p>3. Gaps – FSM/NFSM There is a crossover with the SEN register, and the focus is here to close the gaps. There is not a large gap to close for most of the FSM children.</p> <p>4. Tracking Covered above in 7.9.</p> <p>5. Teaching – NACE recommendations There have been staff meetings addressing questioning techniques, to help extend questions so that the answers are in turn extended. Revisiting the Marking Policy and tightening up on the statements and responses to marking.</p> <p>Jo Gibson left the meeting at 1800.</p> <p>6. Support for the NQT Mrs Richards is directly supporting her, and the NQT states that she in turn feels supported.</p> <p>7. CPDs Teachers have requested the training they require: Middle/Senior Leader training, Maths training regarding the SATs tests.</p> <p>8. Behaviour No issues with classroom behaviour.</p> <p>9. Racism/homophobia No reported incidents. Also covered above in 7.4.</p> <p>10. Attendance Attendance back up to 97%+.</p> <p>11. SDIP This is being implemented as planned.</p> <p>12. Performance management appraisal This process has commenced, and there will be mid-term interviews for support staff.</p>	
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	It was reported that David Gosling considered the Head Teacher a very able Head.	
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9. Umbrella Trust Update	<p>It was reported that the Chair of Governors, the Head Teacher and David McCabe had attended the latest Umbrella Trust meeting on 9 September 2015, which had been held at St Vincent's, Mottingham, and chaired by St Mary's.</p> <p>At the meeting, David Gosling reported that all schools had improved, all being classed Good with 2 (possibly 3) being Outstanding. This reflects the focus of all schools on improvement. He went through the New Ofsted Framework and suggested that Governors have more contact with parents and take more responsibility regarding the parent questionnaire.</p> <p>To this end, the Chair of the Committee and Chair of Governors had invited questions from parents by standing at the school gates during the morning drop-off period one morning. It was felt that this had been a positive move, with many parents feeling the Governing Body was effective, and asking practical questions.</p> <p>Questions asked by Governors: <i>Q: What are the advantages of being in the Umbrella Trust?</i> <i>A: David Gosling is extremely valuable in giving an overview of all the schools in the trust as well as Independent Assessment. His next Teaching & Learning visit will be on 16 November 2015, when the focus will be more on Reception and Year 1.</i></p> <p>The next Umbrella Trust meeting will be held at (but not chaired by) the School in January.</p>	
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10. Staffing UPdates	<p>A new cleaner has been appointed.</p> <p>Interviews are currently taking place for a new member of the office staff.</p>	
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11. Any Other Business	None.	
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<p>12. Dates of next meetings</p>	<p>Governor Morning - Tuesday 17 November at 9.15am Full Governing Body - Thursday 26 November at 5.00pm Resources & Audit Committee - Tuesday 26 January at 4.30pm Governor Morning - Tuesday 9 February at 9.15am Admissions Committee - Tuesday 1 March at 4.00pm (to endorse process used for admissions) Children & Learning Committee - Tuesday 1 March at 4.30pm</p>	
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<p>13. Closing Prayer</p>	<p>The Vice Chair of the Committee closed the meeting with a prayer.</p>	
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The meeting closed at 1815.