

Curriculum Standards Meeting of Governors and Teaching Staff

Wednesday 5th July 2023

Present: LM, JS, AR, JSimpson, SR, DC, CW, AB (Governors)

CS, JW, JJ, SM, JH (Teachers)

CB (SBM)

LM introduced Corina Broughton as our new School Business Manager.

LM introduced the new Curriculum Book. He explained that Ofsted apparently don't want schools to prepare anything for them. Sequencing was never mentioned. The first edition of the Curriculum Book included project work undertaken by SPS. The website now includes knowledge sequencers. These are now published in the second edition of the Curriculum Book, making it extremely detailed. See Page 83 onwards to look at Art provision. LM said that other schools publish what they say they are doing but fail to evidence it. At SPS, everything is evidenced. Governors were given a copy each to take home.

JS introduced the Staff Presentations.

Governors were given a handout to remind them of this year's school improvement priorities. Staff appraisal targets focus on each of these priorities.

JS explained that staff will present data and will then showcase their work on oracy and dictation; inference in reading; science work and assessment of the foundation subjects.

Staff members who are not present due to industrial action have submitted their presentations already to SLT, who have quality assured these.

C Stanley

CS talked through her data. She pointed out that this ebbs and flows, as is the nature of children, but that it averages out convincingly. The base line assessment showed that children's attainment on entry was particularly low. EYFS has achieved an average of 69% GLD. Oracy and Science data show that attainment in these areas is high, due to these being a focus on the SDP. SR asked about the gap between boys and girls in reading and writing. CS explained that the boys will 'catch up' next term. There are very few boys. Oracy data was shared. There was further discussion between Governors about attainment gaps. LM pointed out that it is 7-year process. CS talked through her work on reading and making simple inferences, showing how this scaffolds upwards to challenge higher level learners. She talked about how this feeds into story time too. CS talked about her class's enthusiasm for science as they helped the school to work towards the PSQM. CS explained that she was responsible for developing a digital assessment system, resulting in a Quiz App called Tiger Moth. CS showcased this App by asking Governors to join in with a fun quiz on iPads.

LM said that CS's presentation was excellent. He explained that the quizzes are designed to triangulate all other assessment methods. The results from the children's quizzes will make staff think about what is taught and how. This will be even more valuable than the current findings from the learning walks, which are a little more anecdotal. It is an embellishment of current practice.

J Williams

JW talked through his data. He highlighted that one of his target groups was NPPG children. He explained that this was appropriate in the context of his class. We should not assume that all PPG children are without ability or family support. He talked a little about some of the children in his class who are PPG yet succeeding academically. Children are making appropriate progress and attaining in line with the flight path. Gaps are closing.

JW talked about work that his class have been completing on inference, and also showed off pictures to illustrate activity in science. He showcased his History Club's success, using Chatta as a teaching and learning tool. Chatta had also been used to inspire a lesson about writing instructions. JW also included some examples of dictation from his class.

SR commented that JW had spoken about his data very plausibly and said that he liked the fact that he knew his class so well. LM said that JW was very committed to all of his pupils and that this was clear to see throughout his presentation.

Justine Jackson

JJ talked about her data. Good progress and high levels of attainment have been elicited for all groups, in line with the flight path and with her own appraisal targets. The numbers have bounced around appropriately over the year as she has worked to narrow different gaps.

JJ presented links to videos showing children reading and talked about how inference had been a huge focus this year. There was some Chatta-inspired work to look at and some dictated sentences. JJ showcased a condensed version of what she had submitted in order to gain the PSQM. There had been a huge amount of work to complete, but it had significantly impacted on teaching and learning in science.

LM and JS commented that gaining the PSQM was an enormous achievement. There had been a huge number of tasks to complete, hence a great deal of time and commitment had been needed. Governors praised JJ for gaining this award.

Sally Mansell

SM talked about using the Chatta approach with her English group, and how this has become a tool for writing. She showed Governors some examples of dictated sentences. SM explained that Science is one of her favourite subjects to teach. She presented lots of photographs and copies of children's work. Some of this related to her teaching of the trumpet and other musical instruments, understanding the links to science (sound). Some related to her history work on The Stone Age.

SM's target pertaining to reading is slightly different to that of other staff. Hers has a particular focus on the bottom 20% of readers across the school. She presented graphs showing flight paths of the progress and attainment of this group. SM showed a copy of a child's IEP to show how there is a careful focus on inference here. There was also evidence of her work on phonics. She talked Governors through some of her teaching on this. SM talked about story time and about how questions can be posed to the children to elicit their understanding of inferences.

SM talked about her work with Languages. There had been a technological glitch with ILanguages, but this is now resolved. She showcased a Learning Walk for French. SM talked about her appraisal target that expects her to accommodate SEND pupils in learning walks and quizzes etc.

LM said that staff are using all the systems that have been created, but they are all bringing their own individuality and experience to these. This is very different to AI.

J Hardy

JH explained that KS2 SATs results do not arrive until July 11th. He explained that he has met his appraisal expectations and that most gaps are narrowed. JH talked about the work that Y5/6 have done which links to science. He showcased some graphs that had been drawn following PE/Fitness sessions. JH presented some examples of work that showed off scientific enquiry and artwork. Oracy is still a focus in Y5/6 and Chatta is used regularly, particularly to introduce new topics. JH explained that the Chatta approach was very helpful when holding debates and writing about these. He talked about the weekly SPS News that

really helps to promote oracy. This is led by pupils from Y5/6. JH talked about work that has been completed on inference. He mentioned story time and also showed a mock reading SATs paper which children had tackled very well, with improving inference skills. LM pointed out that the links between inference and oracy are very obvious. JH shared a Learning Walk pertaining to PE, which showed how progress is elicited as children move up the school. JH was applauded for this thorough presentation and clear account of the teaching and learning in his class.

JS handed out a document that captured feedback on lesson observations that had been completed in story time in May.

Teaching staff left the meeting.

CW commented on how hard staff must have worked in order to elicit such high standards. DC commented on how refreshing it was that staff could explain data and make it pertain truthfully to pupils.

J Simpson said that this was one of the best sets of presentations we have witnessed.

LM talked about how staff were keen to work for a purpose and all understood the school's mission.

SR said that JW in particular had understood his class and articulated his priorities carefully.

CS shared results from the Y1 Phonics Test and from the Y4 Tables Tests. The children had scored highly in both.

LM commented that these tests had to be embraced as there was no other option; but that the more children learn, the better scholars they become. The habit of learning and knowing will not hurt anybody.

LM presented on Finance. The situation is much more positive than we had previously anticipated.

DC asked how this much more promising picture had been achieved? LM said that cuts had been made in all areas. Examples include the fact that pellets have been more affordable. Staff have been flexible and committed. CPD has been cheaper due to a deal with Brian Stillings. Ruth Newton is a Moderator, which brings in both money and CPD. The website and the decorative order of the place do not need money spending. Jon Robson has upskilled staff re technology. There are no school trips. We are using our devolved capital much better than we were.

AR presented the Policy for Managing Medicines in School. This has been amended a little. Gofs agreed to this; hence it was formally adopted.