

OUR LADY & ST JOSEPH CATHOLIC PRIMARY SCHOOL

Meeting of the Curriculum and Standards Committee

Held on

6 February 2019

Governors Present	Foundation: Paul Mokwenye, Derek Hyett, Derek Vitali (Committee Chair), Diane Porter LA: Julian Vennis Staff: Sean Flood (Headteacher), Theresa Garnett Parents: Silvia Ullmayer, Susan McFarland-Lyons
Apologies	Cecilia Amadasun
Observers/Guests	Aoife O'Grady, Deputy Headteacher Judyta Ruminska, Sarah Woodhouse Assistant Headteachers Emma Sharpe, Teacher
Clerk	Susan Moyse
Abbreviations	HLT (Hackney Learning Trust), EYFS (Early Years Foundation Stage – Nursery & Reception classes), SIP (School Improvement Partner), SDP (School Development Plan), SEND (Special Educational Needs and Disability), DfE (Department for Education), NC (National Curriculum), KS1 (Key Stage One – years 1-2), KS2 (Key Stage Two – years 3-6), GLD (Good Level of Development in EYFS), GPS (Grammar Punctuation Spelling – also known as SPAG), EHCP (Education and Health Care Plans – replaces 'SEN Statement'), SCR (Single Central Record), SEF (Self Evaluation Form), CPD (Continuing Professional Development), SMSC (social, moral, spiritual, cultural education)

MINUTES

Meeting opened with prayers at 6.50pm, Derek Vitali in the Chair

1	WELCOME AND APOLOGIES	ACTION
1.1	Welcome The chair welcomed everyone to the meeting, especially the staff members present.	
1.2	Apologies Apologies for absence were received from Cecilia Amadasun.	
2.	MINUTES OF THE MEETING HELD ON 6 FEBRUARY 2019	
2.1	These were agreed as a correct record for signature by the Chair.	
2.2	Matters arising	
	There were no matters arising.	
3.	CURRICULUM OFFER	
3.1	Humanities – History & Geography The Headteacher reminded governors that the Ofsted framework was changing with more emphasis on providing a broad and balanced curriculum. This school was already offering a rich curriculum but was always keeping it under review. He	

introduced Emma Sharpe (ES), Reception teacher and humanities leader.																		
<p>ES referred governors to the school website which contained details of the curriculum offer. She highlighted:</p> <ul style="list-style-type: none">• Rising Stars curriculum• Scheme of work enhanced by teachers with resources e.g. from the British Library, twinkl.com• 4 topics over a year – see website• Previously 6 – governors were assured that National Curriculum (NC) still covered• Rising Stars includes a progression framework• Assessment half termly – children complete a set piece• Assessment data (from ‘Check It’) uploaded to tracking software• Knowledge is good• Need to develop enquiry skills• Focusing on enquiry in both History & Geography for staff discussion/ CPD• Not losing sight of outcomes <p>ES described her recent co-ordination activities:</p> <ul style="list-style-type: none">• Raising profile of humanities with e.g. book looks, staff training sessions• Checking coverage – noting pressure on timetables in Catholic schools• Trips• Assemblies• Cross-curricular work e.g. Goodnight Mr Tom text for literacy and also history• Working with other staff on e.g. Art, Science and British Values																		
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<table><tr><th>Governor Question</th><th>School Response</th></tr><tr><td>Are there cross curricular links with RE?</td><td>Yes e.g. Inspirational People, British Values (see scrapbooks), Word on Wednesday. The RE curriculum is to be updated to encourage more research skills</td></tr><tr><td>How do you ensure that the same class covers topics in sufficient depth/ doesn't get the same topic more than once?</td><td>There can be teething problems e.g. possibly in Upper KS2. This won't happen again because now using the Rising Stars curriculum</td></tr><tr><td>Do other local schools use Rising Stars?</td><td>Only one. The school is confident that it covers the NC requirements and the need for a broad and balanced curriculum</td></tr><tr><td>Field trips on offer?</td><td>Considering for term 3</td></tr><tr><td>How do children develop their enquiry skills and how will this be recorded?</td><td>Older children can write about what they've learnt. In EYFS and KS1 teachers can take photos of children working</td></tr><tr><td>Are children aware of global issues e.g. climate change, pollution?</td><td>Yes. Ties in also with SMSC (social, moral, spiritual, cultural) education e.g. recent very good assembly on the rainforest</td></tr><tr><td>Do the topics help with motivation?</td><td>Yes – even reluctant readers/ writers will read and write about topics that spark their interest e.g. Fair Trade</td></tr></table>	Governor Question	School Response	Are there cross curricular links with RE?	Yes e.g. Inspirational People, British Values (see scrapbooks), Word on Wednesday. The RE curriculum is to be updated to encourage more research skills	How do you ensure that the same class covers topics in sufficient depth/ doesn't get the same topic more than once?	There can be teething problems e.g. possibly in Upper KS2. This won't happen again because now using the Rising Stars curriculum	Do other local schools use Rising Stars?	Only one. The school is confident that it covers the NC requirements and the need for a broad and balanced curriculum	Field trips on offer?	Considering for term 3	How do children develop their enquiry skills and how will this be recorded?	Older children can write about what they've learnt. In EYFS and KS1 teachers can take photos of children working	Are children aware of global issues e.g. climate change, pollution?	Yes. Ties in also with SMSC (social, moral, spiritual, cultural) education e.g. recent very good assembly on the rainforest	Do the topics help with motivation?	Yes – even reluctant readers/ writers will read and write about topics that spark their interest e.g. Fair Trade		
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ES noted that the recent HMI visit had focused on the broader curriculum and had discussed progression and tracking – this school was well advanced in this area.																		
Governors thanked ES for her work in the school and her presentation.																		

3.2	<u>Destination Reader</u>												
	Judyta Ruminska (JR) updated governors on this Hackney/ HLT scheme which started with a light touch in Year 3 through to Year 6. She highlighted:												
	<ul style="list-style-type: none">Aims<ul style="list-style-type: none">To foster a life-long love of readingTo develop a consistent approach to the teaching of reading across KS2To guide teachers on best practice in teaching readingTo read for purpose across the curriculumTo have a consistent approach to developing vocabularyTo provide a curriculum in line with the requirements of the National CurriculumTo provide a robust assessment approach, centred on formative assessment.												
	<ul style="list-style-type: none">Principles<ul style="list-style-type: none">Creating quality experiencesPromoting enjoymentIncreasing reading mileageBuilding firm foundationsDeveloping thinking and understandingMaking talk more central												
	Teachers focused on one reading skill per week: <ul style="list-style-type: none">PredictingQuestioningInference Inference was a particular focus not least because it influenced about 60% of the reading SATS test. Teachers seemed to appreciate the DR approach and enjoyed teaching this way. JR showed governors an example of a ‘Reading Wall’ with the text at the centre.												
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	Governors thanked JR for her work in introducing DR to the school and thanked her for her informative presentation.												
4.	ANY OTHER BUSINESS None												

There was no confidential business and the Chair closed the meeting at 7.25pm

Signed (Chair) -----

Date _____

Minutes prepared by Susan Moyse
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