

**MEADOW VIEW PRIMARY SCHOOL
MEETING OF THE SIP CURRICULUM
COMMITTEE
14TH NOVEMBER 2017 AT 4.45PM**



MINUTES

Present: J West, K Smith, A Boyle, T White
In Attendance: A Blench, T Keenan, H Webster, H Leach

SIP11. APOLOGIES FOR ABSENCE

11.1 To accept apologies for absence. Apologies for absence were received and accepted from D Everett, J Newbold and K Bromley.

SIP12.DECLARATION OF PERSONAL AND BUSINESS INTEREST

12.1 Individual governors to declare any personal or business interests on any item on the agenda. No declarations were made in relation to any item on the agenda.

SIP13.MINUTES OF THE PREVIOUS MEETING

13.1 To review and approve the minutes of the last meeting held on 26th September 2017 - attached. The minutes were approved without amendment and signed by the chair.

13.2 Matters arising –

* To receive an update on progress from H Leach and H Webster.

Hannah Webster is Literacy Leader for MVP with an emphasis on writing and Hannah Leach is leading on the development of Reading for MVP from this September. Update on reading – the aim is to equip pupils to be fluent independent readers. Different strategies are used towards this from Foundation stage through to Year 6. Foundation is based upon guided reading, in KS1 shared reading is practiced daily. The TA has the class which will concentrate on one text, whilst the teacher has a guided reading group. In KS2 reciprocal reading is practiced. There are 8 or 9 content domains which are linked to different skills. In depth sessions are delivered Monday to Wednesday and on Thursday and Fridays pupils work on individual texts. The Twinkle dog characters are used across the key stages. The characters change across the stages, e.g. 'Pit the Predictor'. Also all pupils are encouraged to read at home. Each class has a home reading challenge and every Friday their home reading is recorded. An element of competition has been introduced for this, with

weekly prizes to winning teams. If by the Friday the pupil hasn't had chance to read at home, they are given the opportunity to read to a member of the KS2 team. Governor question – do pupils cheat at the home reading challenge? School makes it as difficult as possible to cheat by asking for the numbers of the pages they have read, the name of the text and looks for comments about the story in their books. Governor question – what about pupils who come from homes where parents don't have English as their first language?

This is something that school is aware of and tries to help by facilitating reading to staff and or using older siblings. Also looking at developing reading buddies. All pupils have a library slot each week and can visit the school library to read and swap books. Generally pupils speak very well about what they have read. School helps them to identify what reading skills they have used when they have read a passage. 'Cornerstones' are used to develop topics and themes in school. KS1 use Superhero and Supertato. There are also MVP core stories. A mix of genre is maintained throughout.

Phonics – KS1 reading sessions a big link with phonics is made, so that this is applied in reading and writing. Comprehension is a big focus in KS2 and after Christmas there will be a big drive linked to this. A resource called 'Cracking Comprehension' will be used which is linked to the style of the SATS papers. The Railway Children resources were used this year and school has taken out a subscription for all years for 2017 18 after having trialled this in Year 6. All texts used are age related. School ensures that all pupils see age appropriate texts and are exposed to a broad genre of writing. Bramley Grange school staff came to MVP to see our reciprocal reading in action. They remarked upon how strong our reading evidence was. They said our feedback was strong. School is using Bloom's taxonomy questions and prompt mats. Pupils are then able to write their own questions using this style. A Stothard (Deputy Head at Blackburn Primary) visited school and shared what is working for them. Pupils in KS2 are expected to read at a rate of 102 words per minute and read at pace. This is what they need for the test. Governor question – how do you adapt this for pupils with varying levels of ability? All pupils have to complete the reading test. All are exposed to the same texts. If some pupils haven't got as far as others in the time test, they will read with their peers or teachers. We do lots of preparation for the timed readings with pre-reading the week before the time test. Monitoring and evaluation of reading across the school is done through a variety of methods. Informal reading evidence checks, learning walks with immediate feedback, formal observation of reading and student voice. There are drop into classes by Hannah. Reading files are monitored, with external moderation supported by Hannah and Hannah. After SATS last year school did lots of training with staff including 'scanning and skimming', 'vocabulary and inference'. There have been KS1 and KS2 sessions run and Hannah and Hannah operate an open door policy so staff are welcome to come and ask for help or clarification. For the future we will look at enhancing reading displays, using poster dogs. Not all Core Stories have been displayed as yet. If pupils haven't passed phonics screening test by KS2, school develops a strategy to support them. Newcomers to school are an issue and can be challenging. Year 6 pupils start to read longer texts and practice inference and word recognition. School is looking into purchasing the 'Vocabulary matters programme' Governor question – do you every do individual reading? School tries to do this every day with pupils taking 10 minutes after lunch break. Governor question – what is the difference between skimming and scanning? Skimming is where you read to get the gist of the passage. Scanning is where you are looking for specific words or phrases. School benchmarks reading ages of pupils in September and then mid-way through the year to measure progress. High Ability pupils can fall off the scale of the books available to them, so school is looking for new materials for this. On Thursday 16th November 2017 there will be a peer review of the school by Rotherham Head teachers, focusing on reading and in particular KS2. GSP intervention books are being used for Year

6. It was agreed that Hannah Webster would return to the committee in the spring term to cover writing strategies.

* Creation of data subset for EAL – update from K Smith/ T Keenan

Data shows that the ROMA pupils have lower attendance than other pupils. T Keenan has tagged pupils as ROMA and non-ROMA so that at the first data collection point any differences in attainment and progress can be measured.

* D Everett to receive a copy of the online safeguarding audit

D Everett will meet with T Keenan and go through the results of the recent safeguarding audit.

* K Smith to update and recirculate SEF with national figures for comparison

K Smith distributed an outcomes paper at the meeting. Governors were asked to read through this and have this as an agenda item at the next SIP Committee Meeting.

Actions – A Blench to include writing update by H Webster in Spring Term SIP Agenda. A Blench to ensure outcomes figures for 2016 17 are an agenda item at the next SIP Committee Meeting.

SIP14.SAFEGUARDING

14.1 Safeguarding Policy, review and approval of revised policy in the light of recently updated DfE guidance – attached.

An updated version of the school safeguarding policy was displayed on the LCD Screen In the room. The new wording was highlighted in yellow. The changes to the wording were To make the meaning more explicit in these sections. The new policy contains categories and sub categories of abuse. Recording and information sharing – all staff have access to a system called CEPOMS, which is a web-based system used for the recording of concerns relating to a pupil. There is also a backup paper system for any occasions when access to CEPOMS is limited. It is important that any paper copies completed and dated and signed. CEPOMS covers this with an electronic audit trail. T Keenan will send governors an electronic copy of the policy after the meeting. The policy was approved by governors and will be reviewed annually thereafter.

SIP15.LOOKED AFTER CHILDREN

15.1 To receive the report from the designated teacher with responsibility for Looked After Children (LAC). – Verbal update.

School has 5 CLA (Currently Looked After Children) and all of which have a 100% attendance rate. All have approved PEP (Personal Education Plans) which are regularly updated. School receives the higher rate of Pupil Premium for all pupils in this category.

Pupil A – is working at age related levels. Has the ability to make good progress, but social emotional and behavioural factors are limiting the progress being made currently. School is seeking crisis support for pupil A who is in KS2.

Pupil B – Is working at below age related in maths and reading. Has made 4 steps progress and is closing the gap. Is 2 terms behind where they need to be. There are specific interventions in place to support this pupil. SEBD are not presenting at the moment.

Three of these children are all from the same family and all are with the same care provider. Pupil C – Above age related expectations and is maintaining at this level. Went into care in April 2017. This is the second school term which is often where difficulties can start after the initial shock of being placed in care has passed.

Pupil D -5 steps Maths, 4.5 reading but is below age related. Went into care in December 2016. Is being assessed for SEND. The stability in the care setting is having a positive difference.

Pupil E – Most recently placed in care in August 2017. Extremely low ability levels, with SEND needs. Currently being assessed by Learning Support Team and Educational Psychology. Has a lot of individual learning and is now a lot calmer in new care setting. School has gone from 0 to 5 CLA in 12 months. This could increase soon with 2 other families in the next 2 months. Governor question – does the LA have parental responsibility for these children? Yes they do.

SIP16 RAISE ONLINE

16.1 Arrangements for implementation of new data system and training of staff/governors. K Smith explained that Raise Online has now been replaced by Analyse School Performance (ASP). KS 2 data went on the system first followed by KS1. The new reports were displayed in the LCD in room. For MVP reading, writing was above national averages. Maths is at national averages. It is possible to drill down into individual pupils historical data as well. It can be filtered by pupil premium, gender, SEND. 'Inspection Data Summary Report' shows old raise reports as well as the current one. This is a 20 page report. K Smith asked governor to consider if they wanted this report sending out to them? It was agreed that this report would be circulated to governors. Governors are to highlight any areas of the report that they do not understand. Janet and Trisha will focus on the data as Well.

Actions: - A Blench to circulate the report to governors. Governors to highlight any areas they do not understand.

SIP17 CONFIDENTIALITY

17.1 To determine any confidential items. None identified.

SIP18 DATES OF FUTURE MEETINGS

18.1 To review the dates of meetings for the academic year – attached.

SIP19 OTHER BUSINESS

19.1 To consider any other items of business. It was mentioned that training for governors in primary assessment was happening on 23rd November. K Smith will be leading this course. D Everett and J West have attended the pupil premium training event. K Smith has trained to be an official pupil premium reviewer for other schools.