

## CURRICULUM COMMITTEE MEETING – Autumn 1

**DATE:** 14<sup>th</sup> October 2019

**TIME:** 6.30pm

**PLACE:** School Staff Room

**Present:** Ally Tansley (AT Chair), Adrian Hall (AH), Helen Walsh (HW), Camilla Bolt (CB), Alison Vaughan (AV), Katy Jackson (KJ), Lucy Freestone (LF), Maria Panayiotou (MP)

**Apologies:** Sophie Papworth

### School Development Plan - Key Areas

See paragraph 3

	Autumn 19	Spring 20	Summer 20
1	Terms of Reference Schedule for the year SDP objectives relevant to the Committee  <i>Policies: None</i>	CPD – for teachers Subject lead: PE Pupil /Sports premium Intervention data Book Look RSE  <i>Policies: none</i>	Subject Lead: RE Book Look  <i>Policies: none</i>
2	Within year data for all years Projected targets for year Subject Lead: Music  <i>Policies: Sustainability, Foundation Subjects, Anti-bullying</i>	Subject Lead: DT Within year data Teacher profile EY Data Book Look  <i>Policies: RSE</i>	Assessment Data (incl. Foundation subject assessment) EY data Book Look  <i>Policies: EYFS</i>

*Please note: this has been updated to reflect the discussion at the meeting (paragraph 3 below).*

## Minutes

1. Matters Arising/Points for Action from the previous Curriculum and Governing Body Meetings	Actions
Minutes agreed – no action points discussed	



**2. Terms of Reference for 2018**

Governors discussed the 2018 ToR and were content to adopt the same ToR as previously with a few minor amendments: **AT** to update the date, amend the reference to the Clerk. Minutes will be taken by a governor.

**AT** to revise and circulate for information

**AT**



### 3. Curriculum Committee Schedule for the year (see draft above)

- Last year's schedule was discussed and an Agenda was agreed for 2019/20 – it's a working Agenda and we'll add to it as required. **AT** to update in light of discussions and keep under review.
- The Committee noted that the School's 2018 Attainment data will be discussed in detail at the FGB meeting on 12<sup>th</sup> November, and Governors will be able to ask questions then.
- MP confirmed that she will now be leading on Curriculum committee meetings.
- Discussion of relevant School Development Plan (SDP) objectives. The Agenda will be amended in light of SDP objectives.

#### ***Subject Lead presentations***

Over the last 2 years, the Committee had been given very interesting presentations by the subject leads on History, Geography, Science, Art and French. Governors discussed which subject leads should present this year. There followed a discussion about the relative strengths and weaknesses of the various subjects.

AH explained the new concept of a "deep dive" and reported that the presentations Governors had had over the last two years were deep dives into these areas. Other subjects which governors might want to explore further were Music, PE, RE and DT. DT had a new lead, so it might be better to have that presentation in the summer.

Governors asked:

Q: What should we know about these subjects in the meantime?

A: Staff have done lots of work on this area; for example, lots has been invested in professional development in DT. In RE, there had been a debate about what should be taught – AH explained that the local authority had some local requirements, which had to be aligned with the national curriculum requirements.

AH reported that the School Improvement Partner (SIP) had been in recently and had a discussion with NM (curriculum lead), MP, EA and EG. There had been a School Partnership Programme (SPP) review of Music, Geography and RE.

Q: Why those 3 subjects?

A: The subject leaders had done thorough research recently and this was an opportunity for them to discuss it. Last year's SPP review was on Art, Science, History and English.

MP reported that all Subject Leaders have had time to think about their subjects after having been given a framework to work through. They have had time together as co-leaders which is rare and have valued this undisturbed time. All Subject Leaders have been championing for slots on the CPD programme so that they can raise the profile of their subject and the CPD programme is foundation subject focussed for the rest of Autumn and Spring 1.

Q: Were subject leaders given guidance in advance what they

**AT**



should research?

A: It was to be a general review, with a focus on curriculum intent, implementation and impact. For example, going through what questions they might be asked – considering sentence stems. Staff had to hone in and be prepared to give examples of their subjects and discuss the curriculum.

Q: How do lesson observations work and how often do they happen?

A: the format is changing – it's now more of a joint approach. There's an observation for 20 minutes then a learning discussion for 20 minutes when the teacher explains why they delivered the lesson in that way. An observation might be repeated if there is a concern about books or data.

### ***New Ofsted framework***

Governors were mindful of the fact that as the last Ofsted inspection was in 2007, once outstanding schools came back into the regular inspection cycle (or even before then), the school might undergo an inspection by Ofsted pretty quickly. There was a general discussion on the new Ofsted framework and the process of inspection, including the following questions:

Q: Do Ofsted tell you what subjects they will be looking at?

A: We should always be ready to discuss early reading and certain other matters, such as . Also this might be guided with the initial conversation with the HT/DHT.

Q: How does a deep dive work?

A: There would be an intensive focus through the particular subjects. Inspectors would not speak much to HT (after initial call) but would speak to middle leaders and subject leaders, as well as other staff, pupils and governors.

Q: How is RE taught at present?

A: There isn't a nationally-agreed programme of study, but there is a local one. RE is taught by 3 topics per year. Each year group has RE for one driving subject within the year. This focuses on one main religion eg Hinduism. The other 2 are taught through the other topics as these tend to be question led topics which cover lots of religions, e.g why do religious books and teachings matter?

Leaders are all keen to undertake more CPD.

### ***Discussion of Relevant SDP Key Areas***

AH suggested some areas of the SDP which were relevant to the Committee's remit and which could be a focus this year. He also suggested that someone go through the SDP and collate the objectives which relate to curriculum. **AT will do this.** The committee will discuss in more detail at the next meeting.

SDP priorities 1 and 2 are both relevant to curriculum.

**AT**



Priority 1: Vocabulary: context and connections  
Priority 2: Inspirational leaders, aspirational learners

The Committee also discussed Priority 3: Healthy body and healthy mind. Last term, AT had met SC (former DH) about wellbeing and it was clear lots was going on. KJ reported that SP (staff governor) was a mental health first aider and she had had training and met with staff to discuss wellbeing. SP was exploring whether staff could have discounted access to the yoga and Zumba classes which took place at school in the evenings.

The Committee will also monitor 'Raising the attainment and accelerating the progress of Key Groups.'

Governors asked:

Q: What groups need attention?

A: Turkish-speaking children had been a focus last year. For the first time, a Turkish-speaking child in Y6 had attained greater depth in KS2. But there is still work to do with these children. Other key groups are children from Black African backgrounds (although numbers are small), children with SEND and those from disadvantaged backgrounds. All subject leaders will look at these groups and see how children are attaining and what progress they are making.

Q: What is being done for Turkish children?

A: This is an LA-wide focus (although note that LA data does not include children from Kurdish backgrounds. Also note that for Kurdish children, Turkish might already have been a second language and their Turkish might not be fluent. Most of our Turkish-speaking children are born in the UK). Some of their parents don't have fluent English and it isn't spoken at home. There is a focus on how Turkish parents see supporting learning. There is a programme through the Turkish Embassy which delivers Turkish lessons. There are now 2 after-school groups.

Q: Is the idea that raising attainment in the mother tongue helps with performance at school?

A: Yes. Children are more likely to learn in all areas if they are secure in their first language first. EAL learners do progressively better through school and there is data that Turkish children progress better as they go into KS3.

Q: What do other schools do?

A: Most schools in Haringey have significant numbers of Turkish pupils. Staff visited The Willow and Trinity Academy which are Haringey schools with large numbers of Turkish children. Staff discussed reading and what interventions had been helpful for those schools. Some of the ideas (such as having standard sentence stems, which The Willow uses in Y5/6) would be useful here but lower down the school (in early years). They helped to consolidate children's use of English so all have a good range of vocabulary. An example might be "I enjoyed reading this page in the book because..." This approach is very helpful for EAL learners.



Q: What does improvement look like?

A: We have already seen shifts in attainment and progress data. There is a gradual improvement – need to maintain this. We appear to be moving in the right direction but progress can appear slow – it takes a few years to learn English.

Governors asked for a summary sheet of what is being done for key groups and what improvements are being seen. **MP to provide summary sheet for what is being done for key groups and what improvements are being seen.**

**MP**

AH and MP said that pupil premium children would also be a focus. Governors should be aware that the threshold has changed and there will be significantly less money available for PP funding. We will continue the cultural capital programme, and some funds go to trips, and uniform etc as well as other interventions as appropriate.

We should ask – what are you doing for all groups which helps (eg) Black Caribbean children, or PP children too?

Q: In terms of diversity, what else is school doing?

A: A number of things, such as making sure that *school council* is representative of the pupil body, and producing films (for the website) of *role models* from different backgrounds. There are '*inspirational people*' studied at school from different backgrounds, male/female etc. For example, a female Turkish artist, and authors, scientists, doctors from different backgrounds. A group of parents has also visited the school library to look at books by black authors and with black characters.

Q: What about disability?

A: EG had been focussing on dyslexia awareness and had delivered an assembly, where teachers and support staff disclosed (unprompted) that they were dyslexic. Children found this very powerful. There were no wheelchair users at the school at present although there had been previously. AT and LF both had contacts who were Paralympians and they would ask them if they could produce videos for our website too.

**AT and LF**

Q: Other protected characteristics? What do we teach about (eg) LGBT issues?

A: some of this will be considered in more detail when the RSE policy is reviewed later this year. It will be consulted on and staff have had training. All staff will be receiving RSE training. AT confirmed that she had discussed with SC books about different kinds of families, etc.



<p><b>6. Governor visits / subject lead meetings (EA)</b></p> <ul style="list-style-type: none"><li>• AV and AT would like to do a visit about mental health and well-being</li><li>• CB would like to visit early years.</li><li>• HW would like to visit DT – but perhaps not until after Christmas.</li></ul> <p><b>AV, AT, CB</b> and <b>HW</b> to arrange respective visits with AH</p>	<p><b>AT/AV/CB/HW</b></p>
<p><b>7. AOB</b></p> <p>None</p>	
<p><b>8. Date of next meeting: Monday 25 November 2019 6.30pm</b></p> <ul style="list-style-type: none"><li>• Update on SDP objectives (AH and MP would put dates in SDP)</li><li>• Within year data – AH/MP</li><li>• Projected targets for year</li><li>• Subject Lead: Music</li><li>• <i>Policies:</i><ul style="list-style-type: none"><li>○ Sustainability</li><li>○ Foundation Subjects</li><li>○ Anti-bullying</li></ul></li></ul>	<p><b>AH MP</b></p>

### Actions from meeting

Action	Person
Terms of reference. <ul style="list-style-type: none"> <li>• <b>AT</b> to update the date, amend the reference to the Clerk. Minutes will be taken by a governor.</li> </ul>	<b>AT</b>
Curriculum Committee Schedule <ul style="list-style-type: none"> <li>• <b>AT</b> to update in light of discussions and keep under review</li> </ul>	<b>AT</b>
SDP <ul style="list-style-type: none"> <li>• Go through the SDP and collate the objectives which relate to curriculum</li> </ul>	<b>AT</b>
Key Groups <ul style="list-style-type: none"> <li>• <b>MP</b> to provide summary sheet for what is being done for key groups and what improvements are being seen.</li> </ul>	<b>MP</b>
Videos for website AT and LF both had contacts who were Paralympians and they would ask them if they could produce videos for our website too.	<b>AT, LF</b>
Visits <ul style="list-style-type: none"> <li>• <b>AV</b> and <b>AT</b> would like to do a visit about mental health and well-being</li> <li>• <b>CB</b> would like to visit early years.</li> <li>• <b>HW</b> would like to visit <b>DT</b> – but perhaps not until after Christmas.</li> </ul>	<b>AV, AT, CB, HW</b>
In preparation for next meeting <ul style="list-style-type: none"> <li>• Update on SDP objectives (<b>AH</b> and <b>MP</b> would put dates in SDP)</li> <li>• Within year data – <b>AH/MP</b></li> </ul>	<b>AH, MP</b>