#### **Curriculum Committee Meeting 01/2014-15**

#### Thursday 23 October 2014 at 19:00 at Exminster Community Primary School

Attendee	Initial	Position	Attendee	Initial	Position
Sarah Whalley	SW	Governor (Headteacher)	lan Moore	IM	Governor (Acting Deputy Headteacher)
Helen Hibbins	НН	Clerk	Sue Wilkinson	SWi	Governor (Par)
Dawn Fuller	DF	Governor (Staff)	Karen Sharpe	KS	Governor (Par)
Vanessa Pestridge	VP	Governor (Com)	Becky Mason	BM	Governor (Par)
Libby Ash	LA	Governor (Par)	Hannah Parker	HP	Staff Visitor

Apology	Initial	Reason	Absent Without Apology	Initial
Alwyn Reeves	AR	Family Commitment	lan Beer	IB
Glen Woodward	GW	Family Commitment	Anthony Krys	AK
Jamie Benthall	JB	Family Commitment	Norman Bettinson	NB
Kit Hardee	KH	Work Commitment	Simon Palmer	SP

Ref	Item	Action
1.	Welcome	
	LA welcomed all to the meeting.	
1.1	Apologies for absence	
	Apologies were accepted as listed.	
2.	Declaration of Interests	
	BM declared an interest in any discussion involving PE due to her work with the South Dartmoor	
	School Sports Partnership.	
3.	Impact of the implementation of Thrive	
	Hannah Parker (HP) was welcomed to the meeting as the main practitioner of Thrive in the school,	
	working alongside Sue Hughes (SH). The purpose of the presentation was to allow Governors to	
	evaluate how successful the implementation of Thrive had been. HP had circulated four	
	documents prior to the meeting containing statistics and viewpoints on Thrive from children,	
	parents and teachers.	
	It was noted that the school were the first in the Dawlish Learning Partnership (DLP) to become	
	Thrive accredited.	
	Governors asked the following questions:	
	Q: How long did the Thrive assessment take for each child?	
	A: It depended whether the child was already known to the practitioner, but generally several	
	children could be observed simultaneously during playtime. Teachers and parents could also feed	
	into the observations to provide a 360 degree approach.	
	Q: Now that the initial screening observations had been done for around 160 children in school,	
	would it take less time for a more thorough assessment if required?	
	A: Yes, as data could be updated from a previous year.	
	Q: Were there any children that Thrive was not successful for?	
	A: Yes, occasionally an outside agency would recommend a child for Thrive but family	
	circumstances or other issues would make the programme unsuitable, however elements of the	
	practitioner skills developed through Thrive could still be used when working with the child/family.	
	Q: Was it acceptable that school was getting referrals from outside agencies?	
	A: As Thrive was currently funded by the Local Education Authority (LEA), the school was not in a	
	position to refuse, but as of next May, when the funding stopped, the school would have more	

### **Curriculum Committee Meeting 01/2014-15**

Ref	Item	Action
	autonomy to run Thrive as it would be paying for the licence. However, Thrive was part of the	
	school offer.	
	Q: How important was it for the school to renew the licence?	
	A: The benefit to school would outweigh the cost as the programme saved time in the classroom.	
	By Thriving one child in a class of 30, 29 other children benefitted from improved behaviour,	
	allowing the teacher to focus on teaching.	
	Q: How much time did the practitioners spend delivering Thrive?	
	A: SH and HP were involved in Thrive five afternoons per week, with HP delivering a mixture of	
	Thrive and other interventions in the mornings.	
	Q: How did practitioners engage with reluctant parents?	
	A: It was down to the skill of the practitioner as each case was different. The practitioners ensured	
	that they were very approachable.	
4.	Elections	
4.1	Election of Chair of Curriculum Committee	
	BM was elected as Chair of the Curriculum Committee for a term of office of 1 year ending at the	
	first Curriculum Committee meeting of the 2015/16 academic year.	нн
4.2	Election of Vice Chair of Curriculum Committee	
	SWi was elected as Vice Chair of the Curriculum Committee for a term of office of 1 year ending at	
	the first Curriculum Committee meeting of the 2015/16 academic year.	нн
5.	Minutes and Actions from previous meeting	
5.1	Approve Minutes of Curriculum Committee meeting on May 22 2014	
5.1	It was resolved to approve the minutes without amendment.	
5.2	Progress on Actions	
5.2.1	27/01/11 10.0 - Governor Visits. More visit reports needed – ongoing reminder to remain on	
3.2.1	Action List.	
5.2.2	19/01/12 3.2.8 - Review policy list to condense and eliminate unnecessary repetition - ongoing	
5.2.3	26/09/13 4.7 - Workload related to Thrive to be discussed at Curriculum meeting in Spring Term –	
3.2.3	deferred until Autumn – on agenda - <b>done</b>	
5.2.4	26/09/13 4.13 - Hannah Parker to update Governors on implementation of Thrive in Summer Term	
3.2.4	- deferred until Autumn – on agenda - <b>done</b>	
5.2.5	26/09/13 8.5 - BM to enquire whether STEM was used at Dawlish School - <b>ongoing</b>	BM
		DIVI
5.2.6	26/09/13 11.2 - Governors Child Protection training is due in Autumn Term. HH to Agenda, SG to	
	get CG to a half hour session – <b>update 23/10/14</b> – to take place at FGB meeting on 27 November -	CVV/LILI
F 2 7	ongoing  26/09/13 12.3 – Photographs of Governors to be taken for the website by AM/NG – update	SW/HH
5.2.7	, , ,	
	23/10/14 - photographs had been taken for the notice board, but were not on the website,	CVA//DII
<b>5.2.0</b>	although they could be if necessary – <b>ongoing</b>	SW/PH
5.2.8	06/02/14 4.3 – SW to make teachers aware of Governor Class Visits document at staff meeting –	
	UPDATE: to be done at staff meeting on 4 <sup>th</sup> June - <b>done</b>	
5.2.9	06/02/14 4.6 – HH to update Governor Handbook based on updated Governor Visits policy and	
	Governor Class Visits form – done	
5.2.10		HH
5.2.11		
	Summer Term – done, but will require amendment	HH
5.2.12	· · ·	
	meeting - <b>done</b>	

### **Curriculum Committee Meeting 01/2014-15**

Ref	Item	Action
5.2.13		
	discussed at next Curriculum meeting – on agenda - <b>done</b>	
5.3	Matters arising from Minutes of previous meeting and not on Agenda.	
_	None.	
6.	Housekeeping	
6.1	Committee Terms of Reference	
	Due to the reconstitution and suggested move to a two committee structure, VP proposed that the	
	terms of reference were not discussed at this meeting but at the FGB meeting on 27 November.	
6.2	Resolved.	HH
6.2	Confirmation of Class and Subject link Governors	
	It was resolved to approve the current list, but noted that the list may require amendment if a two	
7	committee structure was implemented.	
7.	Governor Visits and Expectations  Discussion took place about the Covernors role in visiting the school	
	Discussion took place about the Governors role in visiting the school.  VP had recently undertaken training on School Improvement and outlined that the focus for visits	
	should be on the school's vision and School Development Plan (SDP). VP had produced a	VP
	document from her training to share on Edmodo with all Governors.	VF
	VP asked how Governor visits could be most effectively carried out? SW said that talking to the	
	children to get their perception would be valuable and suggested that the Senior Leadership Team	SLT
	(SLT) could provide some appropriate questions related to the SDP to ask.	
	The impact of interventions provoked discussion, as for Governors to evaluate these, they would	
	need to be aware of which children were, for example, pupil premium children. This was felt to be	
	inappropriate and the matter would require further discussion by the SLT about how this could be	SLT
	best addressed.	
	Questions were raised about whether the format of the Governor Visit form should be changed to	LA
	encourage more meaningful observations. LA agreed to look into this.	
	BM shared a recent example of good practice where a PE lesson had been observed by a Governor	
	who came to the visit with a copy of the SDP and the Curriculum Plan and had asked appropriate	
	questions after the lesson.	
8.	Impact and outcomes of children's attendance at DLP events	
	SW reported on three events that had taken place this term:	
	<ul> <li>Reading Ambassadors – children (who had applied themselves to be reading ambassadors)</li> </ul>	
	chose books from a selection for the school and promoted the books to their peers.	
	• Japanese lessons - a 6 week Japanese course had taken place at Dawlish. The children	
	taking part had found it enjoyable and wished to continue.	
	Science at Plymouth University – digital leaders and children that were Gifted and Talented	
	in science had taken part.	
	SW read some of the comments from the children who had attended.	
	To ensure that all children had the opportunity to take part in events, it was suggested that a	SLT
•	record of the children who had taken part was kept on a year on year basis.	SLI
9.	Discussion on school uniform  The approach property project had indicated that parents felt that the uniform and a use not	
	The annual parental questionnaire had indicated that parents felt that the uniform code was not	
	being applied rigorously enough.	
	LA asked how it was possible to measure where we are at now, and where we wanted to be	
	regarding uniform? It was suggested that the class photographs could be used as a benchmark.	
	It was asked whether the school logo was representative of the school? It was agreed that a	CVV
	competition should be launched to design a new school logo. SW would speak to Tina Roberts	SW

### **Curriculum Committee Meeting 01/2014-15**

Ref	Item	Action
	about mentioning this to the School Council. Thomas Moores would also need to be advised to	SW
	stop producing clothing with the current logo.	
	It was concluded that the following colour scheme should be in place from next September:	
	Yellow polo shirts (preferably with a logo)	
	Navy blue sweatshirt or cardigan (preferably with a logo – Thomas Moores to be asked	
	about this)	
	Grey skirts/trousers/shorts	
	Plain black, white or grey socks	
	Blue checked summer dresses	
	This information should be communicated to parents in a newsletter as soon as possible, for	SW
	implementation at the beginning of the next academic year.	
	SWi mentioned that it was possible to get uniform with logos from Tesco, and agreed to look into	SWi
	the possibility.	
10.	School Development Plan	
	Link Governors for each area of the SDP were identified:	
	Achievement – SWi	
	Leadership and Management – LA	
	Teaching and Learning – BM	
	Behaviour and Safety – either GW or JB. SW to email and ask.	
	Each section of the SDP was presented by SW or IM. The plan had been circulated to Governors	
	before the meeting.	
10.1	Achievement	
	The main focus of the section was about closing the gap with disadvantaged children.	
	A Pupil Premium policy had been drafted and would go to the FGB for approval.	НН
	A form had been introduced for Pupil Premium which would be filled in by class teachers. SW	
	would take overall responsibility for the process which was linked to performance management.	
	The need to justify the spending of Pupil Premium money was emphasised. Schools do ring fence	
	this money in their budget.	
10.2	Teaching and Learning	
	This section linked closely with the Achievement section.	
	BM commented that she had seen "reflection" in practice during a recent Governor visit.	
	VP suggested that as part of a Governor Visit, children could be asked what their targets were for a	
	particular piece of work.	
	LA asked how presentation was assessed? It was explained that book trawls took place.	
	The need for a focus group including Governors and children was highlighted as a priority in order	
	for the Governing body to agree a set of behaviour principles on which the behaviour policies were	
	to be based.	
10.3	Behaviour and Safety	
	LA asked how the school's ethos promoted the promoted the fundamental British values of	
	democracy and life in modern Britain (as this was mentioned in the Ofsted inspection handbook) as	
	on a course she had recently attended it was shown that children were often familiar with their	
	immediate surroundings and those geographically far away, but not necessarily in their own	
	country? SW replied that there was a news focus in assemblies where appropriate national issues	
	were discussed.	
10.4	Leadership and Management	
	VP asked how learning over time could be assessed when there were classes with more than one	
	teacher? SW explained that it was difficult to take the data in isolation, but that individual	
	discussions with teachers took place and drop in sessions to classes provided further information.	
	assessions with teachers took place and drop in sessions to classes provided further information.	<u> </u>

#### **Curriculum Committee Meeting 01/2014-15**

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	VP asked whether a strategic summary sheet could be produced by the Governors on the data team	
	with key findings which could then be fed back at meetings? It was thought that this would be	
	possible.	
	BM suggested that young playleaders and adults that were not necessarily teachers needed to be	
	mentioned within the plan.	
	VP said that thought needed to be given to the school environment and its link to the plan.	
11.	New Curriculum and Assessment overview	
	IM presented an overview of how the new curriculum was being implemented and assessed.	
	The presentation looked at engagement, learning behaviours, high expectations and assessment.	
	The new "emerging, developing and secure" levels were discussed. These had been implemented	
	across the DLP. Further work was to take place on the levels to ensure that they had enough scope	
	to indicate progress year on year.	
12.	Year 6 Exit Survey results	
	Due to time constraints, it was agreed to defer this item.	

The meeting closed at 21:20

Signed:Becky Mason	Date:29/01/2015
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