

## **Curriculum and Standards Committee: Chairs Report**

**Date:** 3<sup>rd</sup> October 2014      **Time:** 9.00am

**Committee:** Liz Court (Chair), Juliyah Brown, Elaine Hurley , Craig Tallon, Kay Vanner, Philomena Moore, Mervat Khalil

**Apologies:** Claire Farrier, Juliyah Brown

### **Matters Arising**

- ***New website launch and digital service***

*Mr Tallon notified Governors that the new website launched on 29/9/24 via assembly to children and newsletter to parents. Linked to new digital platform for the school community that will provide a number of online pupil services due to be rolled out this year.*

*The website has been set up in partnership with hosting company Realsmart. A significant amount of work has been invested by Mr Pindoriya (Network manager) and Mr Tallon to ensure that the content of the site meets all statutory requirements. The site meets all of the main requirements with just a few additions required. It should be fully populated by 1/2 term.*

*Governors asked Mr Tallon to provide an audit of compliance. This has been completed and added as an appendix to these minutes.*

- ***Update on the Excellence Fund Project***

*Ms Vanner told Governors that as part of the school drive to raise standards in Maths and make particular progress with problem solving approaches to learning the school has embarked on a 2 year project funded by the Mayors London Schools Education Fund. Staff have been organised into learning teams of 3 to participate in observed lesson, planning and evaluation cycles. We are entering the second year of the project that also involved collaboration with other school and an enquiry based school improvement project.*

- ***PE and Sport Governor.***

*Eleanor Thompson is our assigned PE & Sport Governor. Eleanor has met with Anna Charalabous and supported with our School Games Day. Anne has updated the PE Curriculum Pages of the website with current information.*

- ***LA Moderation outcomes for KS1 and EYFS***

*Woodcroft was visited by LA Advisors last term on two occasions for external moderation of the schools KS1 and Foundation stage assessment judgements. Both inspections verified the integrity of our data, sampled our evidence and confirmed the accuracy of judgements made by our staff.*

- ***LNI Inspector Visit (1/10/14 – Laura Corker)***

*Woodcroft has been allocated a new LA Network Inspector to monitor performance and school improvement. The new network inspector visited this week on 1/10/14. The Head teacher is yet to receive the notes of visit but initial feedback had both positive and developmental points. A copy of the Head's initial notes from the visit were made available to Governors, and copy included as an appendix to these minutes...*

## **New National Curriculum Planning**

- **Arts Award Curriculum**

*Miss Sherring made a presentation to Governors about the school's new Arts Award curriculum. Governors were particularly impressed with the mechanism that allowed Arts activities to impact on the rest of the curriculum. The Arts Award provides a structure, supported by official pupil log books, to enable all pupils to participate in high quality Arts education.*

*This project is part of the schools Aim@The Arts initiative (AIM - Aspirations and Inspiration Matter) that aims to enrich the lives of all pupils and provide them with creative problem solving skills that can then be applied across the curriculum.*

*The school has developed an Arts Award Charter and Arts Passport along with a curriculum map to link art themes with the core curriculum. Every year group will focus on a specific Arts theme for the Arts Award, supported by professional artists, musicians, and dance and theatre groups.*

*(This presentation is available in the Governance Documents web page)*

- **INSET Day Report**

*Firstly, could I thank all of my fellow Governors that attended the staff training days at the start of term. In total, 7 Governors (not including staff governors) attended training.*

*Topics covered included: The School Development Plan, Child Protection & Safeguarding, Health and Safety, Staff Code of Practice and Appraisal.*

*We also received presentations from subject leaders on the new National Curriculum that included, English, Maths, Computing, Geography, PE and the Arts. It was also interesting to find out about changes to the SEN Code of Practice.*

*All in all it was a full schedule, but very informative.*

- **Curriculum Overview**

*Mr Tallon outlined to Governors how the curriculum is being structured.*

*A visual representation of the Woodcroft curriculum as a tree, shows how its foundations are built on PSHE & British values, the core subjects (English, Maths & Science) form the trunk. It was noted that The Arts, IT and PE & Sport branch out through all of the year group curriculum wheels. Mr Tallon report that the curriculum will be published online - aspects have already been uploaded. He hoped for this to be completed by the end of term*

- **Policy Updates**

*Mr Tallon brought to Governors attention the policies that were currently available online. All subject are due to be updated this term.*

*Mr Tallon provided each Governor with a copy of the new English Policy for consideration. Governors were asked to read and comment on English Policy by 10/11/14*

## **Change to SEN Provision**

*Mrs Cullen made a presentation to Governor about the new SEN Code of practice.*

*Governors enquired about the criteria for inclusion in the SEN Register. Mrs Cullen informed Governors that there is rigorous testing to ensure needs are diagnosed prior to placing a pupil on the register.*

*SEN Will now cover 0-25 age range, more focus on the views of children. The Statement of Special Educational Needs will be replaced by a new '0-25 Education Health and Care Plan' (EHC Plan) Ensures close co-operation between education, health and social Care. No longer 2 categories for SEN (no longer SA and SA+) one category – 'SEN Support'*

*Principles Underpinning the Code of Practice*

- The involvement of children, parents and young people in decision making*
- Greater choice and control for young people and parents over their support (Local Offer, School Offer, Personal Budget)*
- Collaboration between education, health and care services*
- High quality provision to meet the needs of children and young people with SEN... All Teachers teach all children "High quality teaching is that which is differentiated and personalised to meet the needs of the majority of children"*

*4 broad areas of SEN:*

- 1. Communication and interaction*
- 2. Cognition and learning*
- 3. Social, mental and emotional health*
- 4. Sensory and/or physical*

*SEN Support in Schools*

*Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants. Where a pupil is not making adequate progress, teachers and SENCOs and parents should collaborate on problem solving, planning support and teaching strategies for individual pupils*

*Identifying SEN In School.*

*Assess pupil's skills and attainment on entry. Teachers, supported by SLT, should make regular assessments of pupil progress – where children are falling behind, they should be given extra support. Where pupils continue to make inadequate progress, despite high quality teaching, SENCo with class teacher should assess if there is a significant learning difficulty (rigorous assessment) and agree the SEN support needed for the child.*

*Effective SEN support should then follow the graduated approach:*

*Plan (to include targets)*

*Do (responsibility of the class teacher with support from SENCo)*

*Review (termly – to include parents)*

*IEPs? This remains unclear – The Code of Practice talks about 'Plans' but no examples given. SEN pupils will need targets to be tracked and monitored.*

*Funding For SEN Support*

*Schools are provided with resources to support those with SEN. Schools have an identified notional SEN budget. This is not ring-fenced and the school should provide high quality support from the whole of its budget*

*Governors must/should ensure:*

- A qualified teacher is designated as a SENCo*
- Establish (with SENCo and Headteacher) a clear picture of the resources available to the school*
- A suitable complaints procedure should be in place, including relating to children and young people with SEN*

### **School Travel Plan**

*Governors noted that the school has successfully retained Bronze Travel Plan Status. Mrs Valoti (Assistant Head) is now actively working towards Silver status. Areas for development have been identified:*

- Development of cycling following our new cycle shelters.*
- Further development of pupil Junior Travel Ambassador Role (see website)*
- Supporting road safety initiatives through Safer Moves and engaging with parents*

### **Quality of Teaching**

- Passport To Success - version 7 - available in Governance Documents.*
- Assessment for Learning – recent developments*

*Ms Vanner updated Governors on the practical implementation of the Passport to Success. Monitoring was demonstrating practices were being adopted. Feedf Forward Targets were being trialled.*

### **School Development Plan and Appraisal Objectives – available in Governance Documents**

*The 2014 school development plan has now been published. 2014-15 cohort targets need to be added following September baseline & transition assessments.*

## **Governor Audit Tasks Review**

### 1. Pupil Premium Report

- Intervention Impact Audit – on website
- New Interventions – on website

Pupil Premium statements and impact reports are currently been finalised and uploaded.

### 2. School SEF

The 2014 SEF have now been drafted. Each Governor received a copy. The overall judgement is GOOD. Governors reviewed the Achievement section (see below).

### 3. Pupil Progress Reports

The Headteacher presented a summary paper : 2014 Achievement. This is available in the Governance documents section and includes pre-validated school data.

### 4. Target Setting

To be reviewed at Full Governors meeting

### 5. Pupil Transition Planning

- Class Moderation Schedule & Transition Book

### 6. PE & Sport Governor Report of Visits

To be reviewed at Full Governors

### 7. Parent Questionnaire

Distributed in Newsletter 165- over whelming positive comments.

### 8. SEN Governor Report of Visit

Visit occurred on Wednesday 1st October. Informative familiarisation visit.  
Report to follow

## **APPENDIX**

### **DfE School Website Guidance: Governor Review Audit Autumn 2014**

The following list has been copied for the DfE Website. It provides an overview of minimum requirements for a school website

#### **Red items require action**

##### **School contact details**

Your school's website must include the following contact information:

- your school's name
- your school's postal address
- your school's telephone number
- the name of the member of staff who deals with queries from parents and other members of the public

##### **Admission arrangements**

You must do one of the following:

- publish your school's admission arrangements, explaining how you will consider applications for every age group, including:
  - arrangements you have in place for selecting the pupils who apply
  - your oversubscription criteria (how you offer places if there are more applicants than places)
  - an explanation of the process parents need to follow if they want to apply for their child to attend your school
- publish details of how parents can find out about your school's admission arrangements through your local authority

##### **Ofsted reports**

You must do one of the following:

- publish a copy of your school's most recent Ofsted report
- publish a link to the webpage where users can find your school's most recent Ofsted report

##### **Exam and assessment results**

###### **Key stage 2 (KS2) results**

You must publish the following details from your school's most recent KS2 results:

- percentage of pupils who achieved level 4 or above in reading, writing and maths
- percentage of pupils who have improved by 2 or more levels in reading, writing and maths between key stage 1 (KS1) and KS2

- percentage of pupils who achieved level 5 or above in reading and writing
- percentage of pupils who achieved level 5 or above in maths

### **Performance tables**

You must include a link to the DfE school performance tables website.

### **Curriculum**

You must publish the following information about your school's curriculum:

- the content of the curriculum your school follows in each academic year for every subject
- the names of any phonics or reading schemes you are using in KS1
- how parents or other members of the public can find out more about the curriculum your school is following

### **Need to upload archived year group curriculum information from old website**

### **Behaviour policy**

You should publish details of your school's behaviour policy.

The policy must comply with section 89 of the Education and Inspections Act 2006.

Advice on developing and publishing your school's behaviour policy is available.

### **Pupil premium**

You must publish details of how your school spends its pupil premium funding and the effect this has had on the attainment of the pupils who attract the funding.

You must include the following:

- your pupil premium allocation for the current academic year
- details of how you intend to spend your allocation
- details of how you spent your previous academic year's allocation
- how it made a difference to the attainment of disadvantaged pupils

The funding is allocated for each financial year, but the information you publish online should refer to the academic year, as this is how parents and the general public understand the school year.

As allocations will not be known for the latter part of the academic year (April to July), you should report on the funding up to the end of the financial year and update it when you have all the figures.

### **Need to make clear the funding and impact breakdowns for 2013 – 14 and 2014-15**

### **PE and sport premium for primary schools**

If your school receives PE and sport premium funding, you must publish details of how your school spends this funding and the effect it has had on pupils' PE and sport participation and attainment.

You must include the following:

- your PE and sport premium allocation for the current academic year
- details of how you intend to spend your allocation
- details of how you spent your previous academic year's allocation
- how it made a difference to the PE and sport participation and attainment of the pupils who attract the funding

### **Special educational needs (SEN) report**

If your school is a maintained school, then your governing body must publish a report on the school's policy for pupils with SEN.

The report must comply with:

- section 69(2) of the Children and Families Act 2014
- regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014

The report must include details of:

- your school's admission arrangements for pupils with SEN or disabilities
- the steps you have taken to prevent pupils with SEN from being treated less favourably than other pupils
- access facilities for pupils with SEN
- the accessibility plan your governing body has written in compliance with paragraph 3 of schedule 10 to the Equality Act 2010

### **Charging and remissions policies**

You must publish your school's charging and remissions policies. The policies must include details of:

- the activities or cases for which your school will charge pupils' parents
- the circumstances where your school will make an exception on a payment you would normally expect to receive under your charging policy

### **Statement currently in the brochure – need to extract info**

### **Values and ethos**

Your website should include a statement of your school's ethos and values.

### **Requests for copies**

If a parent requests a paper copy of the information on your school's website, you must provide this free of charge.