

WESTGATE PRIMARY SCHOOL

**MINUTES OF THE CURRICULUM (TEACHING, LEARNING, ASSESSMENT) COMMITTEE MEETING
HELD ON THURSDAY 11TH JULY 2019**

Present: Helen Carpenter, Jane O’Kane, Daniel Hackney, Anne Hodgson, Sarah Mumford, Rob Wilks
Minutes: Rob Wilks

Item	Minutes	Action
1	Apologies: <ul style="list-style-type: none"> • None 	
2	Minutes & Matters Arising: <ul style="list-style-type: none"> • None 	
3	Policy Review: History Policy <ul style="list-style-type: none"> • The policy was accepted without amendment. To be reviewed in 3 years’ time. English Policy <ul style="list-style-type: none"> • This policy has been completely rewritten to reflect changes in the curriculum and development work undertaken in school- particularly as part of the School Improvement Plan this year. • The policy was accepted subject to the correction of some minor typos. To be reviewed in 3 years’ time. Feedback Policy <ul style="list-style-type: none"> • This policy has been further amended this year to reflect the work undertaken by staff as part of the School Improvement Plan. • A short section was added to clarify how the policy’s implementation is to be monitored. • The policy was then accepted. To be reviewed in 3 years’ time. 	
4	General Business: EYFS Moderation Report <ul style="list-style-type: none"> • The final moderation report was reviewed. The visit had been a very positive experience which has been beneficial for the school. • The moderator confirmed that overall, teacher assessments in Reception were accurate, with a small number of judgements moderated upwards. • The visit has prompted teachers to think about planning earlier in the year for children to exceed ELGs. • Early Years maths mastery is having a significant impact on children’s understanding of number. • The class has also shown excellent disposition and attitudes to learning. • Governors extended their congratulations to all those involved. Maths Visit consultant NOVAC <ul style="list-style-type: none"> • The Leeds Early Years consultant, Sarah Coltman, has visited Reception with 24 teachers (two sets of 12) to see Early Years mastery teaching in action. • The NOVAC indicated what a successful and beneficial opportunity this had been for the visiting teachers. Pupil Progress/ Results <ul style="list-style-type: none"> • KS2 test results were received this week (Tuesday). Statutory teacher assessments (EYFS, Y1 Phonics, KS1 assessments) have all been submitted. These were shared, along with non-statutory end of year teacher assessments and test results (where applicable) for all other year groups. • Governors congratulated teachers on their hard work this year. More regular sharing of data headlines has helped teachers identify children/ curriculum content to prioritise for further support/ teaching. • End of Nursery 2 teacher assessments are slightly disappointing, with results not showing enough progress in the Summer Term. Senior Leadership is aware of the reasons for this and action is being taken. • Reception have had our best results ever. Good progress across the board for all pupil groups, including PP and SEN. The significant gender gap last year is not 	

	<p>there this year, due to differences in the cohort. The head teacher outlined the specific needs of pupils who had not yet reached a Good Level of Development.</p> <ul style="list-style-type: none"> • KS1 showed good results overall, some specific cases highlighted in Y1 and 2. The gender gap in Y1 is due to the specific needs of a group of boys. • Some of the non-statutory teacher assessment headlines were discussed, and many positives highlighted. Y5 stands out as a class whose overall attainment remains an issue: they have had comparably lower outcomes since Reception. Writing will be a significant priority in Y6. DH has already looked at these with the Y5 teacher, and books suggest that the issue is an inconsistent level of care and application of skills, rather than a lack of skills. Conversely, this class has very good Reading outcomes. Teaching plans for Y6 in September to address the identified issues are already clear. • Science outcomes were also reported to governors for the first time. Summative data is now collected annually in July (based on end of topic tests), following feedback from Ofsted inspectors last July. The data collected/ reported has shown that girls outperform boys across school in Science, and that there is an attainment gap for PP students. • DH presented the Y6 data. Maths has shown a significant increase in children achieving a high score in the test compared with last year. Most importantly the combined outcomes (RWM) have improved, despite individual subject % going down. 3 children did not take some or all of the tests as they are working well below the level of the tests in question. There were 3 children with no prior attainment data due to not attending an English school in KS1. Two pupils with SEN, while still below the expected standard, have made excellent progress and were able to access some (but not all) of the tests. Several individual pupils had achieved very high test scores. Governors offered their congratulations to all those involved and particularly to Daniel Hackney for his teaching in Y6 this year. <p>SEND Progress Update</p> <ul style="list-style-type: none"> • Excellent data had been provided to the committee by the SENCo. Progress is evident in all areas for the year. • Governors offered their thanks to Marie and the classroom teachers for all their hard work in supporting children to achieve despite their additional needs. 	
5	<p>School Improvement Plan:</p> <p>Priority 1 To continue to raise writing standards across school</p> <ul style="list-style-type: none"> • Standards are improving as shown in data shared in this meeting. • Work has taken place, and is ongoing, to further develop the structure of the teaching sequence for writing. • The subject leader has a strategic year plan for activities to stimulate writing. • External moderation meetings have taken place with the Family of Schools, with just one cancelled due to calendar/ diary difficulties. Westgate's internal writing portfolio will be ready for September. • The working wall scrap books have not developed as much as the subject leader had hoped. He is continuing to promote this with staff. It is important to have specific class issues to pass on to the next teacher. <p>Priority 2 To research and develop the most effective ways to improve learning through feedback</p> <ul style="list-style-type: none"> • See also policy reviewed earlier. • A governor feedback visit has taken place (see below). • 2 teachers have conducted a visit to another school which has supported them to develop their practice further with whole class feedback. • Going forward, all staff will continue to develop their feedback practices. The two teachers who visited another school will offer to share their practice with other staff through classroom observation. <p>Priority 3 To further develop a broad and balanced curriculum through Artsmark</p> <ul style="list-style-type: none"> • Westgate has been selected to receive 'Music Champion' status by Leeds Music Education Partnership – Well done to the school for gaining this fantastic and very well-deserved accolade! 	

	<ul style="list-style-type: none"> • An Art & Design staff meeting was held, focusing on skills progression and reviewing the audit of teachers' skills. In this meeting, staff worked on skills progression for Drawing. • Printing is also seen as a skill that teachers do not feel confident with. External CPD is being sought. • The Art & Design subject leader will visit Gomersal Primary School in Kirklees with the head teacher next term as part of this. <p>Priority 4 To increase attainment at greater depth in mathematics across school</p> <ul style="list-style-type: none"> • Joanne Hattersley (mathematics subject leader) has led Teacher Research Groups across school to support teachers with the assessment of, and planning for, greater depth across the school. • She provided examples of booklets she is developing as part of this work, to exemplify GDS for in each year group. Governors commented on the high quality of these resources. • Test outcomes at KS2 evidence the impact this work is having on the number of children able to achieve highly in mathematics. • Joanne has worked with TAs to develop their questioning to support GDS and reasoning, and they have also observed each other in class to share good practice. 	
6	<p>Governor visits to school</p> <ul style="list-style-type: none"> • Two governors conducted a visit focused on feedback and the learning environment. Responses from pupils were very positive. • Use of physical activities and cards to ask for help were both highlighted as requests from pupils. 	
7	<p>Date & time of next meeting: To be confirmed in September</p>	