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**School:** Round Hill Primary  
**Meeting title:** Meeting of the Curriculum and Strategic Development Committee  
**Date and time:** Tuesday, 23<sup>rd</sup> June, 2015 at 5:30pm  
**Location:** At the school

**Membership**  
'A' denotes absence

	Ms O Kershaw (chair)
A	Mrs R Tunney (vice-chair)
A	Ms S Yates
	Mrs L Sun
	Mr R Jones
	Mr A Nash (headteacher)
	Ms J Swain

**In attendance** Mr H Jones (minuting secretary)

**CSD/13/15 Welcomes, introductions and apologies for absence Action**

Apologies for absence were received from Mrs Tunney and Ms Yates.  
Ms Kershaw welcomed Ms Swain who is now a member of the C&SD committee.

**CSD/14/15 Statement of pecuniary interest**

There were no declarations of interest, either direct or indirect, for items of business on the agenda.

**CSD/15/15 Minutes of the last meeting**

The minutes of the meeting held on Tuesday, 10<sup>th</sup> March, 2015, having been previously circulated, were approved as a true record.

**CSD/16/15 Substantive item**

*New assessment systems*

Mr Nash updated governors about recent developments on the school's approach to 'life without levels' and the assessing of its children, which included:

- Updated information on the 'Parent's Zone' link of the school website, which includes year group curriculum maps and a parent guide to the new national curriculum and assessments.
- Consultations with Parent Forum, SLT and some governors.
- Working in partnership with other schools (John Clifford) on the use of the 'Golden Code' assessment system with the expectation that children will make at least 3 Tracking Points progress during the year. Mr Nash added that the terminology could be changed to meet the needs of Round Hill, if required.
- Parents also being kept informed through newsletters, class swap day letters, information packs in the reception area.
- Staff training on the new curriculum and use of in-depth, investigative work to allow a greater mastery and understanding of concepts and ideas.
- Children undertaking peer assessments.

The governors thanked Mr Nash for the work the school is doing on the new curriculum and assessments.

## **CSD/17/15 Matters arising**

*CSD/03/15*

In response to “inviting another school to review the governance of the school” governors felt that this was not now needed, but should be reviewed annually.

*CSD/04/15*

Item updated at this meeting (see CSD/16/15).

*CSD/05/15*

Item updated at this meeting (see CSD/20/15).

*CSD/08/15*

Ms Swain has looked at how accessible the school website is for parents to find information from or how/who to contact at school. Ms Swain agreed to liaise with Mr Nash to look at ways of simplifying/improving the website for parents to use.

**JS**

Mr Nash agreed to add the Parents Forum dates to the governors’ year planner.

**AN**

*CSD/10/15*

Curriculum maps for all year groups are now on the school website.

*FGB/43/14 and CSD/32/14*

Mr Nash stated that the Values and Visions documents will be presented to staff in September 2015.

**AN**

*FGB/31/15 and FGB/32/15*

Item updated at this meeting (see CSD/20/15).

## **CSD/18/15 National initiatives**

Mr Nash informed governors of recent initiatives:

- There will be new Y6 SATs in 2016. Staff have received some training on these.
- The school is using a new EYFS baseline assessment (Early Excellence), in line with most Notts schools.
- The new Ofsted framework will be used in September 2015.
- Training is on-going on children’s ‘emotional resilience’. Governors will receive feedback.
- The Education Bill states that ‘special measures’, and possibly ‘RI’, schools will become academies.

- The 1% teacher pay rise and increase in pension contributions will impact on the school's future budget and financial plans. Mr Nash is to attend Schools Forum next term, where he should find out more information on this matter and will feed back to governors.

**AN**

## **CSD/19/15 Meeting standards**

Ms Kershaw shared the 'Report on Progress and Attainment' which had been compiled by Mrs Craik, and discussed with Ms Kershaw and Mrs Tunney. Mrs Craik's report included the main findings from EYFS, KS1 and KS2 with relevant questions posed in response to the findings.

Mr Nash responded to the questions raised.

**Q1.** (EYFS) What actions have been taken to ensure that this cohort reach GLD by the end of FS? What new baseline will be used and how will progress be measured and reported? How will moderation take place?

- The school have looked at the gaps in the children's learning by the better analysis of data and are targeting these areas/children with interventions.
- Training is taking place on the use of the 'Early Excellence' baseline assessment. Mr Nash stated he would give an up-date at the next meeting.
- Moderation, both internal and external, is linked with 'Early Excellence' and training on this is on-going. Mr Nash will ask Mrs Pye to report on this at a future meeting.

**AN**

**AN**

**Q2.** (KS1) How is an improvement in writing being brought about?

- Staff training.
- By the end of the year, there has been improved moderation between classes and an improvement in the use of data. This has had a positive impact on teaching.

**Q3.** (KS2) What has been done to accelerate progress in maths so that more children make 3 levels of progress?

- The findings related to a below average cohort (now Y7) and the school acknowledges that the year group should have been pushed more.
- The results for this year's Y6 are expected to be more positive.

**Q4.** (KS2) What has happened to make sure that more children reach level 4 in GPS?

- Staff training.
- Use of 'Grammar for Writing' and a new spelling programme.
- Links to teacher's appraisal targets.

Governors thanked Mrs Craik for her report and questions.

Ms Swain left the meeting at 6:45pm.

**CSD/20/15 Governing Monitoring – overall strategy/link governors/policy review**

Prior to the meeting governors had read the documents 'A Guide to the use of Link Governors', 'Policy Review checklist' and the report 'Link Governor Impact/Monitoring'.

Mr Nash stated that he felt governor's visits to school could be reduced but with more focus on their link governor roles and by more closely working with the school's phase and subject leaders throughout the year to produce informative reports and areas for development/next steps.

In the 'Guide', governors have been allocated specific link governor roles. The 'Guide' also includes a 'governor monitoring visit' proforma.

Governors

**approved**

the recommendations, to be reviewed annually, in Mr Nash's report, with the exception of "all other items are still reported but dealt with outside the meeting".

Ms Kershaw agreed to look at the 'Guide to the use of Link Governors' document and add information from the current guidance/policy which would be relevant to the new document. Ms Kershaw will update the full governing body in September 2015.

**OK**

Mr Nash stated the 'Policy Review checklist' would be a useful document to ensure statutory policies and their review dates are in place. This document is still being worked on and should be finished to share with governors in the autumn term.

**CSD/21/15 To review academy status GB/40/12**

Mr Nash stated that, generally, the agenda on the academy status of schools nationally is become increasingly an issue and that Round Hill should keep up to date with developments. Ms Kershaw added that governors have a responsibility to explore the options open to the school.

Mr Jones agreed to build on the work he has carried out in the past and consider the different options open to the school. Mr Jones will feed back at the next full governing body meeting.

**RJ**

Governors emphasised that this was merely an exploration of the school's options and not a decision making process.

**CSD/22/15 Determination of confidentiality of business**

Governors

**agreed**

that nothing on the agenda should be deemed confidential.

**CSD/23/15 Date of next committee meeting**

The next meeting will be held on Tuesday, 8<sup>th</sup> December, 2015 at 6:00pm.

**The meeting closed at 7:20pm.**

Signed .....(chair) Date .....

HJ/jag