Curriculum meeting 20.10.22

Attendees: Julie Boyd, Katie Partridge, Natalie Rees and John Neenan

Apologies: Eleanor Milligan

		ACTION
1	**Welcome** JN welcomed everyone to the meeting. Apologies had been received from EM.	
2	**Minutes** of the meeting on 14th July were approved by all who were present. There were no matters arising	
3	**SOAP (School On A Page)** JN shared the SOAP with governors, they discussed the early year's cohort with 68% reaching a good level of development compared to 65% nationally. Phonics data was slightly equal to national; this was queried by governors. JN explained the high level of SEN in the Y2 resits and a child with high SEN in Y1 wasn't able to access the test. The Y2's who did not pass had still made good progress from their starting point. The KS2 SATS were from a cohort of 16 children; from their post pandemic baseline, progress can be seen. There was discussion regarding the fact Norfolk is in the bottom 5% of results for the country and all head teachers had been to a meeting to discuss this. There was a discussion about how the grading works; working towards, expected and greater depth. Governors asked if volunteers could help with interventions, especially with reading. It was explained that JP needs to oversee all interventions to ensure they are being implemented correctly after training. There is currently a TA employed for 15 hours per week specifically to implement the reading and phonics interventions. Issues around funding, social workers and SEND support were discussed. It appears to be a problem in rural isolated populations, such as Cumbria and Portsmouth. Comparisons with similar schools were discussed. JN advised St Michael's is comparable with other schools in Aylsham Cluster and better than some and that National data includes private schools etc. Governors asked if Ofsted take this into consideration. JN explained that they don't look specifically at data. It was pointed out that the standardised score was of 100 or over for SATS and some pupils had got 98 so very close. It was also clear that the tests were marked differently by different markers, 3 papers in one SPAG test a pupil was marked down for a misspelling in a test that wasn't about spelling, however another pupil wasn't marked down for the same thing. The dynamic of the cohort was looked at, as they were such a small group. 40% of the cohort had been mobile. There had been a lot of support in place to ensure they made as much progress as possible.	

	Parents had been given support as well. JP has been leading the curriculum progression while JN focusses on SEND, funding and all other running of the school. Governors asked how young children with ACE's were supported especially during the cost of living crisis and more people falling into poverty. JN advised some support staff were struggling financially. There is a high focus on SEMH support in school with a full time nurture lead and support staff receiving training on "When the Adult Changes, Everything Changes." The high proportion of children with complex needs was discussed. The variety of interventions being implemented was discussed.	
4	**SDP** It was agreed that further embedding spirituality throughout all the curriculum should be included on the SDP. How it can be seen in history, PE and geography etc. How pupils are given the time to be spiritual and reflective needs to be considered. JB offered to help with this and will arrange time with JN and JP. In all objectives under quality of education, priorities 1-5, pupils are making at least good progress. In Y2 progress was good at end of summer but 52% are not at ARE. Y3 may have a dropped off while adjusting to the KS2 curriculum but teachers will have a better picture at the end of autumn term following formative assessment. Governors asked if pupils are consistently not meeting maths targets and/or not able to spell common exception words what is being done to ensure more than good progress, to get pupils to the required standard. JN confirmed teachers were aiming for accelerated progress, that was why the school has invested in Little Wandle interventions, tutor led maths interventions delivered online through laptops and earphones. This is working well with useful feedback and positive results. The actions for priority were discussed, it was confirmed they can be changed and expanded upon following pupil progress meetings at end of term. The SDP is a working document.	
5	**SEF (Self Evaluation Form)** JN shared the SIAMS SEF and explained he is working on a new OFSTED SEF which looks at the OFSTED criteria and evidence is added to show how those areas of the framework have been met.	
6	**Monitoring** The governor in school fortnight starting on 28.11.22 was discussed. JN asked governors to experience what day to day school feels like. Just book in a time to come in and look through the OFSTED folder. Look for any gaps. In January the monitoring will be more subject based.	
7	**Pastoral Care** Governors discussed the stats and the stories and pastoral care behind them. It was questioned whether provisions were needed in term time. JB emphasised that the school can contact the church to provide provisions if needed. The extra support for parents given was discussed. The proposed teacher and support staff pay rises were discussed, they are still currently in consultation with the unions.	