



The Vineyard School Governing Board

Minutes of School Development & Pupils Committee meeting held on 13th June at 6pm at the school

Governors Present: Amy Salem (AS)
Ruth Whymark (RW)
Kirsty MacEachen (KM)
Simon Williams (SW)
Lynne Woolley (LW)
Emma Sutton (ES)
Antony Cook (AC) (Chair of Committee)

In Attendance: Jan Liebmann (JL) – Director of Learning
Richard Rosewell (Associate Member) (RR)
Anna Mantle (Clerk)

Absent: Fern Carter (FC)
Anke Monestel (AM)

Meeting started at 6.05pm. The meeting was quorate. Antony Cook was running late and joined by phone until he arrived. Lynne Woolley (Deputy Chair) chaired the meeting until he could join in person.

Item	Action
1. Apologies for Absence Apologies received and accepted from Fern Carter and Anke Monestel.	
2. Governors' Declaration of Interests No direct or indirect pecuniary interests were declared.	
3. Minutes of last meeting (7 Feb 2019) and matters arising Minutes had been circulated ahead of the meeting. Governors agreed that the minutes were a true and accurate reflection of the meeting. Copies signed by the Chair after the meeting to be filed at school and an electronic copy uploaded onto the website. All matters arising had been dealt with or formed part of this meeting agenda.	
4. Curriculum Development Project ES (Director of Learning with responsibility for upper KS2) and JL (Director of Learning with responsibility for KS1) presented an update on the curriculum development project that they are working on. They started by asking governors to consider what, in their opinion, makes excellent learning and teaching. Overall themes emerging from the discussion were: <ul style="list-style-type: none">• Lessons which inspire curiosity and self-learning• Content which is individualised and challenging• Fun for both teacher and children• Focussed on outcomes and developing skills for the future	

- Developing confident, self-aware, resilient individuals able to deal with failure and ready for the modern workplace

AC arrived partway through this discussion and took over chairing the meeting.

4. Curriculum Development Project

ES and JL collected the feedback. They explained that this feedback along with feedback from other stakeholders will help to establish a set of principles for The Vineyard curriculum.

Governors commented that it is crucial to get this right and that a powerful set of principles should work at multiple levels as a guide for the whole organisation. Staff and the teaching environment all need to be included in the principles.

ES and JL took the governors through the 10 step process set out in their presentation (circulated ahead of the meeting) that they had undertaken as part of the curriculum development action plan. Having mapped out the existing curriculum at a staff meeting last term, this had identified some inconsistencies and gaps. They are also aware that parents are not sure of when, how and why subjects are covered.

They had subsequently met and discussed various curriculum models and had put together a paper for staff (part of papers for this meeting) on the differences between a knowledge- vs skills-based curriculum.

The SLT had then taken part in a strategy day when they reviewed different models and developed a set of principles.

Discussion moved onto the new Ofsted framework. **Governors asked what “Intent” meant in this context.**

RW explained that, taking into account the school's context, this is a definition of the outcomes that the curriculum is designed to achieve.

Governors asked how the school's context has been defined.

The context was set out in the slide pack. Governors commented that as well as the information on the number of EAL children, PPG etc., it was also important to add the following points as part of the school's context:

- High expectations based on past performance and parental expectations
- Period of change to become a bigger school
- Geo-political factors are changing the demographic of EAL children at the school. For example, there has been an increase in the Turkish community locally and these children are arriving at the school without any prior knowledge of English

RW also added that the school has the highest number of post-adoption children in the Borough, and that these children can require assistance dealing with attachment issues.

It was agreed that the context should form part of the curriculum policy.

Discussion moved onto implementation of the curriculum and governors were shown some sample knowledge organisers (also circulated ahead of the meeting) which will be used to establish an agreed Body of Knowledge for each topic and will be provided to parents as well as children as a starting point. Next steps are to map out the curriculum and get the sequencing right.

There was also significant discussion about the importance of skills acquisition to equip the children for secondary school and the 21st Century workforce. Governors felt this important element was missing from the presentation.

Governors asked that the curriculum policy include details of the essential skills that the curriculum will develop by the time children reach Y6.

<p>It was agreed that the curriculum policy would be drafted for presentation at the next FGB and would include some detail on context and also set out the skills (as well as knowledge) that the curriculum intends to develop.</p> <p>Governors thanked JL and ES for their hard work.</p>	<p>Curriculum policy to be part of FGB. Clerk.</p>
--	--

7.20pm Jan Liebmann leaves.

<p>5. <u>Sports Premium Report</u> Liz Foster, Sports Lead, was unable to attend the meeting, but she had shared the report with governors in advance. RR explained that the report demonstrates how the school is spending its sports funding and the impact that this is having. RR outlined the activities that Liz has implemented with the objective of encouraging children to lead healthy lifestyles, including daily activity as part of this. Governors commented that it looked like the activities were having an enormous impact and were grateful for her dedication. They commented that there were a lot of action points in the report and asked whether there was a plan to prioritise them.</p> <p>LW commented that it would be useful to include a focus on specific areas where it is known that there is a risk of lack of engagement and hard to reach groups when it comes to sport. LW to meet with Liz Foster to discuss the school's approach to these groups.</p> <p>RR extended an invitation to all governors to attend the Festival of Sport on 4 July.</p>	<p>LW</p>
---	-----------

<p>6. <u>Development Drop-In process</u> RW outlined her approach to introduce formative assessment to school in order to encourage a coaching approach. The overall goal is to create an interdependent team culture in school. Clear, consistent expectations will be established and this approach removes formal lesson observations and replaces them with shorter, pinpointed "drop-ins" focused on specific areas of weakness. There has been an enthusiastic response to this from staff. Drop-ins will be more regular than formal observations, less high stakes and give the opportunity to observe and learn from each other.</p> <p>RW to share presentation documents with the committee for detailed review after the meeting.</p> <p>Governors asked AS for her reflection on this change of approach. She confirmed that there had been an enthusiastic response from staff and that they welcomed the opportunity to learn from each other. She also welcomed the opportunity to learn coaching skills.</p>	<p>RW</p>
--	-----------

7.40pm Simon Williams leaves the meeting.

<p>7. <u>Requirement for high attainer policy?</u> AC reminded the meeting that this agenda item arose after feedback from parents. The school's values include stretch and challenge for all, and he reminded the meeting that a conscious decision had been made to remove the previous "gifted and talented" policy from the live list when it came up for review last year. It was agreed that the senior leadership team would reflect on the requirement to re-instate a high attainer policy (aligned with the school's vision and values) and bring it to the next meeting, if appropriate.</p>	<p>Add to next meeting agenda. Clerk</p>
--	--

<p>8. <u>Accessibility Plan</u> An updated plan has been put together by Svetlana Sanders, RR and Charlotte Axbey. It outlines the reasonable adjustments made by school to be inclusive for all children.</p> <p>Governors asked whether it could also include measures to accommodate the needs of parents/carers and members of staff.</p>	
---	--

	<p>Governors commented that it was really good to hear a child's feedback included in the plan. It really helped to bring the policy to life and to demonstrate the difference it makes.</p> <p>Governors asked how it is adapted for new cohorts. RR reassured them that the plan is updated when required to accommodate new EHCPs, and reviewed in full according to the policy review schedule.</p> <p>Governors agreed the plan. Review frequency: 3 years.</p>	
--	--	--

<p>10.</p>	<p><u>Safeguarding Update</u> AC referred governors to his visit update circulated ahead of the meeting. He attended the school to participate in an external safeguarding audit and also visited (22 March 2019) to meet with Teresa Bruynseels who has responsibility for the Single Central Record.</p> <p>RR indicated that the safeguarding audit report had just been received and would be sent for consideration at next week's FGB. He commented that the audit had been very thorough and forensic and the report was very comprehensive.</p>	
-------------------	--	--

Meeting concluded 7.50pm

Summary of action points:

Action point	Responsibility
Curriculum policy to be part of June FGB agenda	Clerk
LW to meet with Liz Foster	LW
Circulate Development Drop In presentation to committee	RW
High attainer policy to form part of next meeting agenda	Clerk and AC
File Accessibility Plan and update policy schedule	Clerk