



School Development & Pupils Committee

21 April 2022 6 pm
 (meeting scheduled for 10 March 2022 was postponed)

Present Anthony Cook AC Chair Frances Bracegirdle FB Headteacher
 Kirsty MacEachen KME Nicola Rossington NR
 Liz Kelly LK

In attendance: Charlotte Axbey CA Deputy Head
 Richard Rosewell RR Associate Member
 Amy Reilly
 Steph Sanchez
 Jackie Dutton Clerk

Item	Detail	Action
1.	Welcome Everyone was welcomed to the meeting	
2.	Apologies for absence No apologies had been received. Simon Williams was not present	
3.	Declarations of interest There were no declarations of interest in the agenda items.	
4.	Election of Chair It was agreed that AC would chair this meeting. A Chair and Vice Chair was needed - governors were asked to consider this and let AC know if they could take this on. The Chair could delegate actions so it was more about governance than action.	Govs
5.	Minutes of meeting held on 27 January 2022 and any matters arising not on the agenda The minutes were agreed as an accurate record and would be signed by AC. Matters arising Committee membership - it was noted that not many governors were present so this would be discussed outside the meeting.	AC Govs
6.	Values - Kirsty Maceachen and Frances Bracegirdle FB said that she had been thinking about curriculum development - she was about to put the school's values on the Hall wall and wanted a conversation with governors to see if they were	

still the right values. Were they child friendly enough- could a Yr R child say them and understand them?

RR and FB had been doing assemblies and had been googling a lot about being self aware and how it relates to the children. If they were struggling how did the teachers/lunchtime supervisors/support staff think about it - how could they articulate it.

KME and FB had discussed this and also thought what was driving the thinking on the curriculum - for the school and for the area - there was a distinctive audience and catchment area.

A screen was shared with governors. The World feels different - social media was dominating children's lives. There had also been the pandemic and children were facing a complex environment, including news about Ukraine.

Strong foundations were essential - about helping children be strong, confident in themselves and resilient. It was the primary school role to help create a solid, secure foundation to anchor children and help them navigate the challenges. They would be working in jobs that may not exist yet - especially in the software industry. Learning was fun - they should also have confidence that they can learn.

There was an opportunity to give people an understanding of different cultures - an international person. This would be inclusive of local systems and people of different nationalities.

What kind of school do we want to have? Child centric, nurturing talents, celebrating the individual and embracing diversity at its core. Also delivering growth, learning from others and contributing to the learning of others around us..

What do we want people to be at the end - who would they be at the end?

Strong, confident, caring children who love to learn - would that resonate with parents - we could ask the parent body. They care about people and the world around them, have a strong sense of self and curiosity, can learn and grow.

This school should give a strong foundation to confidently navigate challenges and nurture their passions and beliefs. They should be challenged to find their own identity and contribute to the world.

Four new values were discussed: caring, creative, confident and curious

Caring – in relation to others - the word 'aspire' could feel pressurised

Remove competitive

Positive impact on others

Curious about love of learning

Creative- important to celebrate diversity too

All different – SEND, different countries and cultures - not wrong but different

Confidence – happy being me

All different - all important

These matched back to the 'Aspire' values closely - was there anything missing? Were they more child-friendly for 3 - 11 yr olds. This was the beginning of a process -not a finished piece of work. This would be distributed for comments.

AC noted that having a strategy session on where the school was heading for governors and SLT was long overdue - mainly delayed by Covid.

A discussion on values was an impetus for conversations with all stakeholders. RR noted that a values-led approach was started by a previous Head - Ruth - and that had a positive impact and had driven everything. The proposed values were looked at by SLT the previous day and were liked - there was evolution to a more child-centred focus. Empowering and self-awareness were difficult concepts for KS1 children - these were simpler more child friendly values.

	<p>There was an FGB meeting on 22 June - these would be reviewed and then could be discussed there. They would be discussed the following week at a staff meeting, with the focus on what would a child leaving the Vineyard look like. Confident was good instead of strong, there were a lot of children with anxiety.</p> <p>The screen slides would be sent to all by KME, including the Clerk. The SLT would in comments too and these would be reviewed. AC, KME and FB would meet to look at this - FB would also talk to the junior department too.</p> <p>Q Is there a timeline for updates to the website? A Some things could come off the website and this put on - noting it was work in progress and being reviewed.</p> <p>Governors should feedback comments to KME, FB would get the feedback from school staff and this would then go the FGB meeting on 22 June 2022.</p>	<p>KME KME, FB, AC</p> <p>Govs, FB FGB</p>
7.	<p>Presentation : Science - Steph Sanchez and Alice McArdle Geography - Amy Reilly and Frances Bracegirdle</p> <p>Geography</p> <p>AR had looked at what children need to know from geography - she mapped out the units and looked at the links and the key concepts for children from Yr1 - Yr 6.</p> <p>Q How much did you reflect on the context of this school? A AR wanted a child to have a good understanding of the local area - but they might not be in this area for ever- this was a global school. A child should be able to walk round Richmond and they could make geographical observations and connections. Children needed to be able to reflect geographically. AR had focused a lot on the school's profile - she also wanted the curriculum to be global to match the children. Next year there might be a different mix of children. She wanted to teach the skills to children to help them make sense of the world - she had looked at the National Curriculum too. Documents had been put out for the governors - she had also gone back to the National Curriculum again for a final check.</p> <p>AR had thought about where the misconceptions might be, where could teachers fall down if they were not geographers. The document was easy to use - Autumn 1 was Richmond - it was an urban town in London. Documents were shared on screen. Each skill matched with a piece of knowledge which was a lesson eg contents of oceans in Yr 1. It was important that knowledge and skills were in the correct order. Paula Owens was Head of the Geographical Associate and had written several books - she had reviewed this, along with other department heads and some unites had been tweaked as a result.</p> <p>There were transferable skills eg for America children would look at North America- they could see patterns - it was tropical by the Equator but colder further north, there were time differences too</p> <p>FB and AR gave the governors some practical work to do using the documents - they then came back together again.</p> <p>FB noted it was helpful when choosing a topic in a year group - staff could work out what the children had learned before and what they would follow up with.</p> <p>The long term plan would also include Early Years so there would be progression across the primary school of knowledge and skills in the National Curriculum, interpreted by school staff, so the children were secure in their learning and could get into geographical debate. The knowledge and skills were set out in the document. A teacher could take this and produce a medium term 6 week unit - they would need to think about how to teach it. Once it had been run for a year it would be reviewed and probably tweaked</p>	

By the end of the next academic year there would be a set of medium term plans- every class was different but the planning process should be easier. There were also links to other aspect of the curriculum - eg history or a geography book in Yr 3 could be used in English.

Q Long term lesson by lesson planning - will teachers produce plans for each class for each yeargroup?

A FB would try to allow time for this. Another subject leader's role would be to scrutinise lesson plans. The next step would be to monitor the books - governors could ask a Yr 2 child about weather or a Yr 6 child about climate in 6 weeks' time.

Q Has all the National Curriculum been covered?

A Yes it has all been covered.

Q Transferable skills such as interrogating data - has that been included?

A Those were not included in this process - just what was in the National Curriculum and anything else we felt was needed. Ofsted required that - to teach discrete subjects and think about what a Vineyard geographer would be like - compared to a Vineyard historian or scientist.

Q Is there a view if it ties in all together - back to the vision and values?

A The curriculums will need to link in. there is still a lot of work to do - at the end staff could take a thread of a particular skills through all the subjects eg visualising and interpreting data. The curriculum would be planned via the National Curriculum and then advanced on.

There would be a review in June to make sure this was all on the right track.

Governors thanked AR and FB for the presentation.

Q How will parents be engaged in this to understand the approach to teaching and learning?

A A curriculum evening would be held, probably in September with stations and a presentation.

Science FB then SS

This was a bigger subject so was a little behind Geography.

SS explained that she did a walk with Matt and looked at the books to give a good idea of what children were thinking about science and what they could explain. This was very positive and exciting - children had a good knowledge and teachers had been doing well - the next step was that they asked teachers what skills they were teaching and how they were implemented.

Q How does the positive starting point play into the longer term context of teaching science in this school? What is the context for the Vineyard?

A they could take their knowledge to other places in different ways - they could say what things were and label them, also present etc. The National Curriculum had a focus on skills - eg researching. The long term plan was shown on the screen. SS had sat with Helen and worked on the skills and knowledge progression.

Q Knowledge repeats itself through the years - are things covered well in each year group and children challenged?

A A large number of children had a good level of knowledge - there was a danger of rushing but this was about learning skills from the knowledge eg plants grow from seeds - does size matter - does it link to the size of the plant. It was not just about knowledge - this should not advance too fast. This was a long process and it was about deepening knowledge rather than just moving on.

SS had produced a science document and a progression document for knowledge - FB showed these to governors. This included skills for working scientifically - governors felt the vocabulary listed was really helpful. Children and staff were using vocabulary on the working wall. There was a mastery approach - as a geographer or as a scientist.

Q Was that a change in school?

A Yes, in a primary school.

	<p>There would be lots of CPD on this too, with role modelling in geography and science this term. There would be a big focus on teaching and learning next year. For science the school wanted children to ask questions - why how - and justify the answers. This could transfer to maths and other subjects.</p> <p>Q When will this be shared with parents - a lot would be interested in this? Would changes to the pupil portal be possible?</p> <p>A The next phase will be to update the website - various documents would go on there but they were not quite ready yet.</p> <p>Teaching Staff were thanked for their presentations and left the meeting.</p> <p>FB said that they had been careful not to do too much in one go - this would have to be done for all subjects eventually. A curriculum development plan had been written - it would need updating and this would be done for the next year.</p> <p>Q Could this done any quicker?</p> <p>A When the call from Ofsted comes there was an unfinished curriculum development plan but two subject plans well under way. There was still time for schools to develop the curriculum because of the impact of Covid. Ofsted had been paused in the pandemics and lockdown so there would be an extension to when they visited - they were visiting again but there was a delay in inspections.</p> <p>RR felt it could not be done any quicker - the subject leaders needed to write the plans - they were full time class teachers and there was no budget to pull them out of class to write these so it would have to be planned over the year - over that time teachers could be released to let them work on this. Staff were working very hard and good progress had been made so far.</p> <p>FB noted it was a very different school already. RR noted that FB had supported staff well and this term teachers were all teaching geography from the documents governors had seen. Learning from that process would also feedback into the other subjects.</p> <p>Governors were pleased to have discussed the timing, the plan and actions - they were comfortable about what had been outlined. FB wanted to make sure they were doing this in the right way - on 28 June 2022 there would be a review with a day of scrutiny on geography. This could then be rolled out to other subjects. Governors would be given a time line so that could monitor that too. It would be good for governors to visit the school now to look at geography and science and then go back half termly to see the progression, see what was on the walls, look at the checklists. It would also be good for AR to do a learning walk and book scrutiny with a couple of governors in a few weeks' time. If Ofsted could see that the processes were being worked on then they would be reasonable.</p> <p>Q How much of the existing lessons would fit in - do they have to all be rewritten - how about teacher workload?</p> <p>A FB felt that a lot was quite different - it would be done a step at a time. Teachers were planning geography this term - knowledge organisers would stay eg for RE.</p> <p>Another reason for taking this at the right pace next year would be about reviewing what was taught this term rather than replanning.</p>	
8.	Curriculum Timeline - Frances - already discussed	
9.	<p>Policies needing review - to move to next meeting</p> <ul style="list-style-type: none"> • Remote learning Policy • Safeguarding Policy 	
10	<p>Date of next meeting</p> <p>22 June 2022 FGB meeting Cathy Clarke could visit - School Improvement Partner - the SIP review was on 21 June 2022. She would do a deep dive on Geography, PE and reading, plus another topic.</p> <p>The next meeting was set for Thursday, 7 July 2022.</p>	

