



**MINUTES OF THE CURRICULUM GOVERNING BODY MEETING OF  
BENTHAL PRIMARY SCHOOL**

**Held on Tuesday, 9 May 2017**

**Present:** Jo Carter, Sandra Delapenha-Chin (Head teacher), Ashley Sant, Suzannah Barker, Louise Drew (Head of School), Tracy Williams (Deputy Headteacher)

**Minutes:** Carol Moore for Governor Services, Hackney Learning Trust.

**Part 1: Non-confidential – Main Business**

Item No.	Agenda Item and record of business	Action for Whom
1.	<p><b>Apologies and Consent for Absence</b> Christiane Nkaka; Ebru Oz, Jenny Stephenson, Miss Nicole Levy</p>	
2.	<p><b>Presentation from Art and Display Leader - Miss Levy</b> As Miss Levy was not able to attend the meeting, the committee were informed that an update would be provided in the item on the curriculum report.</p>	
3.	<p><b>Minutes of the last curriculum committee meeting</b> The minutes were agreed as a true record, subject to the change of date of the next FGB to 4<sup>th</sup> July 2017, which the Chair amended and signed.</p>	
	<p>3.1 <u>Matters Arising</u> Regarding Item 5, ICT. The committee discussed the issue of mobile phones. The item was not discussed at the Spring FGB. E-Safety is to be an item at the next FGB.</p>	<p><b>Chair / Head/ Clerk</b></p>
4.	<p><b>Amended Terms of Reference (T.o.R) for curriculum committee – to sign off</b> After discussion, the committee agreed to approve the ToR, but that it should be an item for the next FGB agenda in order for an update and a fuller discussion of</p> <ul style="list-style-type: none"> <li>• Website</li> <li>• Newsletters</li> <li>• Curriculum newsletter presentations</li> </ul> <p><b>Governor Suggestion: Regarding the Curriculum, planning and delivery section of the ToR, the following phrase be removed from the 3<sup>rd</sup> bullet point</b></p> <ul style="list-style-type: none"> <li>• '(sex education and pupil behaviour/discipline)'</li> </ul>	<p><b>Chair/ Head/ Clerk to agenda</b></p> <p><b>Head</b></p>

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5.	<p><b>Curriculum report for spring term, teaching profile update and updated action plan – Miss Williams</b></p> <p>Referring to the summer term Curriculum report which had been circulated to the committee, Tracy Williams delivered a presentation summarised as follows:</p> <ul style="list-style-type: none"> <li>• <u>Staff CPD</u></li> </ul> <p>Linking creativity across the curriculum has been the focus. Staff have had training in how to link project days with topics as well as reasoning and problem solving in maths.</p> <ul style="list-style-type: none"> <li>• <u>Literacy</u></li> </ul> <p>At the beginning of the Spring term a number of interventions were implemented, the impact of which were detailed in the report including</p> <ul style="list-style-type: none"> <li>○ RAG reading intervention – targeting 4 Year 3 Caribbean boys. Impact - the boys have developed confidence, motivation and improved comprehension skills.</li> <li>○ The Kindle Reading Project – targeting 8 higher PPG pupils, for reading club with use of Kindles. Impact: All are making expected progress with 50% working towards greater depth.</li> <li>○ Fresh Start – started in the autumn term, 6 Year 5 pupils are supported through group activities. Impact: Five are making more than expected progress.</li> </ul> <p>Governors were pleased to note that the TA delivering the RAG programme at Benthall so impressed the RAG borough representative that he has been asked to be the lead demonstrator for the borough.</p>	
	<ul style="list-style-type: none"> <li>• <u>Numeracy</u></li> </ul> <p>The maths lead has ensured that staff attend borough moderations. The ‘Ocean Maths’ project which encourages parent participation has had a successful drive with the first meeting seeing a turnout of 40 parents.</p> <ul style="list-style-type: none"> <li>• <u>Science</u></li> </ul> <p>There is lots of good evidence, through book looks that scientific skills such as recording data, making systematic observations and performing simple tests are being developed. A successful ‘British Science Week’ was held and the Science Club continues.</p>	
	<ul style="list-style-type: none"> <li>• <u>Art</u></li> </ul> <p>Topics covered included :</p> <ul style="list-style-type: none"> <li>○ Looking at printing</li> <li>○ Introducing Sketch books</li> </ul> <p>The Art lead observed a Year 4 lesson and gave feedback to support the teacher and also worked with a governor and Year 5 pupils to paint the outside wall, the effect of which is an improvement of the environment.</p> <ul style="list-style-type: none"> <li>• <u>IPC</u></li> </ul> <p>A successful staff INSET was held where teachers showcased a wide variety pupils’ work including videos, shoe box models, bookmaking. Year 2 set up a café in the hall from where parents were encouraged to sample healthy food. Pupils also gave a demonstration of how to keep fit. A ‘Crime Scene Investigation’ was organised to coincide with British</p>	

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	Science Week.	
	<ul style="list-style-type: none"> <li>• <u>RE</u></li> </ul> <p>RE is being taught from the Hackney Syllabus. Children who were interviewed said that they enjoyed visiting the two churches they had been to.</p> <p><b>Governor Comment: Governors commented that the visits are good experiences, as pupils actually see inside a place of worship which is totally different to seeing one from outside whilst walking pass.</b></p>	
	<ul style="list-style-type: none"> <li>• <u>ICT</u></li> </ul> <p>The ICT lead is currently absent. SLT continues to monitor ICT teaching, the priority being to conduct a questionnaire to inform ICT provision.</p> <p><b>Governor Question: Will ICT become a bigger provision /subject?</b></p> <p><b>Answer: The idea is to see ICT not as a separate subject. There are discrete ICT topics but in the main ICT should be integrated into Maths and the other subjects. Coding is introduced as early as in the Early Years phase.</b></p> <p><b>Governor Concern: There was concern amongst governors that the ICT lead's long term absence might result in a fall in pupils' learning.</b></p> <p><b>Answer: The Headteacher reassured the committee that SLT will continue to cover the lead in ICT until the staff member's return to work.</b></p>	
	<ul style="list-style-type: none"> <li>• <u>KS1 Phase Leader</u> <ul style="list-style-type: none"> <li>○ NQT's - visited other LBH schools as part of observing good practice in their key stage.</li> <li>○ EYFS - There is a huge focus on transition from EYrs to Reception. Benthall has also been working with the Headteacher of William Patten School.</li> <li>○ 'Marvellous Me' - An INSET was held to introduce the 'Marvellous Me' programme which the Headteacher explained is similar to an 'App' that appears on one's mobile phone. It enables teachers to share with parents <ul style="list-style-type: none"> <li>▪ what their child is doing</li> <li>▪ their praise when a child has done well in an activity</li> <li>▪ reminders of forthcoming events</li> </ul> </li> </ul> </li> </ul> <p>SLT is currently planning how best to launch 'Marvellous Me'.</p> <ul style="list-style-type: none"> <li>• <u>Appendices</u></li> </ul> <p>Governors also noted the additional papers at the end of the Curriculum report which were included for information.</p>	
6.	<p><b>Curriculum policies – ratifying – Miss Williams</b></p> <p>Governors noted the updated policies which had been circulated with the agenda papers prior to the meeting for approval. Consideration was given to each as recorded below:</p> <p>6.1 <u>Phonics Policy</u></p>	

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	<p><b>Governor Question: Do all children respond well to phonics?</b>  <b>Answer: Yes</b></p> <p>Governors agreed to approve the Phonics policy.</p>	
	<p>6.2 <u>Science Policy</u>  Governors initially agreed the Science policy, however it was agreed later on in the meeting that an additional section should be added to the policy. See item, 8.3, AOB, below.  The Science Policy is to be updated with a section on gardening and outdoor focus and brought back to the next Curriculum Committee  <b>With the amendment the Science Policy was agreed.</b></p>	<p><b>Head / All to note</b></p>
	<p>6.3 <u>Literacy Policy</u></p> <p><b>Governor Question: Is Home reading more carefully overseen at KS1?</b></p> <p><b>Answer: At KS1 there is space for teacher’s comments at back of Destination Reader books. It is more carefully linked to levels at KS1. At KS2 it is monitored.</b></p> <p><b>Governor Comment: ‘Speaking and Listening’ is the precursor to Reading but in the policy it appears in between the section on ‘Handwriting’ and ‘Spelling’.</b></p> <p><b>Governor Suggestion: The section on ‘Speaking and Listening’ be moved to appear before the section on ‘Reading’. This might necessitate some re-wording.</b></p> <p>Governors agreed to approve the Literacy Policy with the agreed change.</p>	<p><b>Dep Head</b></p>
	<p>6.4 <u>Modern Foreign Languages (MFL) Policy</u></p> <p><b>Governor Question: Is there no MFL at KS1?</b></p> <p><b>Answer: None in this scheme but teachers have begun to introduce a language at KS1. After half term Benthal hopes to start Spanish.</b></p> <p>Governors agreed to approve the MFL policy.</p>	
	<p>6.5 <u>REPolicy</u>  <b>Governor Suggestions included the following:</b></p> <ul style="list-style-type: none"> <li>• There is a typo on page 2, under the heading, Role of Lead, Management and Training – 2<sup>nd</sup> paragraph should read ‘The RE Lead will: ’</li> <li>• Re page 1, ‘Curriculum Requirements’, insert ‘each year’ after each mention of the number of hours eg, ‘36 hours each year’</li> </ul> <p><b>Governor Comments: Under the heading Curriculum Requirements, the policy states that Christianity, Islam and Judaism, being the principal religions represented in Hackney are taught in units spread evenly across the stages. Governors felt it would be good if RE could cover more of the other religions for example, Buddhism, over the school life.</b></p>	<p><b>Head</b></p> <p><b>Head</b></p>

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	Governors agreed to approve the RE policy.	
7.	<p><b>Data update – Ms Louise Drew</b></p> <p>7.1 <i>‘Whole School Groups Summary Sheet – March 2017’</i></p> <p>Governors were invited to turn to the above paper which was tabled at the meeting.</p> <p>Ms Drew’s report included the following statements:</p> <ul style="list-style-type: none"> <li>• The table shows the number of pupils working at age expected as well as how much progress has been made. Progress is very strong across the school from September to March</li> <li>• The School Improvement Partner (SIP) recommends using more challenging measures, so making it harder for children to be seen to be making expected progress</li> <li>• So, although the data shows figures of 86, 80, 80 it is a harder measure than what the DfE would expect</li> <li>• Benthall would not see 100% expected attainment because of the numbers of SEN children on roll</li> </ul> <p><b>Governor Question: From the figures would you say that children are broadly ready?</b></p> <p><b>Answer: Year 5’s Reading is on the low side. Looking at children represented in areas shaded in ‘amber’, (indicating 50%) any that are 50% and above are at a place where they should achieve age expected.</b></p>	
	<p>7.2 <u>Teaching profile</u></p> <p>It was noted from the tabled paper that 20% of teachers had been judged as Outstanding which represents approximately 3 teachers.</p> <p><b>Governor Question: Can we get more teachers to be Outstanding?</b></p> <p><b>Answer: The judgment is based on various aspects of teaching including classroom, data, marking, books. Whereas some teachers can constantly be working at the level of Outstanding, Good teachers can be ‘Good’ and ‘Outstanding’ but just do not operate constantly on the adrenaline.</b></p> <p><b>Governor Question: Do you drill down into judgment to identify a teacher Outstanding in some areas?</b></p> <p><b>Answer: Yes, but it is mainly through observations.</b></p> <p>Governors noted that many teachers were judged with Outstanding features and that even where a teacher requires improvement they could have some ‘Good’ areas in their judgment.</p>	
	<p>7.3 <b><i>‘Updated In-School Data Spring term 2017 – numbers in brackets are predictions’</i></b> paper.</p> <p>The following was noted regarding Year 6 (53 pupils) using March data:</p> <ul style="list-style-type: none"> <li>• Reading (77%) and Maths (75%) have improved. Writing (64%)</li> </ul>	

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	<p>has dipped slightly mainly because a new pupil is a traveller and has been away a lot. A number of other children are on the cusp.</p> <ul style="list-style-type: none"> <li>• PPG pupils. Reading is very strong at 67%; Maths at 70%. The tutorial is helping the pupils. The combined figure for PPG pupils has risen. There are no pupils working at the higher standard for all their three subjects.</li> <li>• With regards standards, it is based on transcription and children's use of punctuation, such as the semi colon and paragraph for example</li> <li>• Spelling is now included in assessment and there are a set of words that children are expected to use and spell correctly</li> <li>• Children are excited about Writing; Year 6 are given opportunities for wider genres of Writing</li> <li>• There is a possibility that the LA will moderate Benthall this year</li> <li>• Year 6 begun their SAT's tests yesterday; theirs will last 4 days;</li> <li>• Year 2 started their SAT's this week and theirs will continue over the next 3 weeks but they will not realise that they are being tested</li> <li>• EYFS. 75% of EYFS pupils are on track to gain GLD, with 26% on track for GLD3, 3 being very good.</li> </ul> <p><b>Governor Question: What are the SAT's tests like this year? Will the school mark them?</b></p> <p><b>Answer: The standard was still high and the text was not easy but it was structured better. Benthall will not mark its test papers; they will be sent away for marking for KS2. Teachers will mark and moderate KS1 SATs papers.</b></p>	
	<p><b>Governor Comments: Governors expressed their desire for there to be balance. They stated that they were aware of pressures being placed on schools by the government but still want there to be balance</b> between academic success and positive health and well being <b>and that the ethos of the school should be taken into consideration.</b></p>	
8.	<p><b>AOB</b></p> <p><u>8.1 Link Governor's report</u></p> <p>Suzannah Barker reported that she met with Ebru Oz, literacy lead, last week. During their meeting the following topics were covered:</p> <ul style="list-style-type: none"> <li>• Kindle books - the report was very positive</li> <li>• 'Story Hunters' for Years 4 and 5 – pupils now value reading more</li> <li>• Staff are trying to contact Clapton Library so that pupils can visit</li> <li>• More books are needed to assist with guided reading and to challenge KS2, particularly the more able who struggle to find new books to read</li> <li>• Phonetical books are being purchased for KS1</li> <li>• Suzannah Barker will discuss fundraising with the lead when they next meet</li> <li>• Destination reader is doing very well</li> <li>• Read Write Inc. is also doing well and comes with its own books</li> </ul>	

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	<p><b>Discussion: Regarding shortage of books one governor stated that had she known she would have been happy to have donated books as a gift when her child was leaving to go to secondary school.</b></p> <p><b>Governor Question: How did the book swap event go?</b></p> <p><b>Answer: Lower down the school it went well but Years 5 did hardly any swaps</b></p> <p><b>Governor Suggestion: Perhaps in future the book swap can be held once per year for each key phase separately.</b></p>	
	<p><b>8.2 <u>Risk Assessment report for Visit to Spain</u></b></p> <p>A copy of the risk assessment was tabled. Governors noted the following:</p> <ul style="list-style-type: none"> <li>• The risk assessment is for 3 adults to take 15 Year 5 pupils to Spain next week.</li> <li>• All staff going on the trip will be given a copy of the Risk Assessment.</li> </ul> <p><b>Governor Question: Is there any change from last year's risk assessment? Is there a contingency plan if the flight is delayed or cancelled?</b></p> <p><b>Answer: No change except the group is due to travel by tube to Heathrow. Action for the Headteacher to ensure that</b></p> <ul style="list-style-type: none"> <li>• a member of SLT is available for contact if an urgent decision has to be made and</li> <li>• that this requirement be inserted into the Risk Assessment paper</li> </ul> <p><b>Governor Question: Under 'Sleeping Arrangements' the Risk Assessment states that pupils are not to open the balconies. What about the windows?</b></p> <p><b>Answer: Windows were locked.</b></p> <p><b>Governor Question: There is no mention about water? What is the policy?</b>  <b>Answer: Only bottled water to be consumed.</b></p> <p>Governors agreed to approve the Risk Assessment with the agreed change</p>	<p><b>Head</b></p> <p><b>Head</b></p>
	<p><b>8.3 <u>Gardens and Gardening</u> – Ms Susannah Barker</b></p> <p>The committee was asked to consider whether gardening activity in the school could be revived. It would also be one way of building a strong case for the continuance of gardening when the school moves to its new building.</p> <p>During the discussion that followed the Head of School informed governors that she had met with the Friends of Benthal and one of the topics that they had discussed was gardening.</p> <p><i>Science Policy</i> – The Head of School confirmed that 'Gardening and Outdoor Focus' is part of the curriculum and is to be inserted into the Science Policy.</p> <p><b>Action:</b> The Science Policy is to be updated with a section on gardening and outdoor focus and brought back to the next Curriculum Committee.</p>	<p><b>Head of School</b></p>

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	<p><b>Governor Question: Does the school have an outdoor classroom?</b></p> <p><b>Answer: Yes, it does. The outdoor seating area counts as an outdoor classroom.</b></p>	
9.	<p><b>Dates of future meetings</b></p> <p><u>Dates of meetings for the remainder of the 2016/17 academic year:</u></p> <p><b>FGB: 4 July 2017. - All to note the change of date.</b></p>	<p><b>All to note</b></p>

There being no further business the meeting closed at 8.20pm.

**Signed by the Chair of Governors:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Minutes taken by,  
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