

**MEETING OF THE RESOURCES COMMITTEE OF CAYLEY PRIMARY SCHOOL ON**  
**Monday 29th November 2021 from 4:30pm.**

<b>Membership:</b>	<b>Governor Type:</b>	<b>Term of Office:</b>
1. Graham Clifford*		
2. Hussain Shefaar*		
3. Nabeela Islam*		
4. Khoyrul Shaheed*		
5. Hameda Begum*		
6. Don Hall		
7. Saleha Habiz*		
8. Ankita Stopa*		
9. Nancy Gray*	Clerk	

\* Indicates present

Apologies not received

*The meeting commenced at 4:30PM and was quorate*

**ACTIONS FROM MEETING**

<b>Item Num</b>	<b>Action</b>	<b>Delegate</b>	<b>Timeframe</b>
1.	Rochelle to bring the TOR to the FGB Meeting	Clerk	07/02/2022
2.	Staff to review resources which are provided to parents when working from home.	HT	ASAP
3.	Ensure consistency of approach regarding differentiation in	HS	ASAP
4.	Curriculum Policy amended to include refreshed EYFS expectations	HS	For Spring 1

## 1. WELCOME AND APOLOGIES FOR ABSENCE

The Head thanked members for attending the meeting and welcoming Ankita to the committee.

## MEMBERSHIP ISSUES

### 2.1 Declarations of Interest

No declarations of interest were made.

## 1. ELECTION OF CHAIR AND VICE CHAIR

All governors approved the election of:

**Chair of Committee – Saleha Habibz**

**Vice Chair of Committee – Hameda Begum**

## 2. MATTERS ARISING

### THEP Visits

HT highlighted that the THEP review will be taking place Tuesday 30<sup>th</sup> November 2021 to talk specifically to middle leaders and how they are owning the curriculum and how they are driving it in school.

Cayley are likely to have an OFSTED within the academic year due to our previous OFSTED being March 2017.

## CURRICULUM UPDATE

*\*Curriculum vision chart was distributed prior to the meeting and can be found on the Cayley School website\**

*SK requested the meeting was split into two parts, the 'core/foundation' or 3 'I' Intent, Implementation and Impact – Confirmed 3 I's*

*Hussain:*

*\*Curriculum vision chart was distributed prior to the meeting and can be found on the Cayley School website\**

***Action – Hussain to circulate to committee***

*Robust exercise including staff, pupils and parents who were consulted and agreed on the following:*

- 1) Personalised and high expectations*
- 2) Making connections and matching learner's needs*
- 3) Relevant and meaningful context*
- 4) Assessment is fit for purpose*

*All subjects have progression ladders from Nursery – Year 6 ensuring all subjects are being catered for.*

*What do we want to achieve?*

- 1) High level of challenge*
- 2) Personal, Social Education*
- 3) Broad and balanced (not focusing on English & Maths, including all subject areas taught at Cayley)*
- 4) Equipped with life skills*

*CPC topic Questions*

*Each half term has a topic question which covers everything they have been taught.*

*Q&A - SK: When you say everything, does that mean the entire curriculum*

*Q&A - HS: Yes, the entire curriculum.*

*Hussain provided the curriculum with the year group questions for each half term using Bloom's Taxonomy.*

*What are the experiences pupils are receiving?*

*Each subjects have their own 3 'I' please visit the school website to view all information.*

*SK Requested it was noted that the next question was in the spirit of Support and Challenge*

Q&A - SK: You mentioned you assessed children and catered for the individual child. I have read up on the website so for Maths and English you have Pixel. How would you differentiate for the foundation subject areas? RE, History and Geography.

Q&A - HS: In the afternoon, we group the children in mixed ability. Not in their Maths and English groups.

Q&A - NI: When it comes to differentiated tasks, we have a green, orange and red challenge which children decide with what they feel most comfortable. We do this across English, Maths and Topic.

HS – We have just introduced ‘Knowledge organisers’ which are short quizzes at the end of the lesson to assess how they found the lesson.

Q&A – AS: You mentioned traffic light system, when you talk about classes in general obviously they are sitting in same class but are there groups of children in mixed ability to challenge one another?

Q&A HS: Yes

Q&A - SK: Do Cayley use writing examples at the end of year 6 from all subject areas other than just English?

Q&A - HS: Yes. That is linked in with our curriculum

Q&A - SK: You said you use the traffic light system, if the highest ability child chooses the lowest, would the teacher allow a child to choose the lower ability questions? Do you know if this is happening throughout the school?

Q&A – NI: I have not come across that. We would expect teachers to intervene.

Q&A SK: How do you ensure your teachers have the skillset to teach those subjects eg Victorians?

Q&A GC: We have a strong cycle of CPD which is led by Andrew Sellers. This week we have a company coming in to work with Teachers from Bow Arts for their inset training time. This is a time to upskill our teachers to make sure teachers are ready and prepared. Hussain is working strongly with Middle Leaders; every Thursday we have a twilight drop in for teachers which has really supported staff especially as we have P4C starting up. This came up as staff were asking others in corridors so we have formalised it and it is working very well. We are currently working with Middle Leaders on their action plans, they all have different priority areas, some are auditing how well their subject area is being taught in other year groups. This will give them more of an understanding of how we bespoke our CPD opportunities. We do have areas which need improvement however, we have recognised this like every other school and are acting upon it. We have also implanted the 'Sonar' tracking with Hussain has put in place which is working well and will help us track specific areas and will give us a formalised way of a good breakdown of our pupils of where they are eg age related or below. This is working progress but we have also introduced climate walks across the school.

We were rag rating our school this morning to have an understanding of where we are and how we are evaluating CPD so we will evaluate it on the basis of how staff feel about their CPD sessions from 1 – 5. However, SLT have been discussing the real evidence of CPD is Impact. We have another round of data coming in, in a few weeks' time in the core subject areas and that will give us a good understanding whether our CPD has had impact.

Q&A - AS: What are we doing for CPD for teachers teaching remotely? What resources are being provided to pupils isolating and how are we supporting our teachers with this?

Q&A - GC: Hopefully no lockdown. However, pupils who are isolating are sent a pack home of resources to support their learning. The pastoral team also support by calling pupils and parents whilst at home and to keep in contact. I am unable to answer about skillset as I wasn't at Cayley then but moving forward, if a lockdown was to happen all our teachers and staff would be prepared.

Q&A - KS: Have we completed a survey for staff moral?

Q&A - GC: Wellbeing for staff, firstly; communication is much better which include staff briefings, sharing 'good news', thanking staff for what they have done. Pupil voices are being heard and recognised. We have a Christmas event for staff which all governors are welcome to join. We have a wellbeing wall, where we are sharing 'random acts of kindness'.

Q&A - NI: Teachers are excited to be back, being in the bubbles can be isolating for everyone, pupils and staff. TAs are also happy that they are part of the briefing as previously it was only for teachers as they previously felt excluded due to their start times.

Q&A - HS: We have built up a bank of resources over a period of time on DB Primary for pupils working from home. We also have recently introduced for all year 6 pupils to ensure they have an electronic device which we will hopefully be rolling out to all UKS2 pupils. This is not only due to Covid this is to support with pupils with homework.

Q&A - AK: What is in place for schemes of work which you cannot do remotely?

Q&A - SK: If you are using schemes of work, how flexible can teachers be to adapting the scheme of work according to their own skill set? Is the curriculum ridged or set in stone? You have staff at Cayley who have been here for a long time, teachers and support staff. Do you use everyone's skill set? You say you did Art CPD, how do you know what skillset everyone has?

Q&A - HS: If a child misses out on a number of lessons, it would be the teacher's responsibility to ensure they catch up with work missed.

*Governors have a discussion around how realistic it is to provide parents with work out of school hours to those who have missed school. Governors also discuss how we need to start working with parents around how to support their children with working from home whilst providing them with the resources to support.*

**Action: Staff to review recourses which are provided to parents when working from home.**

HS: We do not follow a particular scheme of work; we do follow 'White Rose' [Maths scheme preferred by TH] but not to the extent we cannot be flexible. We plan with the support of White Rose which supports the teachers planning so that the planning is tailored to pupils and differentiated.

Q&A - SK: Year 6, pre-covid was always seen as a revision year. We see across all schools that time and resources is invested in year 6 but how can prove that the teaching and learning and resources is equitable across the whole school?

Q&A - GC: The weakest part of the school currently is Early Years so we have invested massively in time and money. We currently have an additional Early Years consultant to support the teaching and learning. This proves we are not just focusing on Year 6 we are working from the bottom and following it through the school. We have resourced the area better and reviewing the strategic needs of Early years and developing staff down in early years which we will then draw in the middle leaders and SLT to support the sequence of learning from Early Years to Year 6.

Q&A - SK: EYFS Curriculum is not included in this document, are you revamping this?

Q&A - GC: Yes. At pace working with a consultant which we had in and the AHT.

Q&A - SK: What would you say is your strongest part of your curriculum?

Q&A - HS: Broad and balanced and do not compromise foundation subjects

Q&A - NI: Difficult to answer with the two-year gap. English (Reading) and Maths (Arithmetic) is strong across the school.

Q&A - NG: We do not see the pupils in class but listening to parents/visitors in the office. I would say Reading.

Q&A - GC: Trips and additional visits which is linked to the main curriculum

Q&A - SK: What would you say is your weakest part of the curriculum?

Q&A - GC: At this moment, our systems to evaluate how do we know how good the curriculum is and where gaps are. This is rapidly improving.

Q&A - NG: Swimming, pupils and parents do not see Swimming as part of the national curriculum. Parents often say, 'we are sending my child in but they are not to go swimming' there needs to be a push on swimming.

Q&A - AK: Do they normally swim every week?

Q&A - HS: Yes, each term is a different year group. They get a whole term.

GC: Please refer to the School Development Plan which was shared at the beginning of the academic year and also published on the website. At the end of this term we will be able to review the moderated judgement. We also encourage all link governors to visit regularly to get a feel of the curriculum.

**3. POLICIES FOR CONSIDERATION OR APPROVAL**

N/A

**4. ITEMS FOR NEXT AGENDA**

- Outcomes of THEP Peer Learning Review, especially regarding Subject Leader progress
- Data summary and next steps
- Middle Leadership Team (MLT) Impact report summaries and next steps
- Strategic vision for curriculum 2022-23

**5. NEXT MEETING DATE:**

**6. ANY URGENT BUSINESS**

Chair:.....

Date:.....