



Oldcastle Primary School
Inspire ★ Motivate ★ Educate
Mrs Ceri Littlewood
Headteacher
South Street
Bridgend
CF31 3ED
Telephone: 01656 815790



Minutes Curriculum 16.5.23 4.45pm

Present – Heather Holder, Ceri Littlewood, Sara Peters, Nia Vaughan, Janine Burr, Lowri George, Amanda Moore, Jack Shaw.

Apologies – Lynn Walters, Barrie Lewis, Angela Minton, Damian Faulkner, Nerys Sales.

Non-attendees - Ian Williams, Mathew Jones, Page Baldwin, Gemma Poupon, Martin Smidman.

2. Matters brought forward from previous minutes

● For Information	● To be Actioned
● Maths visit to be carried out by Barrie Lewis, Page Baldwin and Angela Minton. ● Music and Sound Performance System upgrade, the work is underway and training was carried out today.	● A review has been completed and this will be revisited in the next GB meeting. The report would also be presented to staff.

3. Reading Data

● For Information	● To be Actioned
● A report was provided by JB and is available to view in the drive. Generally reading data is positive, there are a couple of pockets of concern which are being addressed. ● Progress overall is as follows - Nursery 93.5% - Reception 94% - Year 1 78.4% - Year 2 73% - Year 3 89.4% - Year 4 88.8% - Year 5 91% - Year 6 73% ● Discussion was held around the source of the data, the accuracy and what the school was doing regarding particular year groups. CL advised that any year group under 90% was a concern but that this is the first year of a new literacy scheme and the literacy scheme was new because it was an area identified as a potential issue last year. The success of the new scheme will be clear after it has been in operation for a year but generally the school was happy with the new scheme.	● Noted, this area will be revisited with governors regularly.

• JB has analysed the data and has a comprehensive list of children who are the focus, work is in progress and the focus will be working to improve their reading age. • Discussion was held around year 2 and year 6 in particular, the head advised that the next step to check this data is to let the children complete the national tests and compare that data to the reading data, where there are anomalies in the data, the children will re-do the reading test to assess accuracy. It was also noted that a number of year 2 and year 6 children had already been identified as requiring support due to specific needs, and a plan is in place for these children. • A governor asked if year 6 would have any additional support particularly in transition. The head responded that support in transition will be identified and a plan put in place. • The head reassured governors that there is a big focus in this area and this will be an ongoing focus. Additional training is planned for staff during the next inset day.	
---	--

4. AOLE Update

• For Information	• To be Actioned
• The headteacher updated governors regarding the new curriculum and confirmed that generally the school was happy with progress. Planning has been changed and is now much better. • The current focus as AOLE groups is to meet regularly to identify gaps in skills and knowledge. CSC has produced a document identifying key skills and knowledge and the school is using this as a benchmark to assess and track knowledge currently being taught. Where there are gaps this will be included in a rolling scheme of work. AOLE teams are currently mapping this and are working closely with the cluster whilst also being supported by CSC. • The head advised that it now feels like progress is being made and the school is moving forward quickly.	• Noted

5. Assessment Update

• For Information	• To be Actioned
• The head presented a tracking system (Progress Profile) aiding the tracking of attainment, progress and effort individually for each child. Staff are using the system and general feedback is that it is a very useful tool. In the main the system is updated by the teacher and takes into account the day to day work going on in classrooms across the school. It also records data from testing as a comparative tool. An example of the tracker is available to view in the drive. • Children are now assessed on individual progress and no longer compared to their peers, the system tracks their own journey through their education. Children will be scored in levels according to attainment (+, - and @), cognitive progress against their own starting point (1 - 5), and then again in their learning disposition, effort and resilience (A - E). • The tracker currently takes into account , Wellbeing, Writing, Reading and Numeracy but will be increased to take other areas into account.	• Noted

• The aim of the Progress Profile is to provide a fluid and rolling assessment, the system has evolved and will continue to do so as staff identify improvement. It will be updated termly but will also be used as a tool for teachers on a day to day basis. • A governor asked what happens if the class has a job share, the head responded that decisions are made following discussion and agreed by both teachers, if the teachers cannot agree, then a member of SLT will look at the evidence in order to facilitate a decision. • A governor asked what other schools were using, the head responded that at this point it wasn't clear, all schools are using their own systems, many have bought in a package, effectively a tick box exercise. • The head advised that the school and staff are content that this system will track progress effectively but that it would be ever evolving.	
--	--

6. AOB

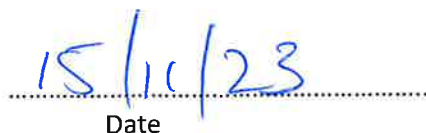
• For Information	• To be Actioned
• The head advised governors that the school had been approached to provide two case studies, one for CSC and the other for BCBC. • The CSC case study was about wellbeing and how the school had utilised the Recruit, Recover and Raise standards (RRR) funding. The school is fortunate to be able to use a current research paper written by Cardiff University to aid this. Cardiff University carried out research across a small number of schools, including Oldcastle to identify how this funding has been spent and the impact of the funding. This paper is yet to be published officially but will be shared with governors as soon as possible. • The BCBC case study is around safeguarding, and has been requested in preparation for a safeguarding inspection being carried out at the LA. The school has been asked to demonstrate how it tracks vulnerable pupils and provides an inclusive learning environment for all pupils, including those who may be vulnerable due to social, emotional or educational challenges. A copy of the case study is available to view in the drive.	• Noted

All documents relating to the meeting were available to view and comment on in the Governor Drive prior to the meeting.

This is a true and accurate record of the meeting.



Chair of the Curriculum Committee – Heather Holder


Date