

OLDCASTLE PRIMARY SCHOOL

INSPIRE - MOTIVATE - EDUCATE

Goreu Cam, Cam Cyntaf - The most important step is the first step



Minutes Curriculum 17.2.25

Present – Barrie Lewis, Ceri Littlewood, Sara Peters, Lowri George, Rachel Evans, Angela Minton, Heather Holder, Amanda Moore, Ros Whitelock, Janine Burr, Page Baldwin.

Apologies – Lyn Walters, Damian Faulkner, Ian Williams

1. SIP Update

For Information	To be Actioned/Response
Two reports were provided to governors, the full reports are available to view in the school drive - Improving Reading Provision, Evaluation of Nursery Provision. A DATA update was also provided. <u>Reading - Improving the provision across the school to raise standards</u> An update on the school's progress in improving the provision of reading across the school, as outlined in the SIP and as identified by ESTYN. By focusing on improving the provision of reading, the school aims to build on the existing strengths and address the areas for development identified in the inspection. Actions To achieve this objective, the school has implemented the following strategies and initiatives: • Learning Walks • Listening to learners • Book Looks • Data analysis Impact • Consistency in book presentation and marking • Engaging and age-appropriate reading activities. • Increased opportunities for independent learning: • Effective guided reading sessions • Appropriate differentiation and support • High-quality texts and resources • Effective development of comprehension skills • Positive pupil engagement and attitudes However, the report also identified some areas for further improvement; • Consistency across year groups • Meaningful and purposeful activities • Independent practice • Classroom environment • Time allocation	• Noted. A Governor commented on how she had seen a big improvement in reading in her child and that it was good to see that progress was being made across the school as a whole.

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Next Steps

To build on the progress made and address the areas for improvement, the school has identified the following next steps:

- Continue to develop the use of the Activity Log across all classes to promote independent learning and choice.
- Ensure a more consistent approach to reading instruction and support across different year groups to drive further improvement.
- Ensure that all reading activities are meaningful.
- Provide additional support for independent practice, particularly in Year 2, to build pupils' confidence and skills.
- Address any environmental factors, such as noise levels, that may be impacting pupil engagement.
- Allocate sufficient time for guided reading activities.
- Strengthen home-school partnerships by encouraging parental involvement in supporting reading habits at home.
- Continue intervention support for those pupils identified as needing in Year 4.

Conclusion

Oldcastle Primary School has made significant progress in improving the provision of reading across the school, as evidenced by the positive impact on pupil engagement, attitudes, and attainment. The school has implemented a range of effective strategies and initiatives, which have resulted in improved consistency in book presentation, the use of high-quality texts and resources, and the development of effective guided reading sessions.

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Evaluation of Nursery Provision

Introduction:

A report was provided and is available to view in the school drive, it offers a comprehensive evaluation of the quality and effectiveness of nursery provision at the school.

Actions:

- Learning walks to observe the nursery provision in action
- Interviews with nursery staff to understand their approaches and challenges
- Book looks to review the digital learning journals (Seesaw) and assess the progression of children's learning
- A parent questionnaire to gather feedback on the nursery provision and its impact on their children

Impact:

The evaluation of the nursery provision has yielded the following key findings:

- Welcoming Environment
- Engaged Learners
- Strong Relationships
- Bilingual Approach
- Promoting Independence
- Play-based Learning:

Next Steps:

- To further enhance the provision, the school should consider:
- Reducing the length of carpet-based activities and increasing opportunities for observations and assessment during free play.
- Exploring ways to foster even greater independence and self-directed learning among the nursery children.

Conclusion:

The evaluation of the non-maintained nursery provision at Oldcastle Primary School has demonstrated that it is a welcoming, engaging, and effective environment that supports the school's vision and improvement priorities. The nursery staff have created a nurturing and bilingual learning experience that promotes independence and play-based learning.

To build on these strengths, the school should consider reducing the length of carpet-based activities and increasing opportunities for observations and assessment during free play.

- Noted. The Headteacher and Governors agree that Mrs Evans and the nursery staff are doing a really good job in Nursery and the recent monitoring activity was a pleasure. Responses from a recent parent survey were also very positive.

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DATA

A report was provided around Autumn data which breaks down areas of learning.

Discussion was held around Year 4 and the reasons behind the lower levels of data (15% PDG, 42% ALN, 27% EAL), however the Headteacher made clear that the class is making really good progress against their starting point.

A governor asked if there was an issue with Year 5 as that data was a little lower than the school average also. The Headteacher advised that she had no real concerns, children are making progress and this data is from the Autumn Term and following a recent monitoring exercise she was content that every child is making progress, this will be shown in the next set of data results.

- Noted.

2. Estyn Report

For Information

There are two areas of recommendation from the ESTYN report; Self Evaluation and Challenge, the Headteacher will report back to governors around this at the next FGB meeting, however a brief outline of what has been happening was provided

A discussion was held around how teachers now planned challenge, and the headteacher showed governors an example of slides from a class.

A governor asked if children got to choose the level of challenge or if it was set by the teacher, the headteacher responded that it is both, the teacher would not routinely let a child choose the easiest option.

Improvement Partner Visit

The school IP visited earlier this week and was very impressed with the level of work across the school, presentation is hugely improved, there are clear links across subjects and children are working at a much higher level with challenge clear in all areas.

To be Actioned

- Governors discussed how the challenge is seen by children, the Headteacher explained that it is going really well, and there is huge difference in the books.

3. Vulnerable Groups Update

For Information

A report was provided detailing progress on vulnerable pupils at the school. The report is available to view in the school drive, it examines the strategies and initiatives implemented to support these learners, the impact of these actions, and outlines the next steps to ensure continued improvement.

Actions

- Noted

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The school has actioned the following -

- Analysed detailed data on the progress of vulnerable pupil groups, including those eligible for free school meals (FSM), English as an Additional Language (EAL), Additional Learning Needs (ALN), Children Educated in Care (CEC), and pupils from Armed Forces and Young Carer backgrounds.
- Implemented targeted interventions and support programmes to address the specific needs of these learners.
- Worked closely with parents and external agencies to ensure a collaborative approach to supporting needs.

Impact shown so far-

- EAL pupils are making good progress in reading and numeracy assessments.
- PDG (Pupil Development Grant) pupils are progressing well in reading and numeracy, with many making expected progress in speaking, listening, and writing. Those not making the expected progress will be targeted for interventions.
- ALN pupils are generally making good progress in numeracy, and many are making good progress in speaking, listening, reading, and writing. However, the ALN cohort may struggle with literacy-based challenges related to phonological awareness, memory, or language processing.
- Both CEC (Children Educated Otherwise) pupils are making good progress in all areas, and their progress will be closely monitored, with continued support for their emotional and well-being needs.
- The Armed Forces pupil and the Young Carer are performing well in all areas of reading, numeracy, reading age, and spelling.

To build on the progress made and address the ongoing needs of vulnerable pupils, the school will:

- Implement additional language support programmes to enhance vocabulary and comprehension skills, focusing particularly on reading fluency and spelling.
- Provide targeted reading interventions to support pupils in reaching their chronological reading age, focusing on developing their phonological awareness and ability to read confidently and fluently.

- A Governor asked if a child could be in more than one category, The Headteacher responded that yes, some children fall into more than one category.
- Discussion was held around the additional work needed with the EAL and ALN group and how this will be supported moving forward.

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- Continue Language Link support for EAL pupils to support their speaking and listening skills and, in turn, their Literacy and Numeracy skills through improved language acquisition.
- Develop tailored education plans to address the specific needs of ALN pupils, particularly in the areas of literacy and language processing.
- Maintain a collaborative approach with parents and external agencies to ensure a holistic support system for vulnerable learners.

Conclusion

The review of vulnerable pupils' progress at Oldcastle Primary School has highlighted both areas of strength and ongoing areas for improvement. The school has implemented targeted interventions and support programmes to address the specific needs of these learners, and the data analysis suggests that these actions are having a positive impact.

However, there are still some areas where additional support is required, particularly in developing the literacy and language skills of EAL and ALN pupils.

An additional report was provided around some recent research carried out by the school around exploring the effectiveness of One-to-One support for ALN pupils at Oldcastle Primary School, this report is available to view in the drive.

4. Policies

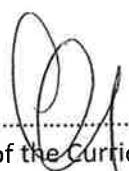
For Information	To be Actioned
• Responsible AI use policy • Self valuation Policy	• Agreed • Agreed

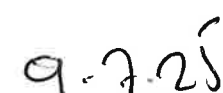
5. AOB

For Information	To be Actioned
• None	

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 - Page Baldwin


Date

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