



**FULBRIDGE ACADEMY**  
**MINUTES OF CURRICULUM & STANDARDS MEETING**  
**EPCOT MEETING ROOM @ 2PM**  
**28TH NOVEMBER 2019**

Present: Helen Bath, Ben Erskine, Gareth Davis, Scott Biggs, Hilary Page, Sam Barrasso, Amy Monk, Libby Porter.

Apologies: Lucy Edwards

Absent: None

Clerk: Fiona Pais

Meeting started at: 2pm

**1. Welcome & Apologies**

HB chaired the meeting in the absence of LE.

Chair welcomed everyone to the meeting and apologies were noted.

**2. Declaration of interest**

None

**3. Matters arising**

Clerk has obtained Snapshot dates and these will be discussed later in the meeting

**4. Minutes from Previous Meeting**

The minutes were agreed as a true reflection of the previous meeting

**5. Presentation on Mental Health, Enterprise and LOL Overview**

Language, Oracy & Literacy (LOL) Overview - Hilary Page

Language, Oracy and Literacy are essential life skills, we are not teaching the children to pass exams. We will enable them to access the wider curriculum which fosters positive attitudes to learning that will be with them for life.

Lead overviewed the LOL team in place.

Curriculum approach changed with books now forming the basis of the curriculum and that the interleaved approach has been followed. The new curriculum is bespoke and has quality texts at the heart of it.

Lead overviewed Year 1 curriculum to give an example of the books that are used.

4 times a week the teacher reads to them from a set book.

A second book forms the basis of the guided reading (Already been read by teacher previously)

A third book forms the basis of their writing. (This book has been read 2 previous terms  
Over the year they will read 6 books

Coming the end of second block so far things seem to be going well. The reading is now given a specific time in the timetable where as before it was fitted in as and when by the teacher.

Lead overviewed what they have achieved so far in this subject :

- Developed 6 key texts for each year group
- There is now detailed planning written for all areas
- Parental engagement in Reading was this week - encouraging reading for pleasure at home.
- Snapshots conducted & feedback given to staff
- Staff Meetings specifically on LOL & CPD in this area.

GOV - Has the new approach been accepted by all the staff?

Yes it has, there are a few that are struggling more than others and the snapshots have highlighted improvements that could be made. We are supporting them in this new transition and we are covering a lot in staff meetings

STAFF MEMBER - As a teacher I was apprehensive but it works so well and the texts are so different and yet fit well together. The children are managing to hold the text which is great.

GOV - Are children finding the books repetitive as they are now reading them more than once in a year?

No, we have not had any feedback like this. Each time they are used they are used in different ways which keeps it new and engaging.

STAFF GOV- Staff were involved in the choosing of the text at the start of the year so had opportunity to put ideas forward on the books used.

GOV - are books read repeatedly or just read once over the 6 week block?

Depends on the book because in Reception they will have a picture book which they will read more than once but as they progress through the years, the books get longer and they will need the 6 weeks to cover the book.

Presentation on Mental Health and Wellbeing - Sam Barrasso

Lead started the role in March we have been making steady progress and trying to find our approach.

The main aim is trying to prevent as well as fighting the fires as they happen

There are 3 areas of identification to enable us to spot a concern

- In the Classroom
- The Inclusion Team
- Front Office

We support the children in many ways:

- In the classroom with a varied and creative curriculum
- Staff trained in mental health awareness and understanding (25 members of staff taking part in training currently and a further 10 due to sign up in January)
- Strategies in place to support specific needs and background.

Inclusion Teamsupport by:

- Early intervention with families and children
- Investigation into history of child to understand behaviour
- Work with the parents to make sure they have the necessary support
- We can connect with lots of local agencies to assist.
- Groups and individual plans put in to support SEMH

We use different tools such as “My hidden chimp” (Book) ELSA Network, Peterborough Mental Health Partnership, Safeguarding Partnership for Cambridgeshire and Peterborough.

These are lots of good resources that we can tap into.

Lead gave an idea of who they supporting?

- Children who have experienced domestic violence and separation
- Self harm, knives, emotional eating and pulling out hair
- Children expressing a wish to die
- Trauma and sadness relating to the sudden illness of a parent
- Changes to body and understanding puberty
- Strategies for handling powerful emotions
- Challenging behaviour
- Homelessness and rehousing
- Mothers that have been victims of rape, sexual abuse and arranged marriage

GOV - It is amazing work you are doing

LEAD - It is difficult to try and remember that we cannot help every single child. If we have the processes in place, we can try and prevent these situations escalating further down the line.

STAFF GOV - P4T time is so important in the school day. Other schools will not do this kind of activity and do additional maths or english during this time. it gives the children a chance to learn about real life situations.

GOV - Students feel that they have someone to talk to, which is excellent. I believe they feel that you and your team are approachable.

LEAD - I feel that because rules are strict and consistent, that gives the children a sense of comfort and they know what to expect of them every day when they come into school.

#### Presentation on Enterprise - Amy Monk

The vision for Enterprise is to create a subject domain which acts as a vehicle to deliver and progress core skills that can be applied in the wider world . It will enhance pupils’ personal and social development in both the classroom and in everyday situations.

Enterprise was previously based on more of a business studies approach - e.g. creating a product and selling at the Winter Fair. Now it is more skill based. They are learning 8 transferable life skills allowing opportunities for assessment. This increases confidence and independence.

They have not used the interleaved approach as other subjects, they will learn the 8 key skills over the first 9 lessons and then recap in lessons 10-12.

Lead overviewed some examples of episodes in her phase.

GOV - This is great to see, thank you. Recent competitions that took place at another school highlighted collaboration and problem solving for our students which is where this links from and is lovely to see.

## 6. Learning walks / snapshots

LP - Assistant Principal joined the meeting to overview the snapshots for this term so far.

Timetable of snapshots was distributed to Governors prior to the meeting.

LP highlighted each domain area giving the strengths and weakness. Overall the teaching is strong across the school.

The snapshots highlighted 3 staff requiring further support - 1 is a new teacher to the school, 1 is an NQT and the other is an experienced teacher.

## 7. SEND & LAC update

SEND Autumn update was distributed to Governors Prior to the Meeting

STAFF GOV overviewed the document.

EHCP has increased 8 from last year. There are 4 new children in reception and we have employed another care assistant to cope with this increase.

GOV - It is interesting to see that we have less than the national average of children with SEND in the school.

STAFF GOV - I strongly believe that this is because of our support network that is in place and it prevents their needs from escalating further. We don't want to label children and want them to be as inclusive as possible and I think that including the children in all normal school activities really helps with this.

Where possible the children are advancing in their learning all be it slower than others but there is progress being made.

GOV - Do they impact the other children?

STAFF GOV - Not always but they do occasionally and it is managed well by the staff in the classrooms. We try to apply the same behaviour management as we do with others. As they progress through the school, the children almost do become immune to any noise or disturbances.

STAFF GOV - Consistency makes the biggest difference we feel.

GOV - Are the children getting involved?

STAFF GOV - Yes, in performing arts it is making sure that TA's are taking part in the lessons and encouraging the children to get involved.

During moderation - we are looking at if the teaching is having an impact on the children. Each teacher is ranking their children so see where they sit in specific areas and this can be used to work forward.

GOV - Do the children in general recognise some of the gap in their learning themselves?

STAFF - In a lesson if they don't understand something then yes but not as a general rule. Over the time they would be able to identify things that they don't understand.

STAFF GOV - Moderations have gone from looking at 1 particular child, to looking at groups of children and how they can adapt the lessons and reflect on their practice. There is a shift in thinking to sharing things openly in their year groups to learn best practise.

GOV - Pairing of staff to help fill in the gaps in their learning that has just taken place will assist with this.

STAFF GOV - Yes - we don't want the teachers to be robots we want them to be able to share the practises they use and work well together.

GOV - We always seem to excel in maths, why do the children enjoy maths?

STAFF GOV - The teachers like maths and enjoy it and this carries forward to the students.

#### **8. Any other business**

None

Meeting concluded at: 15.08

#### **Date of next meeting**

16th January 2020