

**St Oswald's Primary School
Governing Body**

**MINUTES OF STANDARDS AND CURRICULUM COMMITTEE MEETING
Held at St. Oswald's Catholic Primary School - Junior Building
Date/Time: 12/05/16 4:15pm**

Present: M. Walsh, T. Gentle, J. Jones, L. Ryan, G. Manley

Also present G. Murphy, C. Sime, I Strom (Clerking)

No.	Item	Action by: (insert initials)
1.	<p>Apologies for Absence</p> <p>All members were present</p>	
2.	<p>Election of Chair</p> <p>Mr Manley was nominated by Mrs Walsh and seconded by Mrs Gentle. There were no other nominations so Mr Manley was elected as chair.</p>	
3.	<p>Declarations of Interests</p> <p>The members of staff noted their interests.</p>	
4.	<p>Notification of Additional Business</p> <p>None.</p>	
5.	<p>Minutes of previous meeting</p> <p>Governors agreed them as accurate.</p>	
6.	<p>Matters arising</p> <p>Subject co-ordinators have provided written reports for this meeting rather than providing verbal reports.</p> <p>It was clarified that Miss Cope had covered some lessons in KS2 during the time that there was a student</p>	

Signed.....Committee Chair

	<p>placement in her class but was not available for all cover.</p> <p>The website is still in production. The old @st-oswalds-inf.liverpool.sch.uk and @st-oswalds-jun.liverpool.sch.uk email addresses are no longer in use. The new email addresses are @st-oswalds.liverpool.sch.uk</p> <p>EYFS – LA have been supporting. They have looked at the environment initially, and safeguarding issues were addressed immediately. The LA are now also supporting teachers and support staff. A governor asked if there had been a set of recommendations issued. Mrs Walsh informed the governors that they were working through an action plan that has been developed. As part of this plan, staff had visited another nursery to see examples of good and outstanding practice.</p>	
<p>7.</p>	<p>School Development Plan</p> <p>The School Development Plan (SDP) had been circulated prior to the meeting.</p> <p>Mrs Walsh briefly summarised the plan and highlighted the progress that had been made.</p> <p>Section1 – Effective Leadership and Management – Some areas had been for immediate attention, eg successful amalgamation. Other areas are ongoing.</p> <p>Section 2 – Quality of Teaching, Learning and Assessment – Mrs Walsh highlighted the progress that had been made in Phonics with an expected 65% to pass in Y1 and 80% to pass the retest in Y2. A governor asked about the progress on assessment without levels. Mrs Walsh confirmed that the staff were starting to get to grips with the project but there was still some uncertainty as national guidelines were only slowly being publicised.</p> <p>Section 3 – Personal Development, Behaviour and Welfare – The procedures have been cascaded throughout the school. Parents have been approached to work with the school when necessary. Targets - <3% of pupils sanctioned for poor behaviour. <4% of pupils classed as persistently absent. A governor commented that the attendance traffic light system was working well for parents. Another</p>	

	<p>governor asked if pupils with known medical conditions were still classed as persistently absent. This is the case and national targets still stand but as for all pupils, each case is dealt with individually and the circumstances are taken into consideration in how the situation is dealt with.</p> <p>Section 4 – Outcomes for Children – Key priority is to close the gap between PP pupils and others.</p> <p>Section 5 – EYFS – There are no outstanding unsafe practices in the Nursery. A governor asked how the target to improve the environment outdoors could be met. This was often relating to how the outdoor space was set up. The visit to another nursery provide valuable ideas. It was about ensuring that the activities provided learning opportunities as well as personal and social experiences. Outdoor provision is to be an extension of indoor provision.</p>	
8.	<p>SATs review</p> <p>KS1 SATs were competed today. The Grammar, Punctuation and Spelling test was cancelled due to a leak of the test paper. We may be externally moderated by LA but won't find out until 11am on 20th May. Staff reported that the papers were challenging but the children coped well. A governor asked how this test would be reported. It was to be evidence towards teacher assessment which may be moderated. If teacher assess different to how tests show, they must have a body of evidence to back up their assessment. But recognises that teachers generally know the children best. Staff are following LA guidance on standardising assess ment. Standardised scores are released on 3rd June. A governor asked how much time had been given to teachers to bring in the new tests. An afternoon a week had been set aside for teachers to implement in both Year 2 for KS1 and Year 6 for KS2.A lot of hard work had been put into the implementation.</p> <p>KS2 SATs – All children except 1 EAL pupil had taken part in the Reading and Spelling, Punctuation and Grammar tests. The reading paper was very challenging. All pupils took the Maths papers and there is a confidence that the pupils have done well in these tests.</p> <p>The Chair of Governors paid the school a visit to monitor the administration of the tests.</p>	

	<p>There is not yet much information on what the standard is likely to be but teachers are working hard using the LA verification model which means that they use deeper assessment on a sample of pupils to provide evidence of a robust assessment methodology. They appreciated the extra time provided to them for getting the assessment right.</p> <p>KS2 Science will be assessed by external examiners. NFER will visit and 10 children chosen at random will be asked to sit a test on June 10th. This is to inform national data rather than the individuals or the school.</p> <p>Mrs Walsh recognised the hard work of the Year 2 and Year 6 teachers in this inaugural year. Governors expressed their thanks to the teachers for their hard work and diligence.</p>	
9.	<p>School Standards</p> <p>Curriculum reports were circulated prior to the meeting. Governors requested that the KS1 Maths report was in more detail in the future. Governors thanks the staff for their reports.</p> <p>Phonics – 80% of pupils moving from Y2 to Y3 in September will have passed the phonics screening test either whilst in Y1 or Y2. Individual support on phonics will be put in place for the remaining 20%. This year’s phonics screening for Y1 pupils takes place on 13th June. A lot of work has taken place and staff are confident of an improved performance.</p> <p>Nursery - 70% are working at phase 1 and 20% at phase 2. This is an improvement on previous years. This should have a positive impact on next year’s Reception. It was noted that the Pupil Premium numbers had gone up and that the percentage of pupil premium children that were on track had risen. There was extra support for communication and language skills. Staff absence had impacted on the interventions.</p> <p>Reception – the results from previous terms have been reviewed and a number of anomalies identified. Good work has been done in moderation but the initial term data has skewed some of the information regarding progress. There is a focus on writing and Personal, Social and Emotional Development (PSED) for the summer term.</p>	

<p>Year 1 – Again some anomalies in the data have been reviewed and a long term absence has had an impact on data. Staff are now feeling more secure in their judgements. A new EAL pupil has started and won't be taking the phonics screening. A governor asked where the EAL children were from. It is a wide diversity of origins, including eastern Europe, Africa and Asia. A gender gap has been identified with girls outperforming boys. This year group has more boys in the cohort.</p> <p>Year 2 – In reading the percentage of children working at expected or above has increased from the autumn term from 66% to 71%. This is still slightly below target but is on track to achieve the target. Once again girls are outperforming boys. There are some poor attenders in the cohort which has affected their attainment. Progress is good in the year.</p> <p>Year 3 – There is progress in Reading, Writing and Maths although progress in writing is slower than in other areas. Teachers are being cautious with regards to data with the new assessment guidelines only being drip fed. As more information comes out, teachers become more confident. Boys, particularly pupil premium, SEN and vulnerable ones, need additional support. Other groups are closing the gap.</p> <p>Year 4 – Again, confidence in standardisation and moderation has been an issue. Training is being given. Progress is evident in books. SLT support is in place to move forward.</p> <p>Year 5 – Writing is showing progress but not as quick as other areas. Again, boys are behind girls. Strategies like Premier League Readers have been introduced to engage reluctant readers and the gaps are closing. Y5 is a small but transient cohort. There has been 10% changes and it is difficult to compare autumn with spring. There is a confidence that targets will be hit. Reading and Maths are almost there.</p> <p>Year 6 – There has been significant progress in closing the gaps in many areas although Pupil Premium is wider than expected and is still being targeted. Pupils are close to their targets in reading and maths already.</p> <p>Governors thanked staff for their hard work in presenting the data to them and for the hard work with the pupils.</p>	
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10.	<p>Performance Management update/ Monitoring</p> <p>Anonymised data had been previously circulated. 72% of teaching was good or better. A governor asked what the percentage should be. It was explained that it was a target to have over 85% of teaching good or better. A governor asked if a teacher on long term absence would need to go through the process again. It was explained that it was an ongoing process and all teachers would be monitored regularly. Some teachers would be classed as requiring improvement under section 8 and would be given more intensive support to improve. A governor asked how many teachers are currently under section 8 support. 2 but there was a possibility that another 2 would be if they were not on long term sickness absence. The teachers on section 8 are making progress and have the right attitude towards the support being offered but it was acknowledged that it is a tough process. Governors asked if there was confidence that the teachers would improve. There was some improvement already and the teachers want to improve. However, if there isn't enough improvement then it is possible that a teacher could be moved into capability procedures. A governor asked how long that a teacher could be on section 8. A teacher would need to show improvement within 6-8 weeks.</p>	
11.	<p>Attendance Review</p> <p>Attendance is improving. The school now has a cross phase procedure that is showing results. The national goal posts have been moved but attendance has shown a massive improvement based on the previous standards. The new standards show that persistent absence has gone up massively but this is because persistent absence is now classified as anyone with less than 90% instead of less than 85%. A governor asked if there were any patterns emerging. Individuals had regular patterns, often associated with parental attitude. It was reported that a number of fixed penalties had been issued and 2 had proceeded to court. It was also reported that the number of children receiving 100% awards was steadily rising.</p>	
12.	<p>Sacramental Preparation Update – Year 4</p> <p>66 children took part in the services in the last couple of weeks. This was less than usual. The uptake on the preparations wasn't as good as usual. Children</p>	

	behaved impeccably at mass although a number of adults didn't set good examples.	
13.	<p>School extracurricular activities & trips. Ullswater</p> <p>Timetables of extracurricular clubs were circulated. Some clubs have ceased since it was explained that running clubs was voluntary. This was primarily in KS1. There was a plan to buy alternatives form external sources.</p> <p>The Ullswater trip is to take place this weekend. There has been a fluctuation in the numbers and a small number of Y5 children will attend to make up the numbers. Even so, the trip is below capacity. 65 children will participate after 72 places were booked. There is a small financial loss. The children are looking forward to the experience.</p> <p>We are looking at sending out a letter to find out what interest there would be for the current Y5 in the trip. It is a smaller cohort and the bursaries available to us have stopped so the prices will go up unless the trip is rescheduled, possibly for November. This would make it more affordable for parents. Governors asked what alternatives were available. Miss Sime said that Kingswood and PGL ran similar trips but had consistently been more expensive. This could be revisited.</p>	
14.	<p>SLAs</p> <p>Music Support – A review has taken place on the success of the current provision. The wider ops programme means that the recorder is currently taught in Y2 and the ukulele is currently taught in Y4 with music curriculum for the juniors as well as two after school clubs in the juniors. The review showed there had been limited follow up with the instruments after the year that they had been taught in.</p> <p>It was suggested that the wider ops be reduced so that the ukulele be taught in Year 3 with an after school club for pupils in Years 4,5 and 6 who want to continue playing the ukulele. The music curriculum support would be extended to the whole</p>	

	<p>school, taking pressure from class teachers to ensure that a difficult subject area is covered well. A governor asked if this was a way of clawing back curriculum time. It was explained that this was to ensure that the whole school had a quality music curriculum provision, providing the pupils the opportunity to develop skills throughout the school. It wasn't an exercise in saving time or money but to reallocate resources to have the greatest impact. Governors agreed to this proposal.</p> <p>PE – Juniors currently use the Liverpool School Sports Partnership (LSSP) to provide curriculum support and the Infants buy support from a number of private companies. It was proposed that the LSSP support be extended across the school and the private providers be used to provide extracurricular clubs. It was also proposed to make additional use of the services provided at The Joseph Lappin Centre. Governors agreed to the proposals.</p>	
15.	<p>Policies for ratification</p> <p>The SEN information report, SEN policy, English Policy and Calculation policy were distributed prior to the meeting. Governors agreed to their ratification.</p>	
16.	<p>Notified Business</p> <p>None</p>	
17.	<p>DATE AND TIME OF NEXT MEETINGS</p> <p>A full list of governors meetings will be arranged by The Chair of Governors and the Head</p>	CoG, MW