

**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: 13/10/16 4:30pm**

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) |
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| 1. | <p>Apologies for Absence</p> <p>J. O'Sullivan</p> | |
| 2. | <p>Declarations of Interests</p> <p>The members of staff noted their interests.</p> | |
| 3. | <p>Notification of Additional Business</p> <p>None.</p> | |
| 4. | <p>Minutes of previous meeting</p> <p>Governors agreed them as accurate.</p> | |
| 5. | <p>Matters arising</p> <p>The website is now up and running. Content is being developed and added regularly.</p> <p>Mrs McBrien will be attending this meeting to present a Maths report as requested.</p> <p>Performance Management – It was noted that the aim was for 100% teaching to be good in the school and the figure recorded in the previous meeting was a national target.</p> <p>It was noted that the full list of meetings was not yet</p> | |

Signed.....Committee Chair

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| | available. | |
| 6. | <p>Curriculum in School</p> <p>Governors received pro forma long term plans prior to the meeting to show what was expected of teachers to provide as a minimum. An EYFS plan was tabled for governors’ information. Mrs Gentle talked through the plan with governors. A governor asked what adults were included in the plan. – All adults working with the children are included. In the EYFS plan this would include Teachers, EYFS practitioners, TAs and any adult working with targeted individuals or groups. Mrs Gentle explained how the pupil initiated activities fed into cross curricular opportunities. In the nursery emotional and social development is the priority, although assessing how pupils develop is key for sustained learning in the future. Katie Greer has had a big impact since joining as nursery lead and there is good collaborative working going on between nursery and reception. A governor asked if parents had noticed any improvements. – The changes to the start and end of the day allowing parents to see the children into and out of the building had meant that communication channels had opened more. This was something that should mean better parental engagement throughout the school. Governors were invited to visit the nursery and see the provision for themselves.</p> <p>Maths – Mrs McBrien joined the meeting to present the report. She now has the responsibility for maths for the whole school. She explained the Liverpool City Council project “Liverpool Counts” to improve maths in schools. It will tackle negative thoughts on maths, link with other subjects and will show how maths is used in everyday living. It has been included as a performance management target for all teachers. Accreditation will take place in march 2017. The project will help to embed some of the principles into the future plans of the school. The project started by baselining where we are now and identifying gaps. Children completed a questionnaire to assess their attitudes to maths. This will be repeated at the end of the project to see if it has had the desired impact. The LA consultant Jo Hook has worked with all year groups and complimented the staff on their receptiveness to new ideas. A maths and science theme week will take place in October and will include activities such as CSI St Oswald’s and the maths trail. Parents are getting involved including some</p> | |

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| | <p>who are talking to children about how maths is used in their jobs. A governor asked how maths was being introduced to the playground. – There already is some maths based games going on in the playground, eg snakes and ladders and hopscotch. Play leaders are being shown how to use Active Maths which is a free resource and maths is also being used in PE lessons. Governors asked how they could support the project. – By being aware of the project, knowing when events were happening and when possible attending the events. Governors agreed that it was a very positive initiative and asked to be kept up to date with progress.</p> <p>The English report was reviewed. There is a focus on writing across the whole school. Phonics have improved. Writing across the curriculum is also a key priority for the year.</p> | |
| 7. | <p>School Standards</p> <p>The governors received a number of reports prior to the meeting. The data this year has been difficult to interpret as the changes to testing, along with the establishment of the amalgamated school has meant there is no previous data to make a comparison with.</p> <p>KS2 – Nationally writing is a concern. As this was teacher assessed, there seems to be a real discrepancy between the results from schools that were moderated and those that weren't moderated. St Oswald's was moderated. There was also a lack of consistency between LA's in the interpretation of guidelines, which changed relatively late. Liverpool's interpretation seems to be more tightly focussed than some other areas. The curriculum was drip fed and the tests were more challenging than previously. Progress was difficult to measure due to many of these factors and the use of a different measure also added to the difficulty. However, an equivalent was provided for governors to see comparisons. It showed that the progress in KS2 was significantly above national in all areas.</p> <p>KS1 – The data showed that the school is below national in writing and significantly below in other subjects. This reflects what was forecast by the school and shows that the leaders have an understanding of where the starting point is. There is evidence that shows progress is being made and there is now a solid baseline for future analysis.</p> | |

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| | <p>Phonics – an increase from 40% passes to 76% passes demonstrates that the new systems that have been introduced are having the desired impact.</p> <p>Whole school – The assessment system is still in the implementation phase across the school so data still has some limitations for example, progress is difficult to measure as there is no previous results for comparison. But the system is starting to gather more data which when it builds up will show how the school is performing. The school is still benefitting from being a part of the city assessment project In the Infants, all children are assessed, but there are small groups of key indicator children who are monitored. Not all work is moderated. In the Juniors, progress is measured through testing. Progress is measured through a number based system of ranking children in each assessment standard. Pupil progress meetings take place after assessments.</p> | |
| 8. | <p>Roles & Responsibilities</p> <p>Governors noted the report distributed prior to the meeting.</p> <p>CPD</p> <p>Governors noted the report distributed prior to the meeting.</p> | |
| 9. | <p>Website</p> <p>Governors noted the report distributed prior to the meeting.</p> | |
| 10. | <p>School Development Plan</p> <p>Governors were sent a copy of the full School Development Plan (SDP) for their information prior to the meeting. Mrs Walsh explained the key elements.</p> <p>Section 1 Leadership and Management – Ethos and morale in the school is the key issue following the amalgamation. There is also a focus on parental engagement.</p> <p>Section 2 Behaviour and welfare – Lunch and break time behaviour is highlighted as a key area to be</p> | |

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| | <p>concentrated on. Along with the many internal mechanisms being used, the school is also using the support of sports coaches, including those at The Joseph Lappin Centre. There is also the ongoing focus on improving attendance. Initiatives have been started and are already showing some impact.</p> <p>Section 3 Quality of teaching – The main focus is improving the quality of teaching in writing to improve pupil attainment in this area and sharing good practice, in particularly in the support of NQT and RQT teachers.</p> <p>Section 4 EYFS –. There is a need to embed learning practices into EYFS. This will be done by embedding the assessment policy and ensuring the environment is able to provide what is needed for all children. The development of the nursery lead is essential for the school. The third priority is to increase parental engagement.</p> <p>Section 5 Achievement of pupils – The Liverpool Counts project detailed by Mrs McBrien earlier in the meeting is a key focus in this section as is ensuring the effective use of pupil premium.</p> <p>Governors thanked Mrs Walsh for the comprehensive plan and expressed their confidence in the leadership to deliver on the plan.</p> | |
| 11. | <p>Policies update</p> <p>EYFS assessment Governors agreed the policy distributed prior to the meeting.</p> | |
| 12. | <p>Themed weeks/charities</p> <p>Governors noted the report distributed prior to the meeting.</p> <p>Extra-curricular clubs</p> <p>Governors asked whether there had been a decline in the number of clubs offered. – The clubs were now more successful and had teachers and TAs holding them.</p> | |
| 13. | <p>Residential Trip</p> | |

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| | <p>Unfortunately the usual trip to Ullswater is no longer financially viable for our families due to a pricing structure change at the Outward Bound Centre and a withdrawal of the bursary. Miss Sime has researched alternatives, including rescheduling the trip. She has managed to identify a similar trip at the same time to Kingswood Collomendy Governors agreed to the suggestion.</p> | |
| 14. | <p>Notified Business</p> <p>None</p> | |
| 15. | <p>DATE AND TIME OF NEXT MEETINGS</p> <p>9th March 2017 at 4.30pm in the Infant Building.</p> | |