

**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: 19/10/17 4:00pm**

**Present:** G. Manley, M. Walsh, T Gentle, J. Jones, T Hegarty

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

<b>No.</b>	<b>Item</b>	<b>Action by:</b> (insert initials)
<b>1.</b>	<b>Election of Chair</b>  Mr Manley was nominated by Mrs Jones and was seconded by Mrs Gentle. No other nominations were received so Mr Manley was elected unopposed.	
<b>2.</b>	<b>Apologies for Absence</b>  None received.	
<b>3.</b>	<b>Declarations of Interests</b>  The members of staff noted their interests.	
<b>4.</b>	<b>Notification of Additional Business</b>  None requested.	
<b>5.</b>	<b>Minutes of previous meeting</b>  Agreed as accurate and signed by the chair.	
<b>6.</b>	<b>Matters arising</b>  There were no matters arising not covered in the agenda.	
<b>7.</b>	<b>SIP report including Year 2 and Year 6 Update</b>  The School Improvement Partner (SIP) report had been	

Signed.....Committee Chair

distributed previously. Mrs Walsh explained that the report was an assessment of where the school was currently taking into account summer 2017 data. The report was written after a lengthy meeting with the school improvement partner, reviewing various elements including the SEF, EYFS provision, Y2 and Y6 targets for 2018 and including key priorities to be addressed within an agreed timeline.

It was noted that the SIP recognised that the Behaviour and Welfare category was close to being outstanding, however the attendance data was still below targets. It was recognised that a great deal of work had been put into this area to try and improve attendance, nevertheless the 97% target had still not been met. **A governor asked of this was being met nationally.** It was noted that the national average had fallen in 2016/17 to below the 97% target. **The governor asked how St Oswald's compared locally.** It was noted that we are closer to the local average but still below. It was noted that holidays taken in term time were still a problem for the school.

#### **Year 6**

Targets have been set using Y5 summer term data and early testing in Y6. Reading 85.2%, Writing 79% and Maths 80.2% There is also a major focus on closing the gap between advantaged and disadvantaged pupils. It was noted that the gap between genders was already very small. **Governors asked how the targeted pupils were supported.** Interventions are targeted that suit each pupil are provided to boost their development areas. Pupil Premium funding is spent on provision of some of the interventions as well as identifying other areas which can improve the outcome chances for the pupils. For example, some pupils are given a bus pass enabling them to get to school more regularly. Higher achieving pupils also benefit from interventions and Pupil Premium funding where appropriate. School has spent money on a new on-line tutoring package and this encourages independent learning and is very popular. **A governor asked if all pupils have access to appropriate IT.** It was noted that no one had requested any support in this area and that most children have access to computers, ipads or mobile phone with internet access.

Governors asked about the Fisher Family Trust (FFT) dashboard which has been used by school in previous

	<p>years but is no longer available as the LA had withdrawn its free access. A governor informed the meeting that this was now being subscribed to by the Archdiocese and should be available to Catholic schools soon. There are 4 pages that are very useful for governors.</p> <p>The new inspection dashboard was discussed and Mrs Walsh pointed out that it is very complicated but training would be available from the SIP on request.</p> <p><b>Year 2</b></p> <p>In target setting for year two, the EYFS and current data had been tracked, but there is a high mobility in this year group leading to some anomalies in whole year group data . It was noted that the targets are aspirational and that there are still large gaps between the advantaged and disadvantaged pupils. Staff explained that the children come into school with large differences and the gaps are closed across the whole school career, gaps will still be evident as the disadvantaged children have such a low starting point. Governors expressed their approval of the aspirational targets.</p> <p><b>Phonics</b> have improved considerably. A number of initiatives including phonics clubs and Fun Phonics has aided this. <b>A governor asked if the improvement in the results was down to the introduction of fun.</b> This was part of the improvement but was led by the quality of the teaching. It was also noted that there was no complacency and it was recognised that there was still improvements to be made.</p> <p>EYFS – It was noted that there was a considerable amount of red (negative) markers on the EYFS reports. This wasn't a surprise and had been regularly reported to governors as an issue. A new Reception team is now in place and the current cohort are being baselined so no data was available for this meeting.</p> <p>Governors expressed that they believed that the school was doing what was right for the children by providing a broad curriculum with extended opportunities and treating each pupil as an individual without sacrificing a rounded education and maintaining and improving standards.</p>	
8.	<b>School Standards</b>	

	<p>It was noted that tracking was taking place in all years, not just Y2 and Y6. A governor asked if KS1 was more confident with assessment now than in the past. This was confirmed. Mrs Hindley is leading and moderation has shown good progress. EYFS was a new team and still learning but the attitude was good and the new staff were very focussed on mastering EYFS curriculum and assessment.</p>	
<p>9.</p>	<p><b>School Self Evaluation</b></p> <p>Mrs Walsh gave a brief explanation of the purpose of the Self Evaluation Form (SEF). Governors had previously met to look at the SEF judgements.</p> <p>Leadership and Management was judged as 1. This is because the leadership understand where problems are and have plans to address those problems. Governors and Leadership are aware of the areas requiring improvement and what needs to be done to achieve those improvements. Governors noted that the development of teacher’s assessment skills was acknowledged in the SEF. Areas of development feed into the School Development Plan. Governors noted that the document recognised what was being done to improve the areas of development and also what impact the measures were having.</p> <p>Teaching and Learning was judged as 2. No teacher has been judged as Requiring Improvement (RI) and only a very small number had any elements of RI on the last monitoring .<b>A governor asked if the leadership felt confident in the consistency of teaching and learning across the school.</b> Mrs Walsh replied that there was a number of year groups which had inexperienced teachers in but the years are well balanced and those teachers that require more support are well supported by more experienced staff who coach and mentor. Monitoring and moderation ensures that all children in each year group get equality of provision</p> <p>Personal Development, Behaviour and Welfare was judged as overall 2. 3 of the 4 elements were judged as 1 but attendance and punctuality was judged as 2. A governor asked if attendance should have been judged as 3. Despite missing the targets, the systems have been strengthened and despite being below the national average, we are now much closer to the local average.</p>	

	<p>EYFS was judged as 3. It was stressed that the SEF was a working document and this is the area where the greatest improvement is likely to be recorded when the document is reviewed in the new term.</p> <p>Outcomes for pupils was judged as 2.</p> <p>Overall Effectiveness was judged as 2.</p>	
10.	<p><b>School Development Plan (SDP) Update</b></p> <p>Mrs Walsh explained that the SDP was the school leadership priorities and that the subject leaders' plans sat alongside the SDP.</p> <p>Spelling was the area which had the biggest negative impact on the overall Spelling, Punctuation and Grammar (SPAG) results, analysis of the end of key stage tests showed that low spelling scores were a major factor in lowering attainment. Therefore, spelling has been identified as key area for development. There is a direct correlation between improvements in spelling and improvements in writing. <b>A governor asked if parents get regular information.</b> It was noted that key words were sent out to parents and that the key word lists were also available on the school website.</p> <p>Maths – the key priority in this area is to improve basic skills and reasoning. Year 6 will be encouraged to set time limits on some pieces of work to develop fluency and confidence. All pupils will be set 4 problems in the morning when the children arrival at 8:45am. A buddy system similar to the one used successfully for English has been set up and is working well.</p> <p>Computing has been identified as a priority following the report last academic term from Paul Bradshaw. A new scheme from Knowsley CLC is being trialled. We are also taking to colleagues at Mossfits to share best practice. <b>A governor asked how many iPads and laptops have the school got.</b> It was confirmed that the school has 64 of each for curriculum use. Miss Kirwan is now the main IT co-ordinator but now has the support of an ICT team of Mrs Black and Miss Hatton. Miss Kirwin will lead the team and will invite governors to observe computing lessons and clubs in the future. <b>A governor asked if the website was updated regularly.</b> It was confirmed that the website was updated at least once a week.</p>	

It is a priority to increase the attainment in the Pupil Premium pupils to reduce the gap between advantaged and disadvantaged pupils. There will be an external audit of Pupil premium provision and use of PP funding in the week beginning 6<sup>th</sup> November. A tracker is currently being developed and populated. The school is targeting parents of pupils new to school and also in Year 3 (following the end of Universal Free School Meals provision) to identify any pupils not yet identified in the Pupil Premium category. **A governor asked how many pupils currently on free school meals.** It was noted that the figure was 34% but local knowledge and data from other local schools indicates that this figure may be lower than it should be. The introduction of Universal Credit has changed the eligibility for some families, as there are elements for meals included in some claimants' awards. Monitoring impact on Pupil Premium pupils is key to ensuring the success of this priority and Miss Sime is very keen to show impact as this is her area of responsibility.

EYFS is a major priority. Key is developing quality outdoor facilities to improve continuous provision. The new staff in the EYFS setting are undergoing a very intense learning and development programme. Weekly moderation meetings are taking place involving teachers and TAs. Mrs Gentle is guiding the development in the EYFS, leadership are confident that the new team are working well and that the provision has already improved.

A further whole school priority is the consistency and effectiveness of interventions, Mrs Murphy leads on this area and has a clear plan to show impact. There needs to be a distinct starting assessment, a clear outcome of what should be achieved, a time frame decided and an assessment. All interventions should follow the Assess-Plan-Do-Review cycle to ensure that an intervention is effective in improving outcomes and achieving their aims.

RE action plan was shared– We are currently continuing the introduction of the RSE scheme into school following Archdiocese advice on the “Journey of Love”. The Archdiocese policy is being adapted by the school who are identifying areas of cross curricular input. **A governor asked if there had been much opposition from families.** It was noted that this had happened historically but had not happened recently.

	Clear information concerning the curriculum content in each year group was readily available to parents/carers.	
<b>11.</b>	<p><b>Curriculum reports</b></p> <p>Overviews of each year group had been previously distributed, governors noted the reports. A discussion followed around planning across year groups, which had enabled teachers to feel supported, ensured consistency and reduced the burden and workload on individual staff members. <b>A governor asked how SLT had addressed staff workload.</b> Mrs Walsh answered that PPA off site, shared and reduced expectations for planning, time given in the day for subject leads to carry out specific roles and a new feedback policy had all addressed staff workload. Mrs Walsh did acknowledge that teaching is a very difficult and stressful job, and that we are lucky to have staff who are so committed to joint working and who support each other to reduce the burden. Managers are aware of not over burdening staff.</p>	
<b>12.</b>	<p><b>Extra curricular clubs</b></p> <p>The number of clubs that staff members were encouraged to do has been reduced to support the work-life balance policy. The shortfall was taken up by bringing in outside providers to bring in a wider variety of options for pupils. <b>A governor asked if there was a girl's football club.</b> This was confirmed and it was also noted that girls could also join the year 3 and 4 group football clubs if they wished.</p> <p>Pupil premium pupils were encouraged to take up clubs. <b>A governor asked if data was being recorded about club attendance.</b> This was confirmed and was used in a number of ways, for example for the Children's University. <b>A governor asked if there were any children who didn't attend any clubs.</b> There are some but not always because of reluctance to engage. Some pupils spend time at after school clubs arranged by parents or with specific interests for example. <b>A governor asked if we used the Joseph Lappin Centre.</b> This was confirmed. 2 lunchtime clubs take place in the centre every week, and it is used at other times as well.</p> <p>Governors asked for their thanks to be passed on to the staff who gave the children extended opportunities.</p>	
<b>13.</b>	<b>CPD</b>	

	The CPD report, previously circulated, was noted	
<b>14.</b>	<b>Notified Business</b>  None.	
<b>15.</b>	<b>DATE AND TIME OF NEXT MEETINGS</b>  Thursday 1 <sup>st</sup> March 4:30pm Junior building	