

**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: 09/03/17 4:30pm**

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

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

No.	Item	Action by: (insert initials)
1.	Apologies for Absence T Gentle, J. O'Sullivan	
2.	Declarations of Interests The members of staff noted their interests.	
3.	Notification of Additional Business None.	
4.	Minutes of previous meeting Item 7 para 5 – It was clarified that in the Infants all children were assessed but not all work was moderated. Item7 para - The second to last sentence should read "Progress is measured through a number based system of ranking children in each assessment standard." A typographic error was spotted in	
5.	Matters arising Mr Hegarty spent time in the nursery where the pupils told him about their new classmates, the chickens.	

Signed.....Committee Chair

<p>6.</p>	<p>Year 2 and Year 6 Update</p> <p>Year 2 Mrs Murphy talked through the report for Year 2 previously circulated to governors. The data was taken as at the end of the autumn term and had been reviewed by the School Improvement Partner (SIP) on the Friday prior to the meeting.</p> <p>The report showed the percentage of pupils currently at Age Related Expectations (ARE) in Reading, Writing, Maths and in all three areas as well as the percentage expected to reach ARE by the end of the school year. It also compares highlighted groups including Pupil Premium (PP), previous high attainers, SEND, boys and EAL pupils with the year group as a whole.</p> <p>It was reported that the present cohort were ahead of last year's cohort at this point in the year and they were on track to meet the targets set. There was targeted support for those pupils who were at the high end of the working towards ARE category to ensure that they meet the expectations. There was also support for those children that were able to reach beyond expectations. The low attainers had been given specific support to enable them to help them meet their potential. The gap is closing between pupil premium pupils and the rest of the cohort, particularly in reading. There was no gender gap in writing but there was still a PP gap. TA timetables had been reviewed to enable focus on targeted areas particularly cross curricular writing. A governor asked how many of the pupils who are currently below ARE were unlikely to make ARE. It is likely to be about 6 pupils but their progress will still be monitored. Governors asked if targets would be reviewed. This would happen after the spring term data has been updated, as some of the targets have already been achieved. Governors asked if this included PP targets. Yes. All targets would be reviewed.</p> <p>Year 6 Miss Sime talked through the report previously distributed. It was in the same format as the Y2 report meaning consistency of systems, although it used age appropriate categories. In December 63% were judged as reaching ARE but that has moved on since then. Groups are being reviewed and one particular group of low ability pupils has been targeted for additional support.</p>	
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	<p>PP data reflects where the pupils should be. There are 9 pupils who are high level working towards and these are expected to reach ARE by the end of the year. There is no discernible gender gap. We are challenging the more able pupils to extend their understanding in greater depth. A governor asked how many were in this category. – 15 children who had been identified by their prior attainment. The 17 children on the SEND register are taking smaller steps and are benefiting from targeted support. A governor asked if 17 was a large cohort of SEND pupils. It is around average for the size of the year group.</p> <p>All year 6 pupils are benefiting from targeted smaller group work 3 afternoons per week. There is a confidence that Y6 results will be very positive this year. The school are currently making decisions on disapplication to identify if any pupils would not be able to access the tests as their teacher assessment says they are attaining lower than the test. A governor asked what reasons could a pupil be disapplied. Schools' are only allowed to dis-apply pupils who are working below the level of the tests, this can be for cognitive reasons or if anxiety has affected learning or if attendance has been so low the curriculum has not been accessed.</p> <p>A governor asked what percentage mark would be required to meet the standard. This is impossible to predict at the moment, as the standard is only decided once the whole country's results are known. Every cohort will have a different result depending on the strength of the cognitive spread that particular year.</p>	
7.	<p>School Standards</p> <p>Reception – There are a high percentage of pupils working below ARE. A governor asked how many of the 80 reception pupils attended St Oswald's Nursery. About half. Pupils come to us from approx. 13 different settings. A governor asked if any had come from home and if so what differences had been noticed. Yes. The pupils that haven't been to a nursery tend to have less developed social skills, particularly with children of their own age, as they have spent most of their time with adults. One of the initiatives taking place in reception is Funky Fingers which aims to help with motor skills prior to writing. A lot of progress has been made with improvements in planning and shared working, the next steps were to make sure that</p>	

	<p>Reception built on Nursery provision.</p> <p>Nursery – Data shows that there is still progress to be made, children start from a low base and have to catch up on many areas of the foundation stage. However, delivery has improved and the environment has been greatly enhanced, clear priorities have been identified for further development. Support staff absence has particularly impacted in this area. A governor asked what had been done in regards to staff absence. School policies had been followed, including, when appropriate, meetings with HR and Unions.</p> <p>The school priority is to improve the EYFS area of the school and it has started well with a perceived improvement in relationships with the staff and parents which have been transformed.</p> <p>Year 1 – The phonics strategies implemented over the last terms have impacted positively on overall outcomes with 77% predicted to reach the required standard by the end of the year. The children are all closely tracked and a lot of support is offered to those children at risk of not reaching the standard.</p> <p>In addition, the 22 pupils in Y2 who need to resit are expected to have a 71% pass rate. Of the 10 pupils in Year 3 who didn't pass the phonics screening in KS1, 8 have progressed enough to be able to reach the required standard to pass. 1 pupil is only a single mark away from passing. Support is being put in for the 1 not as close.</p> <p>Year 3 – A large and challenging cohort They have a low starting point academically and will be closely monitored although 60% are at ARE in Maths. Reading and maths are slightly lower but staff are confident that good progress is being made. Behaviour is an issue in this year group, which staff feel is affecting attainment. 2 additional TAs are supporting behaviour in the group. A governor asked how many pupils had particular behaviour issues. There are about 8 children, mainly boys, whose behaviour is a constant challenge.</p> <p>Year 4 – Maths and reading are very positive with writing significantly lower. There are many pupils who are on the cusp of being at ARE and there are a number of interventions to help support them to meet expectations.</p> <p>Year 5 – Broadly in line with ARE.in all subjects A group</p>	
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	<p>of boys are working with the Home School Liaison officers and pastoral lead on behaviour. There are many Interventions to raise attainment for groups, one of which includes is Premier League Readers, which aims to encourage boys to read.</p> <p>Staff in KS2 seem to be further along the assessment road than many of their compatriots in other schools. This has been a benefit of being part of the assessment project from the start and this is cascading down into EYFS and KS1.</p>	
8.	<p>SDP Update</p> <p>Section 1 – Achievement of pupils Maths is everywhere around the school as we prepare for the Liverpool Counts Award. Pupils and parents have taken on board the project and events have been very well attended.</p> <p>Pupil premium is now being tracked using a new spreadsheet that is shared across the school. The tracker highlights individual pupils and what support they have received. There is a finance section of the tracker being developed so that each individuals support can be costed. The interventions are often short and outcomes have to be measurable. A governor asked how many pupils were on the pupil premium register. 236/632 (approximately 37.5%)</p> <p>Section 2 – Quality of Teaching Cross-curricular writing is in each teacher’s performance management targets. The improvement in phonics will filter through to all years. New resources have been purchased to support writing.</p> <p>The assistant headteachers are providing high level support by disseminating best practice and sharing skills and experience. NQT’s are able to observe more experienced teachers. Also, where staff have moved across phases or year groups, there is a cross fertilisation of ideas. A governor commented that this was very encouraging and that by having contemporaries sharing good practice as well as senior leaders, it was being done in a non-threatening way and encouraging teamwork.</p> <p>Section 3 – Behaviour and Welfare A number of initiatives have been implemented to help at lunchtimes. All staff are expected to be treated with</p>	

	<p>the same respect. Hi Vis vests have helped with this. The playgrounds are zoned so there are no hiding places or blind spots. Play leaders have received training and adults have had training so that they also interact with the children by playing organised games. Some targeted groups are using the Joseph Lappin Centre on a regular basis. The new CCTV in the Juniors is also helpful.</p> <p>We have a new EWO, Ron Collinson. He is impressed with overall attendance and is actively engaging with the parents of pupils who are categorised as persistently absent.</p> <p>Section 4 – Effectiveness of leadership and management</p> <p>The ethos and morale in school appears to have improved. There have been no reaction from unions following the distribution of the questionnaire findings. Another staff questionnaire will be sent out in the summer term. There has been work done with addressing workload and the marking and feedback policy was aimed at maintaining the high standards whilst lightening the workload. Planning requirements has also been streamlined.</p> <p>Parent partnership is progressing. It is easier to engage parents in activities when their children are involved. Safer internet workshops and maths café events were very well attended by parents and pupils.</p> <p>Section 5 - EYFS</p> <p>There is a new assessment policy now in place, staff are more confident around the clarity for requirements. Parents are now more engaged and relationships in nursery have improved. The nursery lead has many ideas, particularly to improve the environment when the new school build is complete. The Reception team have been working well with improved shared planning and moderation of assessments. A recent LA report shows a lot of improvements and has given positive ways for further development.</p>	
9.	<p>Curriculum reports</p> <p>The geography report was circulated prior to the meeting. A governor commented that it was a very good report but asked who had written it as the author had not been identified. It was confirmed that Miss Wall had written the report.</p>	

	<p>The ICT report from Paul Bradshaw of the LA had been previously been circulated. Governors noted that there was a lot of work to be done following the report. Mrs Walsh commented that resources had been identified and purchased for ICT. The co-ordinators were working well together. There was an acknowledgment that staff training was required to support the improvement. A governor asked if Paul Bradshaw would be coming back. Yes he will come back in the future to review progress and provide feedback. Mr Manley asked if he could be present during the next review. He will be made welcome at the meeting and also at some of the ICT events taking place, including the Lego Club and the Google Explorer event.</p> <p>Links with St Vincent's – As an independent school, the head needs to bring in funds. He can do this by linking with local schools and as we have visually impaired pupils we are able to benefit from this link. The link will enable our visually impaired pupils to visit St Vincent's to take part in some of the curriculum that is specifically tailored to that community. In addition our sighted children will be able to learn about living with a disability and challenges people face. We will also be taking part in their Eye boxes for sport charity.</p> <p>The website is now compliant following a thorough review.</p>	
<p>10.</p>	<p>Curriculum SLAs 2017-18</p> <p>It was proposed that we would buy into the same curriculum SLA's as 2016-17. These were noted as Liverpool Schools Sports Partnership, KMC Sports, Resonate (music), cookery SLA, MFL SLA.</p> <p>This was agreed.</p>	
<p>11.</p>	<p>Policies update</p> <p>The following policies had been previously circulated.</p> <ul style="list-style-type: none"> • Complaints • Unreasonable Complaints • School's drug policy • EAL policy <p>Governors, having scrutinised them before the meeting, agreed to ratify all of the policies.</p>	

12.	<p>Extra curricular clubs</p> <p>Governors were given a list of extra curricular clubs in the infant and junior buildings for the spring term. They noted the report and thanked staff for their continued support.</p>	
13.	<p>CPD</p> <p>The CPD report previously circulated was noted</p>	
14.	<p>Notified Business</p> <p>None</p>	
15.	<p>DATE AND TIME OF NEXT MEETINGS</p> <p>Governors thanked leadership for their comprehensive data and all the work that has taken place across school. To be confirmed.</p>	