

**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: 20/06/17 4:30pm**

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

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

No.	Item	Action by: (insert initials)
1.	<b>Apologies for Absence</b>  T Hegarty,	
2.	<b>Declarations of Interests</b>  The members of staff noted their interests.	
3.	<b>Notification of Additional Business</b>  Mrs Walsh asked for an item on Ofsted inspections and an item on inspection changes for consultation be added for information.	
4.	<b>Minutes of previous meeting</b>  Agreed as accurate and signed by the chair.	
5.	<b>Matters arising</b>  Item 8 section 4 – <b>A governor asked if sharing best practice was becoming more widespread?</b> – Yes. Teams are now becoming more established and supportive. Staff were more confident sharing good practice with each other in their teams and this has proven to be most effective.  Item 9 ICT – After the ICT audit raised issues around the scheme that school were using, a simplified scheme is being trialled, sourced from Knowsley CLC. This still	

Signed.....Committee Chair

	<p>covers all the requirements of the NC but staff find it more user friendly. This will be evaluated in the autumn term.</p>	
<p><b>6.</b></p>	<p><b>Year 2 and Year 6 Update</b></p> <p>The data sent to governors was spring term data. Mrs Walsh explained that it may appear late to be discussing spring data but there was a time factor in preparing data as this terms tests had not all been completed and staff were still evaluating some results. Summer data, along with SAT results will be analysed in depth in the autumn meetings.</p> <p><b>Year 6</b></p> <p>Miss Sime talked through the report previously distributed. In spring 80.9% of year 6 pupils were at or above age related expectations (ARE), it was 75% for writing, 73.5% for Spelling, Punctuation and Grammar (SPAG) and 75% for maths. All of these were on target at the time. Additional analysis (fine grading) has been done in all areas to identify pupils that are very close to being in a higher category and additional support has been able to be given in these areas. This means that since the Spring data was recorded, the percentages have risen to 84%, 78%, 78% and 82% respectively. We must wait and see if the tests results bear out teacher assessments. This will be affected by other schools results in the rest of the country.</p> <p><b>A governor asked why there seemed to be a bigger jump in Maths than other areas.</b> – It was explained that this was an area where there was less subjectivity in assessment and areas of development were quicker to identify and subsequently target with support.</p> <p><b>Year 2</b></p> <p>Mrs Murphy talked through the report for Year 2 previously circulated to governors. In spring for reading 67% of Year 2 pupils were at or above ARE, 53% for writing and 59% for maths. After fine grading and targeting those close to meeting the ARE and plugging gaps it is expected that these figures will rise to 73% for reading, 63% in writing and 68% in maths. It was noted that pupil premium children had made progress in reading however there were still gaps in other subjects. In writing there was no significant gender gaps, with boys being slightly higher than girls which is unusual. <b>A governor asked if there was a reason for this.</b> This</p>	

	<p>seems to be specific to this cohort Other cohorts have different challenges.</p> <p>A focus on PP children will be a key priority in the new School Development Plan (SDP). Reviews of the impact of interventions have shown that the biggest impact is when interventions start from an earlier age so targeted support should be to ensure the children are supported well in the earlier years. The interventions' in school will be evaluated for impact by SLT, those that do not produce positive outcomes will be changed.</p> <p>It was noted that both Year 2 and Year 6 were on track to meet targets set.</p>	
7.	<p><b>School Standards</b></p> <p>Nursery – Nursery 1 data was tracked for individuals but not reported on. It was used mainly to create a baseline to show progress in future years.</p> <p>Nursery 2 is showing gaps between girls and boys.</p> <p>Pupil premium children are working below ARE at the moment.</p> <p><b>A governor asked if the parents are engaged in the support.</b> Most have enjoyed the elements of the parental projects that they have attended and took some valuable ideas home to continue with themselves.</p> <p><b>A governor asked if there was a difference between pupils that attend morning and afternoon session.</b> – Generally the afternoon children are those who are younger and will stay in nursery another year but due to parental requests for pm sessions, there are a few older children in the afternoon sessions.</p> <p>Reception – Spring data shows that 56% are at or above ARE in reading, and also in writing and 58% in maths. This is lower than hoped for but it has been a difficult year in this year group. There has been a high level of staff absence and this has impacted on consistency. <b>A governor asked what the plan was to improve the situation.</b> – The school are putting together a different team for Reception in the new academic year. It will be a team that can implement the priorities; especially the focus on PP. Mrs Gentle will not be teaching a class so will have a wider overview and be in a better position to implement strategies across the EYFS by spending time in each class.</p>	

Year 1 – Spring data shows that 66% are at or above ARE in reading, 60% in writing and 69% in maths. There are a large group of girls working above ARE. There are 16 boys who hit many of the vulnerable indicators including PP and SEN. It is a good team with 2 NQT's but all taking advice from experienced teachers.

Year 3 – Spring data shows that 59.8% are at or above ARE in reading, 48.3% in writing and 62.1% in maths. This is a challenging cohort that started from a low base. This is reflected in the figures although there is progress in all areas since SATS in KS1. 50% of boys had not reached ARE in all 3 areas. Interventions and the curriculum are being adapted to make maximum impact. This includes having 3 members of staff to specifically support behavioural issues in the year group. This has been a success and the benefits are starting to show. The support will be available from the start of year 4. **A governor asked if pupils will be moved during the summer.** - There may be one or two pupils moved but not wholesale changes as this would create too much disruption.

Year 4 – Spring data shows that 79.5% are at or above ARE in reading, 69.9% in writing and 75.9% in maths. This is a settled year group. **A governor asked why the writing data was so much below the others.** – There are many elements that make up the writing data that could each individually affect whether a child reaches ARE or not. We are still waiting for national guidance, which isn't expected until 2018. At the lower end there are some vulnerable girls that need support. External moderation has agreed that all children are making progress.

Year 5 – Spring data shows that 67.1% are at or above ARE in reading, 68.2% in writing and 68.3% in maths. There is a significant gender gap in reading and writing with boys performing less well than girls. There is also a PP gap in attainment which is compounded by the high levels of PP in the year group. Interventions are being refined to help plug the gaps. There may be a small amount of tweaking in this cohort ready for year 6 as this is a challenging year group with some complex needs.

Phonics – the phonics screening test was shown to governors. One pupil in year 1 had been disapplied due

	<p>to a hearing issue. They will resit next year.</p> <p><b>A governor asked how often were resits done.</b> In phonics it would be repeated in year 2</p> <p><b>A governor asked why were some students disapplied.</b> It was if it was thought that there was no chance of meeting the standard for specific reasons, often language or communication barriers. The school felt there was no point putting this child through a test that they knew would fail. A letter outlining the decision was sent to parents and chair of governors.</p> <p><b>A governor asked what happened to disapplied pupils in SATS tests.</b> They would get a teacher assessed result.</p> <p>In Year 1, 78% of pupils reached the 32 points that has been the pass mark for the last few years although the mark for this year hasn't yet been confirmed. This is up from 65% last year.</p> <p>15 out of 20 children in year 2 to resit the test have also reached the mark, with 2 to still take the test. In year 3 there is still 1 person to reach the standard of the tests but is still making individual progress. All other pupils passed the test in September.</p> <p>SIP report – The SIP visit took place this week, Mrs Regan had spent an afternoon with leadership looking at standards and writing her report. This was sent to school earlier in the day. It will be sent out and discussed at a future meeting.</p>	
8.	<p><b>SDP Update</b></p> <p>The latest update had been circulated prior to the meeting.</p> <p>Section 1 – the school were successful in achieving the Gold Standard in the Liverpool Counts maths accreditation. This project has had a very positive effect, particularly in parental engagement with maths and is embedded throughout the school.</p> <p>Pupil premium is now being tracked using a new spreadsheet that links PP to finance. The LA are to be invited to the school to do a PP review, hopefully in time for September.</p> <p>Section 2 – A lot of work going on with TA's involved with Dragon hunters and Pirate writers to encourage writing. More experienced staff are sharing best practice and in the most recent observations 100% of lessons were good or better.</p>	

	<p>Section 3 – Behaviour and Welfare  A number of initiatives have been implemented to help at lunchtimes. Play leaders have received training and new equipment is being used. Ossie and Orla, the new school mascots, are sending out positive messages. Behaviour certificates are being given out in assembly.</p> <p>The new EWO, Ron Collinson has made an impact. Persistent absence has fallen from 126 pupils to 95. He has managed to engage with some hard to reach families.</p> <p><b>A governor asked why a change of EWO had made such a difference?</b> The DHs explained that Ron used to lead the attendance team in the city so knew the legal situation comprehensively, he is willing to go out to hard to reach families and engage.</p> <p>Section 4 – Effectiveness of leadership and management  This has come a long way in 12 months. We have 10 NQTs that are keen to stay, not just for job security but because they feel part of the team. Current students are keen to stay. A governor asked how many teachers moved on specifically because of the amalgamation. – It was noted that 3 or 4 staff cited the amalgamation as a reason to leave but that was mainly at the start of the process. Exit questionnaires are being introduced to add to the annual staff questionnaire.</p> <p>Parent partnership is progressing well. Parents and grandparents are coming in to talk about their careers, take part in “Are you smarter than an 8 year old?”, and help with Lego and hairdressing club amongst other things.</p> <p>Section 5 - EYFS  New policies are becoming embedded as are extended observations. We are looking at consistency of planning and where can challenge be included in the plans. The nursery lead has had a difficult job and staffing absence and changes have had an impact. But she has a vision and a plan to implement the vision. The environment has improved and the LA have noticed the improvements.</p> <p>Governors expressed their appreciation to the nursery lead and to all staff.</p>	
<b>9.</b>	<b>Curriculum reports</b>	

	<p>The reports from Mrs McBrien regarding maths and Mrs Hindley regarding English had been previously circulated and were noted.</p> <p>As part of the middle leaders course, Mr Murray, Mr Crowther, Mrs Black and Mr Mosaid had submitted reports on their projects. These were noted.</p> <p>Governors thanked the staff members for their detailed reports.</p>	
<b>10.</b>	<p><b>Extra curricular clubs</b></p> <p>Governors were given a list of extra curricular clubs in the infant and junior buildings for the summer term. They noted the report and thanked staff for their continued support.</p>	
<b>11.</b>	<p><b>Residential Report</b></p> <p>Miss Sime fed back on the recent visit of Year 6 to Colomendy.</p> <p>The pupils loved the opportunity to take part in a wide range of activities. Parents gave very positive feedback and were particularly impressed with the coverage on Twitter, which helped to reassure them. <b>A governor asked if Colomendy was better than Ullswater?</b> – It was more difficult to organise, but the price for the parents was much better value for money. There were other schools there whereas at Ullswater school had exclusive use of the centre. Food was not at the same quality. Other options will be reviewed for the future as we have more time to plan it but Colomendy might still be the best overall value for the trip and the pupils and parents had no problems with anything.</p>	
<b>12.</b>	<p><b>CPD</b></p> <p>The CPD report previously circulated was noted</p>	
<b>13.</b>	<p><b>Notified Business</b></p> <p>Ofsted – New schools are usually inspected within 3 years of being open and are subject to a Section 5 inspection which means a 2 day inspection.</p> <p>Consultation – Ofsted has proposed to change the short inspections of good schools. A consultation document is</p>	

	on line with an end date in the summer holidays. Governors were informed that they would be welcome to submit their response to the consultation.	
<b>14.</b>	<b>DATE AND TIME OF NEXT MEETINGS</b>  To be confirmed as part of the new cycle of meetings.	