

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

MINUTES OF STANDARDS AND CURRICULUM COMMITTEE MEETING

Held by Zoom

Date/Time: 07/10/21 4:30pm

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

Also present D. Hay, I Strom (Clerking)

No.	Item	Action by: (insert initials)
1.	Welcome Mr Manley welcomed members to the meeting.	
2.	Apologies for Absence None	
3.	Declarations of Interests None in addition to those listed in the Pecuniary Interests register. The members of staff noted their interests.	
4.	Notification of Additional Business None requested	
5.	Election of Chair Mr Hegarty nominated Mr Manley to be chair of the committee. This was seconded by Mrs Simm. There being no other nominations Mr Manley was elected chair.	
6.	Minutes of previous meeting Agreed as accurate.	

Signed.....Committee Chair

7.	<p>Matters arising</p> <p>There were no matters that were not on the agenda.</p>	
8.	<p>Standards and Catch Up Curriculum</p> <p>The school data had been uploaded to GovernorHub for review prior to the meeting.</p> <p>All Pupil Premium pupils who need additional support are in a catch-up intervention programme. The document highlighted those pupils that need more support, so the interventions are well targeted.</p> <p>A governor commented that Year 3 and 4 missed out on transition from KS1 to KS2 because of Covid to differing extents. Mrs Walsh explained the transition arrangements in place. Another governor commented that older children tend to be more independent and could cope better. Mrs Walsh mentioned that remote learning learnt itself better to the KS1 and KS2 curriculums, and that it was challenging to teach EY skills remotely. This was starting to manifest itself with delayed maturity in many pupils.</p> <p>Progress in writing is a key area to prioritise as there was less opportunity to write when out of school so children didn't get as much practise.</p> <p>There needs to be additional transition support for Y1 from EYFS, due to the amount of school missed. Additional continuous provision facilities have been made available.</p> <p>NFER has been helpful in informing Teacher Assessments and has helped with planning. Analysis of question level demonstrated concepts that needed readdressing.</p> <p>A governor asked if the school had needed to review plans to ensure that pupils were not overloaded and the curriculum was manageable. Mrs Walsh said that plans were constantly reviewed to consider any changes in requirements and considering how well the plans were working in the school. It was explained how the key skills and knowledge essential for new learning were prioritised. Some subjects were taught in catch up days.</p> <p>Mrs Walsh informed governors that the school was now using a new humanities programme called Opening Worlds. It has started in Year 3 and the staff and pupils are very engaged with the content. It is a creative education tool using storytelling and vocabulary extension as key elements.</p>	

	<p>It prioritises 10 main teaching strategies to ensure the children build up schema in their brains helping concept links. It links in with lots of other elements of the curriculum seamlessly. Opening Worlds strategies could be extended across the curriculum and provide a mastery approach to learning.</p> <p>Interventions across all year groups are targeting the lower 20% and are carefully tracked. Decisions on who are included in which interventions, is based on teacher assessment and data. The data shows the impact that the interventions are having. A governor asked whether the intervention classes helped the children to catch up and also asked if there was a danger that some children could be constantly on a catch-up intervention programme one following the other. It was confirmed that pupils were identified for specific interventions but there was also care taken to make sure that by being in the intervention they didn't fall behind in other areas. Interventions have SMART targets set for them so they are easily measurable showing what is effective and what needs changing. Reading is a key intervention which provides access to the rest of the curriculum. By following the mastery curriculum, everybody receives quality teaching and there is no ceiling on the learning for pupils. Pupils would be prioritised for one intervention area at a time and limited on the amount of time out of class. The same class lessons would not be missed due to intervention timings.</p> <p>Catch up tutoring needs to be done by a teacher with QTS or unqualified teachers including Teaching Assistants but they must first undergo a specific 11-hour course. This would be unfeasible at the moment so currently the tutoring is being done by teachers and TAs are supporting in class.</p> <p>Mr Strom left the meeting and the meeting from this point was recorded for minuting purposes with the agreement of those in attendance.</p>	
9.	<p>School Self Evaluation</p> <p>The academic year is new so the SEF is still being put together. Mrs Walsh and Miss Hay have been on training and discussed self-evaluation with the SIP. SEF should be updated by the middle of the second half of the autumn term. DfE have made it clear through inspections that they do not want Covid to be an excuse for low attainment. The SEF will need to show what measures are in place to mitigate any Covid impact. Governors were concerned that there needed to be an element of recognition that</p>	

	<p>Covid did have an impact. Mrs Walsh explained that we would highlight that our standards and aspirations were consistently high and that we could demonstrate that the pupils had continued their learning. It was a balance of showing what the context of the school was and their experience of Covid, but also showing how we have recovered, developed and prepared for a similar event happening in the future. We need to show the challenge and how we met it including the additional support that we had to access, for example helping parents access food banks. The finished SEF would be shared with governors at the full governor's meeting.</p>	
10.	<p>School Development Plan (SDP)</p> <p>A summary of the development plan and the supporting documents were uploaded to GovernorHub. Mrs Walsh talked through the summary and invited questions on the detailed documents.</p> <p>There are 10 main strands to the SDP. But they are all achievable.</p> <p>RSHE to be embedded in the school to ensure that we get back to where we were prior to lockdown. Expecting a monitoring visit to assess our outstanding provision.</p> <p>Governors asked if Fr Liam would be calling in. He has already visited each year group and introduced himself. He has indicated that he would like to visit more regularly. Risk assessment doesn't allow for as much parental engagement as in the past but we are now extending the possibilities.</p> <p>EYFS implementation of new framework will take some work to ensure it is embedded. The framework has changed so the extended challenges will need to be introduced. Miss Gentle explained that the curriculum hasn't changed but the depth required in the curriculum has extended. For example, some elements that were formerly in the Reception expectations are now in the Nursery expectations so we need to make sure that we teach to new age-related expectations, age bands have gone. But on a positive note, the effective teaching methods that are currently in place are still relevant. Early learning goals have been changed to consider the new requirements. A governor asked if the school felt the changes were a positive move. Miss Gentle believed that they were. There is more clarity in progression and expectations. Mrs Walsh explained that adults in EYFS would have more time to have quality time</p>	

	<p>with children developing their skills and knowledge. There are also clearer links in progression to Year 1. An opportunity to take the teaching deeper instead of broader. Mrs Walsh felt that the assessment was clearer especially for those familiar with KS1 and KS2 assessment.</p> <p>Opening Worlds curriculum had been discussed earlier in the meeting.</p> <p>New Ofsted framework needs everyone who leads a subject has a deep knowledge of their subject in case that they have a deep dive on their subject. A governor asked if this was causing anxiety in staff. Mrs Walsh recognised that it was a challenge and explained that the school allowed staff to have time to work on their subject areas. Miss Hay said that the key was making sure that there was consistency from the SLT, Subject leads, classroom teachers and pupils in any subject chosen for a deep dive. School was prioritising a lot of time ensuring progression of skills and knowledge was planned for each subject from EYFS to Y6. All teachers would then be able to articulate why things were taught in particular years, what they built on and what would be next steps. The intent, implementation and impact of each subject was the priority for this year.</p> <p>Catch up curriculum had been discussed earlier in the meeting.</p> <p>Attendance strategy is another key priority. Incentives have been introduced to persuade higher attendance rates. Mrs Simm is the governor with responsibility for attendance and will come to school to take part in meetings with parents. Miss Hay discussed challenges that school were experiencing and strategies to help.</p> <p>MITA project is to Maximise the Impact of Teaching Assistants. A governor asked for clarification on what Pedagogy meant. It was explained that it meant the method of teaching. A lot of training involved in this project. It also looks at evaluating the current impact of TAs and how this could be more effective. It is about allowing the TAs to help the children, after modelling to have a go, rather than Tas providing too much support. The plan was to develop independence and resilience in the children.</p> <p>Implementing a new phonics scheme has been required by the DfE as our current scheme doesn't meet their new requirements. The new scheme will need to be implemented which includes purchasing the scheme and adapting teaching methods to the new resources. English Hub will support us by providing an audit on what we need and will</p>	
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	support us in putting a bid for financial support for the new scheme. The school has to make a decision on a new scheme from a list of government approved schemes.	
11.	<p>Attendance Report</p> <p>Miss Hay presented the report that had been distributed on GovernorHub. She explained that the comparison data needed to be put into context. 2019 data was pre Covid. 2020 data was during Covid, however, Covid absences were given a code that wouldn't impact on attendance data. Since September 2021 Covid absences are included in the illness category so will impact on data. Although we are aware that we are not hitting targets, comparing with national data shows that we are broadly in line with national data.</p> <p>As well as Covid we have had a vomiting bug in the school and there were a number of pupils that remained on our role after they had informed us they were leaving and so were kept on our registers until they turned up at their new school. All safeguarding systems were followed for these children.</p> <p>We have sent out letters to parents of children with attendance below 93% which has prompted a number of calls to discuss attendance. It makes parents aware that we are monitoring attendance.</p> <p>Percentage means Pounds initiative means that the class with the highest percentage attendance at the end of each term can win some money for the pupils to decide how it's spent equivalent to the percentage attendance. This is a weekly strategy that happens in merit assemblies, the cumulative winners receive the prize.</p>	
12.	<p>Policies</p> <p>The following policies were distributed prior to the meeting for governors to view.</p> <p>Alternative provision policy Attendance& Punctuality Policy Behaviour Policy E safety Policy Curriculum policy SEN policy SEN information report Remote Learning Policy Protection of pupils' biometric information Supporting children with medical conditions policy Parental Complaints policy</p>	

	<p>EYFS Policy & Procedures</p> <p>The Chair asked if there were any changes to the current policies that governors needed to be aware of. Mrs Walsh confirmed that the majority were model policies that have been adapted for St Oswald's, but the EYFS Policy & Procedures was brand new and was a first draft. They were accurate for how the school was working now but would be reviewed and brought back to governors as the implementation progressed for any changes that were deemed necessary. The SEN information report included data and information that was specific to our school and was updated regularly.</p> <p>Governors were asked if they had any comments or questions on the policies.</p> <p>Governors agreed to ratify the policies.</p> <p>Mr Hegarty left the meeting.</p>	
13.	<p>CPD</p> <p>Miss Hay talked through the CPD log that had been distributed on GovernorHub. This is updated weekly on attendance and an evaluation is completed subsequently. Currently holds data on external CPD but internal CPD needs to be added. Governors asked if the external and internal CPD could be identified separately through colour coding. This was agreed as a good idea.</p> <p>The Chair asked that governor training could also be included in the log. This was agreed. Governors asked if the training they attended through the Liverpool SLA was notified to school. They were informed that this didn't happen so governors needed to let school know of any training that they had been on.</p>	
14.	<p>Notified Business</p> <p>None requested.</p>	
15.	<p>DATE AND TIME OF NEXT MEETING</p> <p>Thursday 10th February 2022 at 4.30pm.</p>	