

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

MINUTES OF STANDARDS AND CURRICULUM COMMITTEE MEETING

Held by Zoom

Date/Time: 10/02/22 4:30pm

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

Also present D. Hay, I Strom (Clerking) R. Denson (for Diversity Presentation)

No.	Item	Action by: (insert initials)
1.	Welcome As Mr Manley had sent his apologies, Mrs Simm nominated Mr Hegarty to take the chair. Mr Hegarty welcomed the members to the meeting.	
2.	Apologies for Absence G. Manley	
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 Mrs Walsh asked for an item on staff wellbeing. This was agreed.	
5.	Minutes of previous meeting Agreed as accurate. There were no matters that were not on the agenda.	

Signed.....Committee Chair

6.	<p>Presentation on Diversity and Inclusion</p> <p>It was agreed to take this item earlier in the agenda.</p> <p>Miss Denson joined the meeting to make the presentation. She went through the slides that had been previously distributed via Governorhub.</p> <p>She explained that she had been through a number of Diversity and Inclusion CPD sessions and had implemented and shared her learning at school.</p> <p>A governor asked how information gained through CPD would be shared with other staff?</p> <p>It was explained that, each staff member filled out an evaluation of CPD with information to be shared with staff, this is placed in the CPD file on the shared drive. Major learning is planned into directed time.</p> <p>She started by explaining the Diversity Audit that she had led in school. This looked at how the school understood the spectrum of diversity, how the school policies reflected diversity, what resources were available to support diversity in the curriculum and how the staff were equipped to support pupils both in the lessons and out of class, with issues of diversity.</p> <p>Miss Denson then reported some of her observations including which opportunities we take to open up a diversity conversation, including UK Black History Month and celebrating disability in art during Summer Art Week. She also reported on the day to day things that are going on including how race is addressed in line with our behaviour policy, involving the school council, particularly around gender issues, and promoting tolerance and respect as part of our Catholic ethos. Diversity and inclusion are an integral part of everything that happens in school and should not be token days or weeks throughout the year. Any celebratory weeks are used to ensure that diversity is high profile.</p> <p>November's inset day started the ball rolling in making sure that diversity and inclusion was not just a stand-alone policy but was embedded in each policy within the school. Miss Denson also highlighted opportunities to link diversity not only in school but also outside of the curriculum. This included discussing diversity issues that had been highlighted by local, national or international events and linking class reads to issues that the pupils care about. Mrs Simm commented that she was aware of some</p>	
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	<p>resources that other schools had used that may fit well into this area.</p> <p>Miss Denson concluded by explaining the next steps for school. She shared the main points of the action plan which included reviewing the impact of current strategies, using pupil and staff voice for feedback. It also involves the use of GridMaker for recording evidence of what has been provided.</p> <p>A governor asked how gaps that were evident using Gridmaker were filled?</p> <p>Miss Hay explained that once gaps were identified then opportunities in curriculum planning were found to ensure those PSHCE gaps were taught.</p> <p>There will also be a focus on resources to ensure that diversity is “incidental and not exceptional”.</p> <p>A governor noted that she had worked with young people in a previous school on issues of diversity around the holocaust, she had a story that children had written that she thought would be useful for Miss Denson to share.</p> <p>Miss Denson explained that our children would very much enjoy that as they responded very positively to a visitor coming into school to tell the children about her experience on the Kindertransport</p> <p>Governors thanked Miss Denson for her hard work and comprehensive report.</p> <p>Mis Denson left the meeting.</p>	
7.	<p>Standards</p> <p>All paperwork had been previously shared on Governorhub.</p> <p>The data report from Autumn 2021 was shared and Miss Hay explained some of the significant areas.</p> <p>The main thing to be emphasised was that the TA were assessed against objectives taught and not end of year objectives.</p> <p>Figures in green showed an increase of more than 5% whilst figures in red show a reduction of 5% or more since Summer.</p> <p>A governor asked why there might have been a drop of</p>	

	<p>5% or more with a particular cohort?</p> <p>Miss Hay had previously shared a document that showed that there was evidence to show that the transience in our pupils had had an impact on the figures. There had been 45 new children that had started school since September, 30 of these children were new to country. This obviously brought challenges with language barriers and integration into new systems.</p> <p>New additional reports had been sent out to parents at the end of term, they are computer generated with colour coded boxes to show child's attainment and their attendance.</p> <p>Gov asked how these were received?</p> <p>Mrs Walsh said that she had received an email from a parent who had been disappointed as she had wanted staff to make comments on it too. I had explained that this was an additional piece of information as well as Parents evening. Parent had said that she didn't think it was too much to ask that teachers write some comments on. We had agreed to disagree.</p> <p>From the data shared, summary headlines were discussed and ways forward for cohorts.</p> <p>A detailed intervention report had previously been shared with governors. It explained the priorities for provision and the processes of choosing the children.</p> <p>Mrs Hay reported that the biggest barriers to learning at the moment are pupil attendance and the Social, Emotional and Mental health of the children.</p> <p>Monitoring of groups within cohorts takes place. Gender splits has not been detailed in the report distributed as this was not showing significant gaps.</p>	
8.	<p>Curriculum</p> <p>Recovery curriculum – Mrs Walsh explained to governors how important it was to identify each individual pupil needs and to develop a curriculum that would meet their personal requirements. It should identify what gaps the pupil has and what interventions would be best suited to supporting them in maximising their attainment.</p> <p>Our Recovery Curriculum action plan was shared with detailed costing demonstrating the desired outcomes, the</p>	

	<p>cost and the impact. Governors commented that the document was comprehensive.</p> <p>The main focus of the recovery was quality first teaching, quality assessment and adapted curriculum planning to fill gaps. After that targeted approaches of small group tuition or wider strategies would happen.</p> <p>Interventions were prioritised into broader groups. SEND children would be given additional support but the interventions would be times to make sure that they didn't miss the same core curriculum areas over and over again, creating different gaps.</p> <p>Following NFER assessments in 2021 and taking into consideration teacher assessments, children who had not reached age related expectations were identified as potentially needing catch up interventions. Priority was given to those pupils on the PP register and those who had not met the expected standard in one or more of the core subjects, were included on the small group interventions. For those who were working towards the standard in more than one subject, writing was prioritised. 20 children in year 6 have been selected for additional support through Third Space Learning. This will help raise standards throughout the cohort.</p> <p>Mrs Walsh reported that it was important that the assessment, SEND and Family Liaison teams all worked together to ensure that interventions are effective but not duplicated. Once again it was recognised that attendance had impacted on the delivery of the interventions so they had been restructured to provide coverage for any pupils that had missed any sessions and needed to catch up.</p> <p>In School Tutoring</p> <p>Mrs Walsh informed governors that 113 pupils had been identified to receive support from school-based staff through the In school Tutoring programme. The DfE partially funds this programme, initially 75% of the cost. We have identified teachers returning from maternity leave to deliver the sessions. Miss Kirwan has been able to do this and this has helped to focus on some of the SEND children.</p> <p>Governors were made aware that Read Write Inc had been selected as our whole school systematic, synthetic reading scheme at a cost of £22,000.</p> <p>A governor asked how it had been selected?</p>	
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	<p>Mrs Walsh explained the process that school had used including support from the English Hub.</p> <p>The action plan had previously been distributed via GovernorHub. SLT had received a full day training on the overview of the programme and all staff would receive training on 28th February.</p> <p>Prior to starting the programme, all children in EYFS, KS1 & those in KS2 who were working below expectation in reading have been assessed on their pure sounds. This will enable the children to be put into groups so that the teaching can start immediately after Inset day. These groups will be reviewed in 4 weeks. Mr Crowther & Miss Donegan as our lead reading teachers, have been allocated time to coach and support staff during the implementation. Mrs Simm commented that her experience of RWI in another school had been amazing. The success of the scheme had been seen in other areas of the curriculum as well as reading.</p>	
9.	<p>School Development Plan (SDP)</p> <p>Action plans were distributed prior to the meeting and had been discussed as part of other agenda items. All action plans had been reviewed for impact after the first term, discussion took place around them. Mrs Simm commented that they were very comprehensive.</p>	
10.	<p>SIP Report</p> <p>The Autumn term report had been previously distributed. As mentioned earlier in the meeting, attendance was a big issue that the SIP</p>	
11.	<p>Attendance Report</p> <p>The Attendance report had previously been distributed via GovernorHub. Mrs Walsh said that the data was difficult to compare with previous years due to the impact that absences due to Covid and the lockdowns had made.</p> <p>It was recognised that the attendance data was low and regularly near the bottom of the other Liverpool schools. The attendance was not close to the aspiration of 97% attendance. Comparisons with national data showed that we were nearer national averages than local ones. Our Covid absences are broadly in line with national averages except in times where we have been managing Covid outbreaks.</p>	

	<p>Some of the strategies have been useful. Parent panels including governor representation was seen as good practice by the SIP. Positive reinforcement of good attendance was also having some impact. The two winning classes now have fish (3EM) and a Gecko (1NM) as part of the Percentage means Pounds initiative.</p> <p>Miss Hay explained the next steps which includes writing a child friendly attendance policy. It was recognised that some of the new systems will mean additional workload for some staff.</p>	
12.	<p>Policies</p> <p>Policies were previously distributed via Governorhub.</p> <p>The School Mental Health Policy has been worked on by Mrs Walsh, Mr Murray and Mrs Mahon. Mental health is a contributory factor in a lot of the current workload in school and the major factor in a significant number of issues.</p> <p>Governors agreed the policy.</p> <p>Assessment policy. – This is the one produced by the local authority. It is important to have it in place as soon as possible. It is a starting point for a policy that will be adapted to suit St Oswald's which will be brought back to governors when the requirements for the school have been incorporated.</p> <p>Governors agreed the policy as a starting point.</p> <p>The Pupil Premium policy was discussed and agreed.</p>	
13.	<p>CPD and Extra-Curricular Clubs</p> <p>The CPD record and impact report had previously been distributed. Governors accepted the report.</p> <p>The Extra Curricular Clubs report had been previously distributed. Mrs Walsh informed governors that extra-curricular clubs have restarted and school has started to enter some of the competitions available. School trips are again being planned.</p>	
14.	<p>Notified Business</p> <p>Mrs Walsh reported that the staff were all feeling low and exhausted. The period since September has been very</p>	

	<p>difficult and the end doesn't seem to be in sight. It seems that the effects of previous lockdowns are now starting to show in pupils and staff, and resilience is waning. In addition, staff are feeling pressure from lots of different directions. Mrs Walsh was aware that there was nothing major that could change but wanted governors to be aware.</p> <p>Governors agreed and placed on record that they were sensitive to the pressures that staff were under at the present time.</p> <p>A member of staff (JC) sent a request for a day's leave of absence to attend a friend's wedding on Friday 20th May 2022. Governors asked if the staff members attendance had been good over the last 12 months. It was confirmed that this was the case. Governors agreed that given the previous good attendance, that the request be approved.</p>	
15.	<p>DATE AND TIME OF NEXT MEETING</p> <p>Thursday 23th June 2022 at 4.30pm.</p>	