

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

MINUTES OF STANDARDS AND CURRICULUM COMMITTEE MEETING

Held in St Oswald's Junior Building

Date/Time: 06/10/22 4:30pm

Present: T Gentle, M. Walsh, G Manley

Also present D. Hay, I Strom (Clerking) S. McBrien (for Maths Presentation)

No.	Item	Action by: (insert initials)
1.	Welcome Mr Manley welcomed the committee to the meeting	
2.	Apologies for Absence J Simm.	
3.	Notification of Additional Business	
4.	Declarations of Interests None in addition to those listed in the Pecuniary Interests register. The members of staff noted their interests.	
5.	Election of Chair for 2022/23 Mrs Walsh nominated Mr Manley to be chair of the committee. This was seconded by Mrs Gentle. There were no other nominations so Mr Manley took the chair. Nomination for Deputy Chair was postponed until other members available.	
6.	Presentation on Maths Curriculum	

Signed.....Committee Chair

	<p>Mrs McBrien had previously provided the PowerPoint presentation which had been distributed on GovernorHub.</p> <p>Mrs McBrien explained that Maths was constantly developing within the school and that a team had been set up to plan and support the implementation of the developments. A governor asked if the team were all senior leaders. Mrs McBrien explained that the team had a range of experience from M2 to UPS and also represented all phases in the school.</p> <p>The Maths curriculum is designed for mastery. This will give pupils a deep, long term secure understanding of the subject. It utilises the use of resources and scaffolding that are readily available to all pupils in the classrooms. Teachers will only move on in learning when the majority are secure in their knowledge and understanding. A governor asked how we knew when the majority had a secure knowledge and understanding. Mrs McBrien explained that there was regular formative assessment throughout the sessions. The governor then asked what happened to those not reaching the secure level. Mrs McBrien explained that those pupils would benefit from catch up interventions to close any gaps. As the gaps close, they would benefit from keep up interventions. She pointed out that some pupils would understand some elements of Maths quickly but might struggle with other elements so the interventions would target those in the areas of need. A governor asked if gaps had appeared over the Covid lockdowns. Initial assessment identified those that needed work to catch up, but the majority hadn't dropped back as much as was anticipated. The data which has been distributed for later in the meeting shows that progress in Maths has been much stronger by end of KS2 than the national average.</p> <p>Mrs McBrien continued stating that the core ethos was that Maths is possible for everyone. This is why Maths Mastery is important so that each pupil has a solid understanding of each topic before moving on. It's also important that topics follow on from each other so that skills learnt in one topic can be used in the next topic. A governor asked what was meant by scaffolding. Mrs McBrien explained that they were resources that could be used to support the learning. For example, a pupil could use multiplication tables chart to help with long division. This would reinforce the concept that division and multiplication were related but would allow a child not so confident in multiplication tables to demonstrate their grasp on division concepts. This approach of ensuring all children have manipulatives has always been used in EYFS and KS1 and has now been further consolidated to all</p>	
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	<p>classes for KS2 for Maths. The resources are readily available in the classroom so children don't have to ask to use them.</p> <p>A governor asked if there was monitoring of when pupils stopped using the scaffolding. This was confirmed. The scaffolding is primarily to aid confidence and helps reinforce previously learnt skills. A governor asked if there was setting in Maths. Mrs McBrien confirmed that this wasn't the case and even within classrooms there were mixed ability groups. This aided peer learning, and she reminded governors that some pupils find some concepts easier than others and this meant that there was two-way peer support.</p> <p>Mrs McBrien explained the implementation of the Maths curriculum. She commented that there was more detail on the School Development Plan. School now follows the White Rose scheme, which is a mastery scheme which builds on prior knowledge and understanding. Lesson design is based on a 5-part lesson. Recap – Teach – Partner – Independent – Plenary. A governor asked if this was set by the scheme or was it individual to St Oswald's. Mrs McBrien explained that the core was from the scheme but it had been adapted to meet St Oswald's priorities. She carried on by saying that the scheme followed the CPA model. Concrete-Pictorial-Abstract. A governor commented that the accessibility of resources and peer support was taking away barriers to learning.</p> <p>Mrs McBrien highlighted the CPD that was involved with the roll out. Leadership were fully invested with HT meeting followed by attendance at a number of courses with Mrs McBrien & Mr Mosaid who fed back to the Maths team who then cascaded the information in their areas. A governor asked if Mrs McBrien ensured that the cascading was working. She replied that there were drop in sessions that worked both ways so she would drop into lessons to support delivery and would invite staff to drop in to her lessons to observe her practice. The governor asked how was the effectiveness monitored. Mrs McBrien explained that as well as the regular assessment data, that lesson observations as part of the performance management process could provide feedback and there was also the use of pupil voice. The governor then asked if there were peer appraisals. Mrs McBrien clarified that this wasn't the case but there would be peer support and leadership time could be allocated to help with this.</p> <p>A governor asked if there were any children unable to access the new curriculum. There may be some who are</p>	
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	<p>working below NC level, they may have EHCPs but they would have structured plans that are tailored to the individual needs through Pivots or actions from EHCP.</p> <p>Mrs McBrien went on to look at previous years' attainment data analysis from NFER and statutory tests and highlighted areas of priorities for development. She had looked at question level analysis to show areas not answered as well as others. She also provided context that could explain some of the areas of development including the impact of lockdown impacting on the early development of key skills. Fractions and Subtraction were identified as key areas.</p> <p>A governor asked how well the SEND children were doing in Maths. Mrs McBrien explained that by the end of KS2 they were exceeding the national average in both attainment and progress. The governor asked why school felt this was the case. Pupil voice suggested that the key reason was that they enjoyed Maths, had QFT nd were well supported in their learning. The concrete and visual stimulation helped this. The quality of the interventions with SMART targets was a major factor as well.</p> <p>Governors thanked Mrs McBrien for her presentation and the opportunity to ask so many questions. They also asked for presentations to be a regular part of the meetings schedule as this was so informative.</p>	
7.	<p>Standards summer term 22 data</p> <p>Mrs Walsh referred to the data reports distributed before the meeting on GovernorHub. Progress in KS2 is very pleasing. We are in the top 25% nationally for progress in Reading and Writing and in the top 40% nationally for progress in Maths. Progress for PP pupils is also very good although it is recognised that this is reflective of the low base that they start from. A governor asked why they start from a low base. Mrs Walsh explained that there was a correlation between the PP cohort and the early learning opportunities that they had at home. They may be less likely to have parental support in learning and less likely to have access to books at home.</p> <p>Mrs Walsh reported that SEND pupils had made very good progress and attainment in all subjects as well as Maths as previously mentioned. She commented that the data shows the school to be in a good place and reflects well on the staff providing catch up curriculum and the attitude to learning of the pupils.</p>	

8.	Intervention & Target setting <p>Teachers have set initial targets based on prior attainment and current performance and these will be revisited with senior leaders throughout the year. A governor asked why they needed to be revisited. The initial targets have been set using historical information so can now be revisited as a child makes progress. Some targets have also been set cautiously and we are looking at setting aspirational targets. Each child will be discussed during pupil progress meetings to agree individual targets.</p>	
9.	Attendance Report <p>It was reported that school is proactively following the new statutory guidance that will come in later in the year. This consolidates our current processes. The biggest factor affecting poor attendance over the start of term was family holidays. A governor asked if we were still issuing fines. This was confirmed. The governor then asked if the fines were an effective tool if there was still a problem with term time holidays. Mrs Walsh explained that there needed to be a deterrent of some sort. And it was difficult to quantify the number of families that had not booked term time holidays because of the threat of fines. She reported that over 3% of the overall absences were related to holidays and that without them we would be on or around our target attendance. She commented that other agencies don't put attendance as high priority even though it is one of our cities main targets for improvement. It is, however, a key indicator in safeguarding and welfare concerns with poor attendance often being the first indicator of potential concerns.</p> <p>Attendance is now being compared to 2018/19 data as the last full pre Covid year. A governor asked if terms were recalibrated it would make a difference. It was thought unlikely. Holidays during term time are unlikely to be affected and other absences have a variety reasons. Key to these are external barriers for attendance. We are currently targeting those who are on the edge of becoming persistent absentees to affect change.</p> <p>A slide in Governorhub provides further information.</p>	
10.	Self-evaluation <p>Mrs Walsh reported that the Leadership Team had completed the Self Evaluation Form and then taken to SLT</p>	MW remind govs

	<p>and teachers which assessed how the school viewed themselves as performing in a number of areas set out in the Ofsted handbook. She explained that the form was something that Ofsted would look at and would assess whether the school were accurate in their own judgements. After the SLT had completed the form it was shared with staff who were able to provide feedback.</p> <p>It was now important that governors read the document and understand it. They also need to be prepared to challenge any outcomes and ask questions about the evaluations so that they can agree it at the next Full Governors Meeting.</p>	on Weduc.
11.	<p>School Development Plan (SDP)</p> <p>Mrs Walsh presented the plan which had ben distributed via GovernorHub. She went through the overview provided and signposted where about in the detailed document further information could be found. Mrs Walsh identified the key development priorities.</p> <p>In relation to whole school well-being a governor asked how anxiety issues in the pupils were identified. There are a number of ways. Sometimes parents would contact school to inform us of events that might cause anxiety, but often staff could pick up on changes in behaviour. Staff have been trained through the Roar approach to identify anxious behaviours, our whole school mental health approach ensures that strategies to promote positive mental health are followed and children are confident to talk.</p> <p>The governor asked if it is possible that parents can project their own anxiety onto the children. This can sometimes happen but school would always monitor and assess as well as listen to the parent.</p>	
12.	<p>Policies for ratification</p> <p>The following policies had ben distributed via GovernoHub prior to the meeting for governors to read and understand.</p> <ul style="list-style-type: none"> • Admissions Policy 2022-2023 • Attendance& Punctuality Policy 22-23 • Behaviour Policy 22-23 • Calculation Policy 2022-2023 • Curriculum policy 22-23 • Data Protection Policy 2022-2023 • Exclusions & Suspensions Policy 2022-2023 • First Aid in school 2022-2023 	

	<ul style="list-style-type: none"> • SEN policy 22-23 • SEN information report 22-23 • Policy for Alternative and Off-Site Provision 22-23 • Protection of pupils' biometric information 22-23 • Supporting children with medical conditions policy. 22-23 • Parental Complaints policy 22-23 • School uniform policy 2022-2023 • EYFS Policy & Procedures 22-23 • Child Protection Policy 22-23 • Safer Working Practices Code of Conduct for Adults 2022-2023 • GDPR and Data Protection Policy 22-23 <p>Governors confirmed that they had had an opportunity to read the policies. A governor asked if the new statutory guidance for attendance as discussed earlier had been incorporated in the Attendance & Punctuality Policy. This was confirmed. It also clearly identifies the responsibilities of pupils and parents.</p> <p>A governor asked if there were any key changes to any other policies from previous years. Mrs Walsh highlighted the policies with key changes and explained them.</p> <p>School uniform policy now reflected the updated guidance with regards to school branding on uniform items.</p> <p>The Child Protection Policy incorporated changes to Keeping Children Safe in Education (KCSIE) for September 2022. It was pointed out that all governors now need to attend safeguarding training. Governor training is published on GovernorHub. A governor asked if we should have a list of training that governors attend. This is already in place.</p> <p>The Curriculum Policy now identifies Read Write Inc and Phonics as key strands in English. If governors wanted further information Miss Hay was happy to help.</p> <p>Governors thanked Mrs Walsh for the explanations and ratified the policies.</p>	
13.	<p>CPD</p> <p>There have been a number of development sessions taken place. Key sessions have been related to Read Write Inc , Phonics and Open World. All of theses sessions link to the School Development Plan.</p>	

	All Designated Safeguarding Leads have attended safeguarding training and this will be cascaded to all staff.	
	Notified Business None	
	DATE AND TIME OF NEXT MEETING 2 nd February 2023	