

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

MINUTES OF STANDARDS AND CURRICULUM COMMITTEE MEETING

Held in St Oswald's Junior Building

Date/Time: 02/03/23 3:30pm

Present: T. Hegarty, J. Simm, C. Kirk, C. Flood, T Gentle, M. Walsh,

Also present D. Hay, I Strom (Clerking) P. Murray (for Science Presentation)

No.	Item	Action by: (insert initials)
1.	Welcome In the absence Mr Manley, Mr Hegarty took the chair. Mr Hegarty welcomed the committee to the meeting.	
2.	Apologies for Absence G. Manley	
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.	Presentation on Science Curriculum Mr Murray took the governors through a number of slides to explain the science curriculum to governors. Mr Murray explained that Science is a core subject. Although it no longer falls under the SATS remit, Teacher Assessment is often subject to sampling. However, this won't be the case this year as previous years have shown	

Signed.....Committee Chair

	<p>the method used being unsuitable. School Improvement Liverpool (SIL) will be doing periodic assessments in line with Maths and English.</p> <p>Mr Murray explained the Ofsted guidance for science. He also showed the spread of the National Curriculum in science. He explained that the main challenge in science was in maintaining retrieval.</p> <p>Mr Murray explained that the key to the Science curriculum was discovery. Teachers should be able to guide pupils to find out things for themselves. The aim was for pupils to know more and remember more by being involved in the discovery. Children gather information and there is a “Big Question” set at the start of the topic which is revisited at the end of the topic. The links between science, maths and DT are promoted, particularly during STEM week which is soon.</p> <p>Mr Murray explained that currently girls are out performing boys across the board. We are exploring alternative ways of assessment to see if that makes an impact. Girls proficiency in other areas of the curriculum, particularly English, might skew written assessments.</p> <p>Mr Murray informed governors that he had talked to pupils about their opinions on science in St Oswald’s. The main feedback centred around involvement and there were lots of comments about how they enjoyed to do things themselves and loved investigating. They confirmed that they do science regularly and many wanted more or longer science lessons. There was some disappointment that there weren’t enough resources for everyone to have a go in some lessons.</p> <p>Mr Murray explained the Haringey scheme of work. This mirrors the Opening World pedagogy and introduces science vocabulary and language. Mr Murray then provided governors with some examples of the Haringey scheme.</p> <p>Mr Murray informed governors that during STEM week there would be a concentration on climate change in the project work and it was an opportunity for pupils who love science to shine.</p> <p>One governor asked if there was any outside support, particularly during STEM week. Mr Murray explained that in previous years this had happened and additional resources had been bought but these were better in place now and teacher skills were at a higher level.</p>	
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	<p>A governor suggested that they might be able to have access to some science in sport equipment, for example monitoring vests.</p> <p>Governors thanked Mr Murray for his presentation.</p>	
6.	<p>Standards</p> <p>Miss Hay referred to the data reports distributed prior to the meeting on GovernorHub. She explained some of the key areas of the data.</p> <p>The catch-up curriculum is having a positive impact. Pupil Premium pupils and are making excellent progress. There are a number of demographic groups with very transient populations and this is causing some impact.</p> <p>Read Write Inc is having a big impact in year 3 and 4 and helping close gaps. Some of the newer teachers in KS1 are erring on the side of caution with their assessments. Pupil progress meetings will help this. The impact of Covid was more obvious with the younger children.</p> <p>Since the data was prepared, meetings on pupil progress and subject leadership had taken place. The progress of pupils in discrete groups was discussed including those with a Social Worker.</p> <p>Key year groups had met with parents in preparation for statutory testing.</p>	
7.	<p>Curriculum</p> <p>Governors had received reports on Pupil Premium and Sports Premium prior to the meeting. There has been a focus on competitive sports in this academic year with the school entering a growing number of competitions in all age groups. The report detailed the competitions that had been entered and looked ahead to forthcoming competitions. There will also be catch up swimming and water safety lessons benefiting from the Sports Premium grant. The Pupil Premium grant report identified the areas that the grant had been spent and how this had positively impacted on the appropriate pupils. This included support towards the 3 bike schemes that school were involved in as well as wider opportunities including gardening and computing. In addition, the progress made by pupil premium pupils had been referred to in the previous item.</p>	
8.	<p>Intervention & Target setting</p>	

	<p>Miss Gentle took governors through the intervention report already distributed. Miss Gentle explained that progress was monitored by using entry and exit tasks which helped determine whether children felt happier and more confident in the subject as well as the impact on subject understanding and knowledge. It was acknowledged that staff absence was having an impact on the delivery and therefore outcomes of interventions. Any absence of a 1:1 support for example could mean that an intervention could be postponed for the staff member to provide the 1:1 support. This had been mitigated by reducing the timescale that the content was due to be covered, from 8 weeks to 6 weeks, meaning that if a session had to be postponed, the content would still be covered. Governors asked if this was impacting on staff workload. It was explained that a keep up not catch up policy was being implemented so that the need for interventions would reduce.</p> <p>Interventions for key demographics, including Pupil Premium, EAL, LAC and Children with a Social Worker are closely monitored.</p>	
9.	<p>School Development Plan (SDP)</p> <p>Mrs Walsh talked through the updates in the SDP since last term.</p> <p>EYFS - The long-term plan has been reviewed. Understanding of the world is a priority. Recently the younger pupils' worlds have shrunk so we need to open up the world to them again.</p> <p>KS1 – Pupils in Year 1, having started from a lower base due to the pandemic, need additional support to transfer from EYFS. Some adaptations are in place, including extending some elements of continuous provision into the early weeks of Year 1 for some pupils.</p> <p>Opening Worlds has been successfully implemented. This has been received well by Ofsted in other schools. RWI is working well. The observation and coaching sessions are a particular success.</p> <p>RE – We are currently working on new expectations for the curriculum. We are working with Fr Liam on visits to the school and church. Family class assemblies have restarted.</p> <p>SEND – There has been a focus on ensuring that all staff are aware of needs. Mrs Williams has done some</p>	

	<p>observations to provide advice and support. Miss Kirwan has been into school for some Keeping in Touch days on SEND days to support the work going on. There have been some Face to face sessions with parents including coffee mornings with external agencies.</p>	
10.	<p>SIP Report</p> <p>The School Improvement Partner (SIP) Report had previously been distributed. Governors confirmed that it had been received and read.</p>	
11.	<p>Attendance Report</p> <p>Attendance continues to be a challenge for pupils and staff. Systems are followed robustly. Comparisons are now with pre-pandemic years. This doesn't consider the poor attendance culture that has crept in over the last few years. New pupils arriving via in year transfer often have attendance issues.</p> <p>Sharon Kyle, our EWO, provided an impact report that had been distributed via GovernorHub. She has commented that the processes in place at St Oswald's are examples of good practice and are fully compliant with new practice.</p> <p>Governors shared their frustration that despite implementing all of the good practice and doing everything possible, that the statistics were still disappointing.</p>	
12.	<p>Policies for ratification</p> <p>The following policies had been distributed via GovernorHub prior to the meeting for governors to read and understand.</p> <ul style="list-style-type: none"> • Disciplinary Policy • Policy for children who cannot attend school due to ill health. <p>Governors confirmed that they had had an opportunity to read the policies.</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>Governors agreed the policies.</p>	
13.	<p>CPD</p>	

	<p>The CPD log had been previously distributed for information. There has been a drive to ensure the statutory training has been completed by all staff and additional safeguarding training has been completed by all staff too including Paediatric First Aid.</p>	
	<p>Notified Business</p> <p>Mrs Walsh reported that the teachers strikes were on the original agenda. 2 of the days had now taken place. Mrs Walsh reported that 5 classes were in attendance at school on the first day of the strike and 6 classes were in attendance on the second day. Governors asked why there had been a different number of classes open for each day. Mrs Walsh explained that teachers some teachers who did not strike might have been on PPA on one strike day and this could have been covered by a teacher who was on strike, so that class could have been off on the day that was due to be covered by the PPA teacher but in school on a day covered by the non-striking member of staff.</p>	
	<p>DATE AND TIME OF NEXT MEETING</p> <p>TBC</p>	