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Little Paxton School Governing Body

Minutes of the Curriculum and Standards Committee Meeting held on Monday 15th January 2018 at 6.30pm

The presentation to Governors from the Maths Subject Leader on Maths Mastery had to be cancelled due to J Watts hosting the Maths Mastery Group from Shanghai. It has been rescheduled for the summer term.

Present:		Neil Donoghue	Co-opted Governor
Ellen Barrett	Co-opted Governor/Chair	Rebekah Jenkins	Associate Member/Staff
Penny Conway	Authority Governor		

1. Apologies for absence

Apologies received and accepted from Richard Fairbairn, Oliver Poulain, Natasha Stott, Paul Warmington

D Jones did not attend the meeting, no apologies were received.

In the absence of a clerk P Conway agreed to take the minutes.

2. Declaration of interests - no changes were declared.

3. Agree minutes of the last meeting (20.11.18) and matters arising

Minutes were agreed at the last full Governing Body meeting; all matters arising are included on this agenda.

All agreed that the new format for recording minutes, showing actions agreed in tabulated form at the end was very useful.

4. Report on Pupil Progress for the autumn term 2017

P Warmington had worked with staff to devise a spreadsheet that was both easy to use and useful to staff but that could be easily anonymised and presented to governors. He was thanked for his work with this which staff have indeed found straightforward to use and highly informative.

As agreed, governors had been sent copies 10 days in advance of the meeting of the data sheets for each year group with the pupils' names redacted. For each child it showed their assessment data in reading, writing and maths at the end of last year, their data for the autumn term and also any groups they belong to: English as an additional language (EAL), free school meals(FSM), new in the year group (NIY), special educational needs (SEN), looked after child (LAC). Colour coding was used to show immediately whether the pupil has made less, more or equal to expected progress. Governors were invited to submit any questions they had to the Senior Leadership Team (SLT) who would then

provide answers for this meeting. A member of the SLT rearranged her working week to accommodate the meeting for which governors wished to thank her.

Below is a record of the questions pre-submitted and the answers given by the SLT. Some questions were received too late to be answered at this meeting – R Jenkins will ensure these are responded to by email after the SLT has had an opportunity to look at them.

Governor Question	SLT Reply
<p>Q: Why are we labelling FSM and LAC on high level data? Why not PP (Pupil Premium) which would cover all 3 types of PP (FSM/ever 6 FSM, LAC/post LAC & Forces/ ever6 service child) and lead to greater anonymity. Clearly class teachers, SENCo and leadership team will know this additional detail in day to day recording and vulnerable group recording.</p>	<p>We have to account for the spending separately. We have to report to the appropriate LA to show the LAC spending in order to receive the funding. We break PP down into discrete groups as PP children may fall into more than one of our tracking groups. We don't have to account for forces children funding separately so they come under the PP bracket. When we checked we realised the forces didn't have their code.</p>
<p>Is it worth having VUL for other vulnerable children (divorce, bereavement, known family issues etc) as this would allow you as SLT (and SEN/inclusion) to track support that is being given and its effectiveness / impact of child's issues? This would probably not be marked on long term.</p>	<p>This would be reported in the Pupil Progress meetings within the commentary if it was having an impact on that child's achievement and progress. It is generally a transient vulnerability which staff would be aware of and would address if it became an issue for the pupil's continued progress.</p>
<p>Are we getting PP for all forces / ever 6 service children in the school – do we ask the question on entrance to school? Same with post LAC / adopted where parents may not know what the child is entitled to?</p>	<p>FSM & Forces: New children entitled to any funding are included in the next census (October) and receive funding the following financial year. It is not received as they enter the school. It comes through automatically. LAC: they would be entitled to the funding from the beginning of the next term after they join us – we have to claim it retrospectively (they pay it and back date it). Application forms now include appropriate questions to pick this up.</p>
<p>YR 6: No questions, but it is clear from the data that the teacher is working very hard with these pupils to ensure they all make good progress prior to the SAT tests later this year – governors wish to thank her for this.</p>	<p>The teacher is an outstanding practitioner and the year group are highly motivated and all are doing everything possible to achieve the highest they can.</p>
<p>YR 5: one LAC child has gone from at ARE (age related expectations) to below ARE in all three areas, why? What is planned?</p>	<p>As with all children who are not making expected progress our actions are to put in appropriate interventions to support the children to make accelerated progress in these areas. JA and JW support in addition</p>
<p>Year 5: great that those who started year above ARE have maintained this but worryingly a number of children who started year at ARE</p>	<p>4th Jan – met with J Anscombe to discuss actions – identified actions and focus groups for her time. In addition to this we have put in time</p>

are now below ARE, although mostly not the same child in all 3 subjects - what actions are planned as a result of the Y5 staff meeting on 4th Jan?	from J Watts for basic maths skills (calculation strategies) and N Colledge (to support spelling and grammar)
Y4 – why is writing bucking the trend - can anything be usefully transferred to support other areas of the curriculum? Year 4: Writing seems to be going better than reading or maths - has this been a particular focus in this year group?	Core texts are having an impact on the writing in Year 4 and a variety of teaching strategies have been used since September to cater for the children’s needs and this seems to be working. These are specific to writing which has been a focus.
Y3 – Of the children who were above ARE in July ‘17 only 41% are at the end of the Autumn Term – why no comments from pupil progress meeting? Why has this happened? What actions?	Reading is assessed mostly through comprehension as children are asked to read longer sections of text and expectations are significantly raised for KS2. February training day INSET on Guided Reading. Writing = is assessed through evidence gathered at the beginning of Year 3 and does not show the children are able to write sustained pieces in their books; again expectations are significantly raised. Maths is assessed through skills tests and the issue is children not showing what they can do in the tests – they can in class but once again gathering evidence to say they can complete the work independently and are therefore above ARE. With the new curriculum we see this more and more with a drop in attainment at the beginning of their new year group with the increased expectations.
Year 3 on the face of it children are falling behind on entering Y3 and none are making greater than expected progress. Is this just the effect of the increased demands of the KS2 curriculum that it takes a while for children to adjust to or something else? The problem seems to be most marked in maths (25% are red).	In Year 3 (and in most year groups) now there is virtually a discrete curriculum in each year we are seeing this more and more. Generally we are not surprised by this data but it was the reading predictions that concerned us the most – see actions. Maths – Year 3 are grouping the children across the cohort in order to enable children who have fallen behind to make accelerated progress. This arrangement also uses the teachers’ strengths to best effect.
Year 2: 2 PP children falling behind in maths and one of those in writing too – are there specific actions using PP funding?	This is a weaker cohort and the class teacher is using a lot of group work to support the children to make good progress. A HLTA also works with the class to deliver specific interventions to move children’s learning on quickly.
Y1: Maths – what action is taking place for the 3 children who have ‘fallen behind’?	This has been caused by the jump in expectations from EYFS to Year 1 and these children are being picked up within the lessons and intervening where possible. QFT (quality

	<p>first teaching) is very important and in the autumn term a focus is put on helping the children to move away from “play based learning” into whole class input and activities.</p>
<p>Y1: 2 children have gone from at ARE to below ARE in R, W & M (another 3 in 2 of the 3 subjects) - are there identified reasons and what support is in place?</p>	<p>These children were borderline in the last assessments and so, whilst they did previously attain ARE, it was only just. They are receiving input from the Reading Recovery teacher as well as an intervention called literacy A-Z to boost their attainment.</p> <p>On the whole the school is pleased with progress being made.</p>
<p>Does school have any thoughts or ideas on how school can help <u>all</u> parents to support their children further?</p>	<p>Already run, Year 1/Year 2 Reading evenings, Year R phonics workshops in school time, EYFS Maths evening for parents and carers.</p> <p>To come ... Maths calculations evening.</p> <p>Parents Evenings in Spring and Settling in Chats already taken place.</p> <p>Individual teachers have been targeting certain families to get them engaged with their child's schooling in general.</p> <p>Class Dojo communication is also useful.</p> <p>We have found all these strategies have been effective in engaging parents in their children's learning, including harder to reach families.</p>
<p>The most important question has to be: has the SLT and the staff generally found this a useful exercise and does it provide useful (and usable) information to inform future planning?</p>	<p>We have found it very useful.</p> <p>It is not extra work for the team.</p> <p>Thank you for the questions in advance as it is good to have time to discuss questions as an SLT rather than try to provide instant answers in a governor meeting.</p> <p>J Anscombe is working with 40 children over the 2 days/week that she works, we need to ensure we monitor her workload throughout this half term and will check in with her after a couple of weeks.</p> <p>More eyes on the data which helps to develop our Phase leaders and shares the responsibility.</p> <p>Good to have more people around the table and professional dialogue to share good practice, resources and ideas.</p> <p>Enabled us to see clearly what our priorities are for the Spring Term TOP.</p> <p>We were able to start all actions on the first full week back.</p>

R Jenkins also shared with governors a summary of the decisions made following pupil progress meetings that were held between the SLT and the Phase Leaders towards the end of last term. This can be found at the end of these minutes as appendix 1.

She explained that the Phase Leaders had been asked to list all the pupils who were not making expected progress and to determine what would be put in place to support their learning. All pupils who are at risk of falling behind have actions planned to enable them to make accelerated progress.

It was commented that it was good to see data for whole cohorts rather than by class as this made it much clearer if there are particular issues in any year group. It also facilitated a professional dialogue between staff as they shared resources and supported each other to achieve the best for the children. School wants to avoid a KS1/KS2 divide as many resources can be usefully shared across the age range.

QU: How can parents be enabled to better support older children with reading? It was discussed that a KS2 parents' evening looking at this specific topic would be useful.

Action: R Jenkins to investigate a KS2 reading evening for parents to support older children.

R Jenkins summarised that the whole exercise had been very informative and useful; it had allowed greater flexibility in the identification of key priorities for this term. These were identified as:

1. Securing Progress in Reading across the School (NC Reading Recovery 4 Year 1 children – 10 weeks remaining). There is a clear need from the progress data to support children to make better progress in reading.
2. Securing Progress in Phonics in Early Years. This year's Y1s seem to have less of a grounding in phonics than the previous year. This may in part be cohort specific but R Jenkins and N Stott are providing training on the teaching of phonics to all staff working in YR. This is training they have been providing for some time to SCITT students and is an example of how school benefits from staff being part of initiatives with other schools.
3. Securing accelerated progress in Phonics in Year 1 (4x 0.5 hours NC for Year 1 targeted phonics group). This is necessary so that children make sufficient progress to attain ARE in reading.
4. Consolidating Basic Number Skills in Year 5. It became apparent that there are some gaps for some pupils in Y5 in basic number skills. Work is needed to underpin the learning that should be going on in this year group.
5. Wellbeing at Little Paxton Primary School. School has signed up to the Well-Being Award. This includes all pupils (including those with SEN or PP) and is not just concerned with staff well-being.

QU: In terms of pupil premium, how accurately do you record the time spent with each child? It would be impossible to record with total accuracy as much is in short brief bursts but the SLT would support the SENCo to collect and collate more data in this regard. PP list goes to each teacher so it is possible to track and address the needs of individual pupils. Where a PP child is making at least expected progress and PP funding is not being used for this purpose then additional reporting is not required but governors are happy to receive it.

It was noted that Y5 has the largest percentage of PP children in it (15%) and this is around the National Average.

Action: EB to follow this up with the SENCo on how to collate and report on PP progress data. Specifically, how is PP funding being used to ensure this group makes at least expected progress.

5. Policy reviews:

- Marking and Feedback – deferred until Summer 2018 – include on next agenda
- Teaching and Learning – deferred until Summer 2018 – include on next agenda
- SRE Policy. As a new model policy has not yet been received from the Huntingdon group the existing policy has been looked at by staff and they report it covers the school's current practice. Governors agreed to its continued use. The date of this review will be added to the policy.

Actions: Review date to be added to the SRE Policy

EB to follow up with school re Marking and Feedback, Teaching and Learning policies to ensure work is ready for review in the summer term
Marking and Feedback, Teaching and Learning and SRE Policies to be included on the May agenda

6. Update on outstanding governor visits:

Social Capital – MB & EB – visit complete – report to be circulated

Action: EB to circulate report as soon as possible

7. Future Governor Visits

- Maths mastery follow-up visit by EB & TL – spring 2018 (see item 7). This was unable to go ahead due to illness. Governor availability means that it won't happen until later this term or early in the summer term.
- Middle leadership – spring term – Personnel Committee managing this. C&S Committee to feed in information about the arrangements for data collection and analysis being undertaken by the new Phase Leaders.
- Reading – to look at the impact of the actions taken (use of core texts and running records). Volunteer required after Michelle Larbey training on 19th February
- New pupils – how effectively is school inducting them and assessing a baseline within 2 weeks of entry. P Warmington volunteered to carry out this visit in Spring Term 2018

Action: EB& TL to rearrange monitoring visit for Maths Mastery.

P Warmington to arrange monitoring visit looking at induction of new pupils – EB to email and confirm.

Volunteer needed to visit after 19th February to carry out monitoring visit looking at reading.

8. Governor visits for the summer term

Well Being – this monitoring visit will be covered by the Personnel Committee.

9. Presentation to governors in the at the summer term C&S committee meeting will be on Maths Mastery

10. Any other business – There was none

Meeting closed 7.55pm

Agreed Actions

R Jenkins	To ensure additional questions on Autumn Term Data are responded to by email after the SLT has had an opportunity to look at them.
R Jenkins	To investigate a KS2 reading evening for parents to support older children.
E Barrett	To speak with SENCo on how to collate and report on PP progress data in addition to whole school data. Specifically, how is PP funding being used to ensure this group makes at least expected progress
Clerk	Review date to be added to the SRE Policy
E Barrett	Follow up with school re Marking and Feedback, Teaching and Learning policies to ensure work is ready for review in the summer term
E Barrett	Marking and Feedback, Teaching and Learning and SRE Policies to be included on the May agenda
E Barrett	To circulate report of governor monitoring visit looking at the Social Capital group as soon as possible
E Barrett & T Locke	To rearrange monitoring visit for Maths Mastery
P Warmington	To arrange monitoring visit looking at induction and baseline assessment of new pupils
E Barrett	To email PW and confirm date
All	Volunteer needed to visit after 19 th February to carry out monitoring visit looking at reading. Please confirm your availability to EB a.s.a.p
E Barrett	Make arrangements with Maths Subject Leader to reschedule Maths Mastery Presentation to the summer term
Personnel Committee	To organise monitoring visit to look at progress with the Well being Award

APPENDIX 1

Pupil progress meeting - SLT & Phase Leaders: 11/12/17

Year Group	Target %	Autumn Prediction	Comments/Actions	Spring Term Actions until Feb half term
R: GLD	73	70 Amber because expectations are higher now	EAL x 7 – 5 are not predicted GLD – 3 S&L chn. 3 FSM – 2 not GLD. Areas for concern are listening & attention, fine motor skills, whole group not blending in phase 2. Interventions in phonics after Xmas – key words home each week, parent workshop, need phase 3 phonics workshop in summer support needed for phase 2s not blending NC in summer term? Onset & rime DM	RJ & NS to provide phonics support for those not blending phase 2 sounds – peer to peer observations, direct TA training, support with planning etc
1:R	73	54	2 new EAL very poor across the cohort; NC support	NC support for 4 days per week:1 / 2 hours per day Jess 1 hour Thurs, 45mins / 1 hour Fri until Feb ½ term to support 2 x new EAL
1:W	73	61	Middle ability chn. Need phase 3 phonics. Possible NC after Xmas	
1:M	73	74	3 chn need number recognition & have fallen behind	
2:R	80	80	Daily reading	
2:W	80	78	Jump from Y1 to Y2 esp handwriting Spelling reintroducing Handwriting hero & SPARKLY spellings. Daily handwriting practice	
2:M	80	78	Number & Place value needed for approx. 10 chn -possible intervention	
3:R	81	68	Comprehension – can read but not understand – big jump from Y2 – Guided reading to practice answering questions and using	Jess 1 hour Thurs, 1 hour Fri until Feb ½ term

			text to evidence – Red group doing 1:1 comp. Whole class guided reading. Kestrel 7ish LA Wren 3ish EAL group is lowest	Work with focus small group(s) who can move to ARE with some extra input. RS & JS to meet with Jess on Thursday 4 th January to plan / discuss - please release yourselves. Ensure reading interventions remain a focus.
3:W	81	70	Good detail & creative. Accuracy of grammar pulls them down – focus on grammar, warm ups, whole lessons. BE support. 1 st Class @ writing EAL group is lowest	
3:M	79	73	Lack of application skills- using skills checks as class, need to practise techniques, some 1:1 EAL group is lowest	
4:R	71	53	Comprehension issues – BRP running, homework for some esp where a drop – Lots chn new to year group: 13 last year, 2 this year – TAs supporting	Jess 1 hour Thurs, 1 hour Fri until Feb ½ term Work with focus small group(s) who can move to ARE with some extra input. RW & JW to meet with Jess on Thursday 4 th January - please release yourselves. Ensure BRP continued for as many chn as possible with

				current TA allocation Ensure reading interventions remain a focus.
4:W	73	55	Need creativity & detail – possible 1 st Class @ writing – spelling quite poor – homework; writing to be edited, New chn a concern so are a focus	
4:M	61	55	Lack of application skills, specific teaching how to answer questions, new chn	
5:R	73	57	SEN large group, back to group guided reading so can target needs, comprehension intervention with JS, only TAs one afternoon per week (need to check this). After-school sessions? TA support: JS 5 pms TP: Mon & Weds	Jess 1 hour Thurs, 1 hour Fri until Feb ½ term. Work with focus small group(s) who can move to ARE with some extra input. NC, DN & RJ (include Jess in this meeting to plan above) to meet on Thurs 4th January in school time (release yourselves please) and plan what could be delivered in after school sessions to make most impact. Begin after school sessions – 45 minutes per week until 4pm for approx. 6 / 8 chn? Plan 5 weeks until half

				<p>term. Monday 19th Feb all meet during the day, review progress and plan 5 weeks until Easter – decide same / different chn.</p> <p>Ensure reading interventions remain a focus.</p>
5:W	73	61	Spelling, careless writing errors. Running in-class targeted groups, handwriting interventions JS	NC 2 hours per week targeted spelling input
5:M	75	65	Back to streamed approach – large LA and large MA not much in middle. JS taking LA group & mop up session.	<p>Until Feb half term basic number skills group – place value etc 45mins / 1 hour each session</p> <p>JW – Mon JA – Thurs & Fri</p> <p>Target those who can get to ARE with some support</p>
6:R	88	100	Continue as now	
6:W	88	81	2 chn not ARE: OP & LC – one may get there!	
6:M	79	97	1 child not ARE: OP	

Possible Additional Actions to Consider:

- Reading training for ALL staff from an external expert e.g. Michelle Larbey
- Further Guided Reading Resources
- Use of NC's expertise across the school
- Use of JA's time after February Half Term
- Need date for Feb Half Term Review of current actions (phase leaders and SLT)

- Ensuring that all teachers benefit from the visit from the Shanghai teachers
- In lesson observations focus on identified groups from pupil progress meetings (new format of observations to continue to be used)

Summary

Priorities for the Spring Term as a result of analysing the Autumn Term Data, which are reflected on the TOP, are ...

6. Securing Progress in Reading across the School (NC Reading Recovery 4 Year 1 children – 10 weeks remaining)
7. Securing Progress in Phonics in Early Years
8. Securing accelerated progress in Phonics in Year 1 (4x 0.5 hours NC for Year 1 targeted phonics group)
9. Consolidating Basic Number Skills in Year 5
10. Wellbeing at Little Paxton Primary School