



Little Paxton School Governing Body

**Minutes of the Curriculum and Standards Committee Meeting held on
Monday 20th November 2017 at 8.00pm**

Present:		Rebekah Jenkins	Associate Member/Staff
Ellen Barrett	Parent Governor	David Jones	Parent Governor
Penny Conway	Authority Governor	Tracey Locke	Co-opted Governor
Neil Donoghue	Co-opted Governor	Oliver Poulain	Parent Governor
Richard Fairbairn	Parent Governor	Natasha Stott	Staff Governor
Graham Hiom	Co-opted Governor	Paul Warmington	Parent Governor

In attendance:

S England, SENCo (for item 4)

The Chair informed governors present that Maria Button, a co-opted governor, had resigned as she was finding it difficult to attend meetings for personal reasons.

1. Apologies for absence

Apologies received and accepted from J Zausmer, the Clerk. P Conway agreed to take minutes in the Clerk's absence.

G Manning did not attend the meeting, no apologies were received.

2. Declaration of interests - no changes were declared.

3. Agree minutes of the last meeting (12.6.17) and matters arising

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

4. Pupil Premium

Sam England (SE), the SENCo, explained to governors present how a portion of the pupil premium grant had been used in 2016/2017. SE also has a management responsibility for monitoring the use of the pupil premium grant and its impact. 10 pupils in receipt of pupil premium funding (and an additional child who it was felt would benefit) were given a series of different opportunities throughout the year that they may not otherwise have been able to have. The rationale for this is the notion that in order to fit in and function well within society people need to build up "social capital". That is they need to experience a range of cultural activities that enables them to feel part of a wider society and also invested in that society. It is sometimes said that social capital is the social glue that holds families and communities together.

A very experienced teacher, R Duffett, was responsible for leading this work. Each half term the children in the group were given an introduction to a particular activity. These included learning to play a recorder, visiting a farm regularly, having swimming lessons at the local swimming pool and visiting the library each week. The group was also supported by an experienced, highly skilled TA, M Button; she was also an essential member of the team who continued to work with the children in school.

QU: How were children chosen? Was it offered to all children in receipt of pupil premium in all year groups? No, it was only offered to pupils in particular year groups and then only to those pupils who might gain a significant benefit. In all cases parents were asked to consent to the activities and in all cases parents were fully supportive and it was interesting to see that for each activity each week parents ensured the children came to school prepared with any relevant equipment they had been asked to provide (eg swimming kit or wellies).

QU: Was it only offered to to all children in receipt of pupil premium? Mostly, although 1 child was included who does not receive PP as it was felt that child was very likely to derive significant benefit from being part of this group.

QU: What impact is this intended to have for these pupils? This is not a “quick fix”. It is a long term project to improve and enhance the early life experiences of children who may not otherwise get such opportunities. We worked on getting some sort of baseline as the children began the year and looking at the impact on outcomes at the end, but much of this is of a qualitative nature. For example class teachers were asked about any changes they noticed. Many reported that pupils’ behaviour, motivation and attitude to learning had noticeably improved.

A governor monitoring visit had been carried out by EB and MB. EB reported that she had seen for herself how children’s eyes had been opened to possibilities they had not previously known about. The report was yet to be circulated.

Action: EB to ensure completed visit report circulated as soon as possible.

QU: Are we following the agreed policy of using evidence-based actions to support children in receipt of pupil premium grant? There has been research that indicates that pupils who engage in cultural activities become more engaged in school which then has a positive impact on outcomes.

QU: How can this be quantified as, ideally, governors need to set an objective and measure impact against this? As mentioned earlier the intended impact is long term and qualitative in nature. Discussions with pupils during the year and subsequently nearly 6 months later give clear evidence of the positive impact it has had on them. Firstly all pupils involved had very positive memories of the activities. These included the obvious comments about having fun but also unprompted comments about how it helped them to learn, how they felt more confident, how it made them want to do more music and maybe learn to play an instrument (including a child who had not initially wanted to learn the recorder). One child said it made them think that if they had children themselves

when they were older they would want to take them to places like a farm. This indicates how the impact may last into adulthood.

SE also shared photographs taken during some of the activities and described how, for example, after learning to play the recorder the children had given a short concert for other pupils or had received a certificate for swimming in assembly.

QU: Do you have examples of class teacher comments? Yes, these include children gained confidence, they are more ready to learn, they have a better attitude, their self-esteem has grown.

R Duffett (the teacher leading the group, reported that it enabled her to see the children in a different light. She was better able to focus on the as individuals and get to know them better. Children also found it easier to approach her at other times when they wanted or needed support with something. It was also reported that children, as a result of these activities, had contact with a wider variety of adults and this had improved their relationships with adults in school too.

QU: You say parents were very supportive, did any need persuading that this would be beneficial for their children? Any feeling that they didn't want their children treated differently? No, all were more than willing for their children to be included. Both they and the children themselves were very positive about the experience as children had been selected for a good reason (this is not always the case for some of these pupils). The only issues were that other parents felt their child should also be included but there had to be a limit on numbers simply because of staff availability and also the project was concerned with seeing these children as individuals not just one in a large group.

QU: Has any work been done here on the particular children and potential barriers to learning that they may face? Children were selected to be in the group because, from what we know of them, they were likely to benefit from this experience. We used the experience and expertise of S Else (the school's Inclusion Worker) to help with this.

QU: As SENCo can you tell us how much overlap there is between children with SEN and children in receipt of pupil premium? There is some but not much: across the whole school 3 or 4 pupils fall into both groups.

QU: As governors we would like to see at the outset of any future projects an analysis of pupils' needs, what is proposed and why and then monitoring and a report of impact – is this available for this group? SE said she could provide anonymised case studies which gave the context, action and impact for pupils. Governors said they were anxious not to create additional work for staff. SE said this was in any case part of her role.

Action: SE to provide governors with anonymised case studies of a selection of pupils in the PP group.

SE summarised that the impact had been wholly positive for the children involved. The immediate effect was to improve children's motivation, attitude and learning and these effects were still evident 6 months later. However the intended impact is longer term: it

is an investment in these children's lives' enhancing their experience right now, helping them to prepare for secondary school and even impacting on them into adulthood.

It is a pity that because of staff availability this year (two new classes have been opened to enable the school to grow) the school cannot run the same programme again. However, SE is looking at how we might be able to offer a scaled down version, for example offering subsidised music lessons to children in receipt of pupil premium. It is a question of finding the means to do this. Governors were asked to bear in mind the importance of social capital and look at ways of continuing this initiative.

QU: Should we be subsidising school trips for PP children? Not as a blanket policy for all children in receipt of pupil premium on all trips. School already does this in cases where it is appropriate.

School will need to work creatively to continue the project. For example we might be able to use expertise from other local schools where teachers are trained to run forest schools. It is important to focus on the needs of the children and approach it from an "even better if" perspective. The impact is intended to be long term so we won't necessarily see immediate results.

Actions:

- E-copies of Ruth Duffet's report on the Social Capital Group to be circulated to governors (SE)
- Report of pupil premium expenditure for 2016/2017 to be uploaded to website (SE)
- E-copies of this the be circulated to governors (SE)

Governors thanked S England for her attendance and an informative discussion of the use of the pupil premium grant.

NS left the meeting at 8.45pm.

5. Policy reviews:

- Marking and Feedback – deferred from Summer 2016. School is still working on a revised policy – include on next agenda
- Pupil premium Policy and expenditure. Some minor clarifications were agreed to the policy. EB will make alterations and circulate. Governors asked that the plan for use of 2017/2018 PPG included objectives, actions, success criteria and mid-year milestones if appropriate.
- Teaching and Learning – deferred from Summer 2016. School is still working on a revised policy – include on next agenda
- SRE Policy. Has a new model policy yet been received from the Huntingdon group? No, nothing yet. RJ suggested she asked the RE Lead to ask the PHSE if there was a suitable policy available.

Actions:

- EB the amend PP policy and circulate

EB to raise with school about format of plan for use of 2017/2018 PPG
RJ to follow-up with RE Lead about SRE Policy
EB to follow up with school re Marking and Feedback, Teaching and Learning policies to ensure work is ready for next meeting
Marking and Feedback, Teaching and Learning and SRE Policies to be included on next agenda

6. Attainment and Progress Data reporting from school 2017/18

- Introduction: As a result of the previous year's experience of the provision of and use of data we need to be clear about what information governors need and when they need it. This will enable governors to properly interrogate the data and thus hold the school to account better. EB has met with SLT and discussed how this should be managed in future.
- Timing and Governor actions prior to Curriculum Meetings: as discussed earlier during the data presentation from this year onwards Phase Leaders have the role of collecting, collating and analysing data for the classes in their phase. Governors will receive anonymised data at least 10 days in advance of a meeting – we need to have looked at it and forwarded any questions of a factual nature to RJ and EB in advance of the meeting so that meeting time is not used in explaining or clarifying the information. Will we receive data from progress tracker but with all children's names removed and some randomisation (ie not left in alphabetical order). There was some concern that some governors may be able to identify some children from the information that is given. Whilst this may be possible, it is in principle, no different from the current situation with the data of children in vulnerable groups where there are only a couple of pupils: governors may think they can identify individuals. Governors are strongly discouraged from trying to do this and should certainly keep as totally confidential any information they may become aware of about any individual children (see Governors Code of Conduct for advice about confidentiality). Progress data will be given both in-year and across time for cohorts as they move through the school. This will enable governors to look at trends and ask what school is doing to address and issues that are then identified. All agreed that this sounded like a good way forward.

QU: Will this create extra work for staff? Staff are already thinking about how to do this. We know what we want to do but perhaps don't have the ICT skills to readily achieve this. Several governors offered support to develop a suitable Excel spreadsheet tool (or similar).

Action: P Warmington agreed to meet with RJ to discuss exactly what support would be useful.

- Additional C & S meeting early in Autumn Term 2018 onwards: it was proposed that from 2018 onwards there would be two C&S meetings in the autumn term. The first would be early in the term, as soon as practicable, in order to review the previous end-of-year data. The second would be later when progress data for the autumn would be available. There will continue to be one meeting in each of the spring and summer terms. All agreed to this proposal.

7. Update on outstanding governor visits:

- Maths Mastery – EB and TL – visited in spring and summer terms, written report with SLT for checking. A further visit is planned for spring 2018.
Action: EB to follow-up and circulate report as soon as possible
- Social Capital – MB & EB – visit and report complete – to be circulated (see item 4).

8. Future Governor Visits

- Maths mastery follow-up visit by EB & TL – spring 2018 (see item 7)
- 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.

Governors present proposed the following monitoring visits linked to priorities in the TOP:

- Reading – to look at the impact of the actions taken (use of core texts and running records). Volunteer required.
- 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

9. Any other business –

Analyse School Performance (ASP) this is a new tool for schools to use to look at data (replacing RAISE online). Governors may have access to this. Governors agreed this would be useful.

Action: EB to ask school how governors can access ASP

Meeting closed 9:10pm

Agreed Actions

E Barrett	Circulate report of governor visits to monitor the effectiveness of the pupil premium group
S England	Provide governors with anonymised case studies of a selection of pupils in the PP group
S England	Report of pupil premium expenditure for 2016/2017 to be circulated to governors and uploaded to website
S England	E-copies of Ruth Duffet's report on the Social Capital Group to be circulated to governors
E Barrett	Amend PP policy as discussed and agreed and circulate
E Barrett	Follow up with school re Marking and Feedback, Teaching and Learning policies to ensure work is ready for next meeting
E Barrett	Raise with school about format of plan for use of 2017/2018 PPG
R Jenkins	Follow-up with RE Lead about SRE Policy
E Barrett/Clerk	Include Marking and Feedback, Teaching and Learning and SRE Policies on

	next agenda
P Warmington	Meet with RJ to discuss what support would be useful in developing a way to create and present attainment and progress data to governors
E Barrett/ T Locke	Follow-up on and circulate report for the Maths Mastery governor monitoring visit held in Summer Term 2017
E Barrett/ T Locke	Make arrangement for a follow up governor visit looking at Maths Mastery in Spring Term 2018
P Warmington	Make arrangement for a governor visit looking at induction and baseline assessment of children joining the school in Spring Term 2018
E Barrett	Ask school how governors can access ASP