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## Little Paxton School Governing Body

**Agenda for the Curriculum and Standards Committee Meeting to be held on  
Monday 1<sup>st</sup> February 2016 at 6.30pm**

### **Present:**

Penny Conway	Authority Governor	David Jones	Parent Governor
Neil Donoghue	Co-opted Governor	Mike Kendall	Co-opted Governor
Debbie Gray	Co-opted Governor	Gemma Manning	Parent Governor
Graham Hiom	Co-opted Governor	Oliver Poulain	Parent Governor
Rebekah Jenkins	Associate Member / Staff	Jordana Watts	Staff Governor

### In attendance:

Alison Gatward Clerk to the Governing Body

1. Apologies for absence; received and accepted - Barbara Hughes Parent Governor
2. Declaration of changes in interests - No changes
3. Minutes of the last meeting (16.11.15) and matters arising  
**QU:** point 5 - discussion relating to the base line. Request to look at the national picture. This will follow as part of the Pupil Progress discussion.

4. Report on pupil progress - Monitoring and Evaluating School Improvement –  
Pupil progress meetings with all the teachers have been completed. Senior staff were very impressed with the knowledge and preparation of the staff, how they clearly knew the progress of each of their children. The review included reading, writing and maths, and both the current situation and predictions for the end of the year. The meetings then highlighted the plans for the children who are at risk of being below age related expectations by the year end.

Reception children are measured against “Good level of development” (GLD). This expects the children to achieve a score of 2 or above in the prime areas of the curriculum. The teachers identified which children are on track to achieve a GLD.

Early Years teachers have been on courses with the provider of the baseline assessment tests (Early Excellence). The national picture for this provider was low scores. Further data will follow.

Early years baseline assessment alongside teachers’ own assessments have identified the children who need extra attention. There was some degree of concern that the teachers identified some different children to those highlighted by the baseline provider. However, all identified children will now be monitored more closely. The teachers are tracking progress of these children in particular. We were not flagged as a school that

was low or non typical. **QU:** Does this cause alarm that there is a difference of opinion? It often happens in the first year that a new process is introduced. Staff are confident that the school is a good place if the children are being tracked and interventions are being put in place. **QU:** Next year will the baseline data and our assessments be closer? It may be more that the Early Excellence weighting change to be more in line with the teacher assessments. It is important for school to track the children in our way and learn what is important for our school.

**QU:** What is our position within the Early Excellence data? We are right in the middle of this data according to the data presented in November 2015. **QU:** What are Priory Infants (one of our partner schools) doing with the baseline assessments and how do we compare? They have similar results to ours and doing similar targeting of children who need extra support. **QU:** These are very different to those figures shown in November 2015? Previously figures were actual and based on no teaching so you would expect to see such a big jump. Although there are 6 children in reception who are at risk of falling behind, interventions are already being put in place so the general outlook is good. **QU:** Will the 6 children catch up? It needs to be acknowledged that the gap from reception to year 1 is massive. So there is a level of concern that these 6 may be below at the end of the year.

Children who have English as additional language, (EAL), Special Educational Needs (SEN) and Pupil Premium (PP) have all be identified specifically. In some instances children fall into more than one category. TA support is being put in place as required. Interventions such as a busy boys group for those struggling with fine motor skills. There are also speech and language interventions. For some EAL children they also have poor understanding of their own language as well as struggling with English. **QU:** Are CREDS (Cambs Race, Equality and Diversity Service) involved with these children? Teachers of Polish and Urdu have given support as appropriate, but it is becoming more difficult to get support as funding for this service is cut.

JW shared with governors that the information for the other years of the school is based on Autumn term data with age related expectations that are for the end of the year. When the data was gathered there had only been 12 weeks of teaching. There is the whole of the rest of the year to move the children on.

There is a focus on maths in Peacock class and the whole timetable has been adapted to aid retention of information. eg. they have a whole week of maths all morning and then a whole week of literacy all morning the following week. This has had positive results. The independent activities reinforce the teaching. It was pointed out that there are no PP children in this year group. These are the first ones who all received free school meals which may mean eligible children have not applied for PP status. (The Governing Body is developing a strategy to address this.)

Performance targets for the teachers relate to the progress of the children in their class. The teachers have been set aspirational targets as this is what is required to maintain the outstanding school status. The levels must remain higher than previous years. In addition there are progress targets for 90% of children to make 3 steps of progress. **QU:** Does this mean the cohorts previous results or the previous year group? It is the previous year group and therefore does not take into account weak and strong cohorts.

Year 2 will be doing the new SATS for the first time. The papers are harder than previously: there will be spelling and grammar, two maths papers without any equipment, two reading papers minimum but they should be given the chance to sit 4 papers including those at a higher level. Writing is teacher assessment as previously. The school is likely to be moderated as RJ is a new year 2 teacher. The interventions for this year group take place during assembly and other times and are being used to work on the small things that may be holding some children back. The intervention time is shared across the two classes. 4 children have been on a maths course for a term and they have all now reached age related expectation.

(DG left the meeting 8:09)

Year 3 have never had age related curriculum levelling before as they were on the old system last year. They are all below. JW is supporting maths teaching in year 3, the groups are setted over the 2 classes. **QU:** How will mastering for reading and writing be achieved? Subject leaders have been running staff meetings on this. It is a huge focus for the school and Michelle Larby may come back to do more training. Mastering is easier to include in normal classroom differentiation in reading and writing than in maths.

It has been identified that there needs to be provision for older children with EAL who may not have support at home with English. It should be recognised that some concepts may not be understood due to lack of language skills. The school is looking to ensure that the right support is being provided. For example, JW meets with 5 boys weekly to look at writing and has gone back to basics.

**QU:** When there is a gap between where the children are and where they need to be, how do you ensure this is accurate? Through constant moderation, gathering teams together to review and observe. It is about assessing the new levels and this has progressed well as it becomes more familiar over time.

In year 5 JW is supporting the teaching team for maths which has reduced the size of the groups. TAs have been on a writing intervention course and their learning will be implemented. Different reading resources have been purchased to support the guided reading. It has been great to involve JW in supporting new teachers and larger classes.

There is concern that there are 10 children below in year 5 but a feeling these assessments could be cautious. **QU:** It is the same number in each group so is it the same children? 6 children are the same across the board. There is a need to look at different interventions.

It was suggested that it may be helpful to ask the reception teachers to attend the next autumn meeting when the baseline is discussed as they would be able to fully explain the process.

**ACTION:** RJ to ask YR teachers about a possible presentation to governors in the autumn

##### 5. Policy review

- Sex and relationships education - SRE Policy. There is no new policy from the St Neots forum, DH will chase up at the next forum meeting. However, our current policy still meets our requirements and no changes to how SRE is taught have been made. Governors agreed to continue with the existing policy until such time as a new one is available.

- Accessibility Plan - it was agreed that this should be incorporated in the inclusion policy.

**ACTION:** OP to write a paragraph to be included in the inclusion policy regarding accessibility.

- Spiritual, Moral, Social and Cultural Development Policy – Based on the British Values focus as discussed in the previous presentation staff have requested that this policy be re-written to incorporate the recent changes.

**ACTION:** JW to work with staff to propose an updated policy for the next meeting.

- Pupil Premium Policy – This one pager may have been confused with the SEN policy. Need to review the minutes to determine what needs to be done.

**ACTION:** AG to advise where the Pupil Premium one pager was requested.

## 6. Future Governor Visits

Reason for Visit	When	Who
Teachers new to year groups and new to school	Complete – report presented at next Personnel meeting.	GM EB
Hand writing focus in school - based on new focus in new curriculum	October & September Oct visit complete – report due Present at C&S in summer	BH tba
Assessment Grids	Complete – report presented at next C&S meeting.	GH OP
Progress in reading Speak to those who have done the BRP training and review the impact of the associated interventions. DH to advise who to speak to. RJ would be key. Also speak to the children regarding their perception and about Fiction express. Look at teachers' reports on progress. Understanding what constitutes reading in different year groups and the progression of reading skills.	Spring Term	MK EB
Outdoor Learning Questions to be agreed at the next C&S meeting	Summer Term	MK GH
Re-visit marking Questions to be agreed at the next C&S meeting	Summer Term	tba

## 7. Any other business

PC advised governors that the extension plans will be available at parents evening for the parents and the public to review. Therefore, would it make sense to postpone the discussion with parents regarding Pupil Premium (PP) as this is likely to have a much higher focus. **QU:** Is it not possible to discuss both? There is a concern that if we leave it until the next parents evening then a whole year of funding could be missed? **QU:** Has the policy been approved? Could this be the way into a conversation with parents about PP? It would mean the letter would need to be sent to parents ahead of parents' evenings. It needs to be clear what the school is providing and how to register etc. It would also be good to give details of what the money can be spent on in the future. ie. if more parents register.

PC advised governors that she would write to the parents giving more information about the proposed extension as there has been some feedback that the brief comment in the news letter came as a surprise to parents who didn't know anything about the proposed expansion of the school.

**Post-meeting update:** At the stakeholder meeting with the LA, architects and builders on 3<sup>rd</sup> February it became clear that the presentation to be held in the school hall on parents' evening was much bigger than originally thought and would be open to the general public. As many staff and governors as possible need to be available to represent the school at that time. Therefore the CoG decided, in conjunction with the HT and the Chair of S&B, that it would be inappropriate to discuss pupil premium with parents during the same meeting.

8:40pm meeting closed.