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Little Paxton School Governing Body

Minutes of the Curriculum and Standards Committee Meeting held on Monday, 12th June 2017, at 6:30pm

Present

Ellen Barrett

Penny Conway

Neil Donoghue

Rebekah Jenkins

In attendance –

Co-opted Governor

Authority Governor

Co-opted Governor

Associate Governor

Julie Zausmer (Clerk)

Mike Kendall

Oliver Poulain

Natasha Stott

Co-opted Governor

Parent Governor/chair

Staff Governor

1. Apologies for absence
Apologies were received from David Jones.
Gemma Manning and Graham Hiom did not attend the meeting.
2. Declaration of Interests – no changes declared.
3. Minutes of the last meeting held on 22nd February 2017 and matters arising
None – all issues are on the agenda.
4. Report on pupil progress – Spring term and first half of Summer term.

R Jenkins shared progress data for years 1 and 2 with the committee. Children's attainment is now assessed against "age related expectations" (ARE) and can thus be scored as being "below", "meeting" or "exceeding" ARE. The objectives that children need to achieve in order to reach ARE have become much harder in the new curriculum. Also children have to be secure in all objectives to be at ARE. School has tried to find a way of using this to report children's progress in a straightforward way to governors.

R Jenkins explained that a child who stayed at the same level of attainment with respect to age related expectations was considered to be making expected progress. For example a child whose attainment was at ARE in maths at the end of Y1 and also was at ARE at the end of the next term had made expected progress. Children whose attainment moved down from say above ARE to at ARE had made less expected progress and those whose attainment had moved up from say below ARE to at ARE have made accelerated progress. For example a child whose attainment was above ARE in reading at the end of Y1 but was at

ARE at the end of the next term had made less than expected progress; whereas a child whose attainment was at ARE in reading at the end of Y1 but was above ARE at the end of the next term had made more than expected progress.

In summary progress has been measured as followed:

Less than expected progress is ...

- At ARE to Below ARE
- Above ARE to At ARE

Expected progress is ...

- Below ARE to Below ARE
- At ARE to At ARE
- Above ARE to above ARE

Accelerated progress is ...

- Below ARE to At ARE
- At ARE to Above ARE

The following tables of progress data for years 1 and 2 were shown to governors.

Year 1 (46 pupils)

Reading

Summer 2016		Spring 2017		
		Less than expected progress	Expected Progress	Accelerated Progress
Below ARE	6	0	4	2
At ARE	28	7	16	5
Above ARE	12	2	10	0

Writing

Summer 2016		Spring 2017		
		Less than expected progress	Expected Progress	Accelerated Progress
Below ARE	11	0	5	6
At ARE	27	5	16	6
Above ARE	8	3	5	0

Maths

Summer 2016		Spring 2017		
		Less than expected progress	Expected Progress	Accelerated Progress
Below ARE	7	0	4	3
At ARE	24	5	18	1
Above ARE	15	3	12	0

Year 2 (46 pupils)

Reading

Summer 2016		Spring 2017		
		Less than expected progress	Expected Progress	Accelerated Progress
Below ARE	12	0	8	4
At ARE	19	0	14	5
Above ARE	15	2	13	0

Writing

Summer 2016		Spring 2017		
		Less than expected progress	Expected Progress	Accelerated Progress
Below ARE	11	0	11	0
At ARE	22	0	19	3
Above ARE	13	2	11	0

Maths

Summer 2016		Spring 2017		
		Less than expected progress	Expected Progress	Accelerated Progress
Below ARE	14	0	8	6
At ARE	17	0	13	4
Above ARE	15	3	12	0

Governors agreed that this was a straightforward way of measuring and reporting pupil progress, but were concerned that children who were below ARE from one assessment point to the next were recorded as making expected progress. They might be but they may not be making any progress at all. **QU:** How can this issue be addressed? Guidance received indicated that a child who was below ARE at the end of Y1 and also at the end of the following term has made expected progress. **QU:** That may be the case but they could equally well have made little or no progress and still be recorded as below ARE. How can we tell? Teachers would be aware of a child who was not making any progress and was therefore falling further behind. **QU:** The data seems to show that any child in Y1 or Y2 who was below ARE in any subject has made expected progress whereas there are several who were at or above ARE who have made less than expected progress – is this really the case? Children who were below ARE have made progress but not necessarily accelerated progress in order to attain ARE. **QU:** Are the old levels being used to assess and track achievement? No, they are not. School has to use this new system agreed by central Government but will be aware of children who get “stuck” and make little progress and appropriate interventions will be put in place to support such children. **QU:** Is there a way to show progress data for vulnerable groups – as we cannot tell from this data if particular groups of children are making less than expected progress? Separate tables would have to be used for this. Governors agreed that they needed a way to monitor the progress of vulnerable groups as well as the progress of all pupils.

ACTION: Staff to consider how progress data could be produced for vulnerable groups.

QU: There are several children who were recorded as above ARE but who have made less than expected progress - as so much effort has been put into children who are below ARE has there been less focus on those who are at or above ARE? Considerable effort is put into children who are below ARE but staff are concerned to ensure every child makes good progress. However, children's progress is not always linear – they can progress in stops and starts - sometimes they make sudden very rapid progress and then reach a point where they get stuck for a while. This will be carefully monitored as the child moves up the school.

Assessing against the new curriculum has been problematic. Staff have used tests in many instances but tests are not always an effective method and staff need confidence to use their professional judgment and their knowledge of the children in order to assess them better.

R Jenkins shared the following “headlines” from Y6 data (she reported that data was unavailable for Y3, 4 and 5) – there 33 children with Year 5 data.

Year 6 Reading when compared to Summer 16 data 30/33 are on track to make at least expected progress

- 8 below remain below (expected progress)
- 16 who were at (3 to make less, 10 expected, 3 better)
- 9 above remain above

Year 6 Writing when compared to Summer 16 data 31/33 are on track to make at least expected progress

- 11 below – 7 remain below, 4 to make better than expected progress and be at
- 14 at – 13 to remain, 1 to be above (better)
- 8 above – 2 less than expected (at) 6 stay above

Year 6 Maths when compared to Summer 16 data 30/33 are on track to make at least expected progress

- 12 below – 7 remain below, 5 to make better than expected progress and be at
- 13 at – 12 remain, 1 to be above (better)
- 8 above – 3 less than expected and be at, 5 stay above (expected)

KS2 staff reported that this had:

- Been a very useful exercise
- Revealed some issues in both how teachers are making assessments and coming to their judgements – discrepancies – staff using test data not teacher assessment (not triangulating data)
- Highlighted the children we need to be focussing on in the summer term
- Led to professional discussions with staff about some children

- Further specific information needs to be collected about the barriers to learning for these children and how we can remove them. Diane has already met with 4 members of staff.
- They have used Nikki Colledge (reading recovery teacher) to support the teachers with children who need to make more progress in English and redeployed our TAs for this term

Governors thanked staff for their work in preparing this data but expressed concern that this data for the spring term is incomplete as it was now the second half of the summer term.

5. Report on lesson observations

The following planned lesson observations were carried out in the spring term:

Subject	Grade
Science	Outstanding
Science	Good
Maths	Outstanding
English	Outstanding
Maths	Good
Maths	Outstanding
English	Outstanding
Maths	Good
English	Outstanding
Maths	Good
Maths	Good
Maths	Good
English	Outstanding
Science	Outstanding
Maths	Good

7/15 were graded Good – 47%

8/15 were graded Outstanding – 53%

QU: Why are only those subjects observed rather than say PE? Formal lesson observations focus on the core subjects (English, maths and science). **QU:** Are there informal drop-ins on other subjects. Yes, there can be and these are encouraged. Governors commended staff on these excellent lesson observations.

Staff present raised their concerns about information that the Head Teacher had recently shared with them about the lack of funds to permit discretionary allowances to be paid this year in recognition of outstanding teaching. Governors agreed this was very disappointing but these payments were always discretionary and the budget is very tight this year. Staff present reported that the general feeling in the staffroom was that they were insufficiently appreciated and this could lead to problems in retaining staff. Governors recommended that staff should approach either the Chair of Governors or the Chair of Personnel to raise these concerns as this committee was not the right forum for this discussion.

Staff present also raised concerns about the introduction of Maths Mastery across the school. Some felt they had had insufficient training and in any case felt that the way maths is currently taught is successful and does not need to change. Governors cannot comment on the use of one teaching method over another (this is a professional matter for the Head Teacher and her staff) but will closely monitor the outcomes in maths. Teachers with concerns were recommended to raise these with their line manager.

6. Policy review

- Educational Visits
- Marking and Feedback – deferred to next term
- Teaching and Learning – deferred to next term
- Relationships Education (SRE/ PSHE) – there has been a recent update from the Education Secretary making these topics statutory in primary school. **QU:** do we need to review and update our SRE policy? We have always provided SRE at Little Paxton so we do not expect to have to make much change to existing policy and practice. **QU:** Have St Neots forum sent anything to us? Not yet, but this will not become statutory until 2019 so there is plenty of time to review our policy when the final details of the new requirements are known.

7. Governor Visits

2 reports were received by the committee:

- Handwriting, Spelling and Grammar – this visit was completed by P Conway. The committee found this a useful report and thanked her for her work with this. It was noted that it will be necessary to follow up at a later date if the new innovations introduced were maintain their effectiveness.
- PE and Sport – a visit has been carried out by O Poulain and P Warmington where they met with N Stott, the PE Subject Leader, to

discuss the provision of PE and sport at Little Paxton. They intend to follow up with further visits to see this in action.

Other governors have made or are scheduled to make various visits:

Reason for Visit	When	Who	Report
Impact of building project on school life	On-going throughout the year	ND	To FGB (10/7/17)
Middle Leadership	Dec 2016 & spring 2017 – deferred to Autumn 2017 & Spring 2018	GH & EB	To Personnel Committee (Summer 2018)
Social Capital Group	On-going throughout the year	EB & MB	To C&S Committee (Autumn 2017)
School Council	Summer term 2017	MB & TL	To FGB (10/7/17)
Maths Mastery	Spring Term 2017- deferred to Summer term 2107	EB & TL	To C&S Committee (Autumn 2017)
Re-visit marking	Summer term 2017	DJ & MK	To C&S Committee
Outdoor Learning	Deferred until building work complete	MK & GH	To C&S Committee

E Barratt reported that she and M Button had visited the social capital group several times and discussed its impact with R Duffett (the teacher leading this group). It was seen to have benefitted the children by providing them with opportunities and experiences they had not had before. Children’s confidence has grown and they have developed social skills over the course of these sessions. A full report will be available for the C&S Committee in the autumn term.

8. Any Other Business – none.

Meeting closed at 8:45pm