



Learn. Enjoy. Achieve.



Little Paxton School Governing Body

Minutes of the Curriculum and Standards Committee Meeting held on Monday 16th November 2015 at 7.45pm

Present:

Penny Conway	Authority Governor	Rebekah Jenkins	Associate Member / Staff
Neil Donoghue	Co-opted Governor	David Jones	Parent Governor
Nick Folkard	Co-opted Governor	Mike Kendall	Co-opted Governor
Debbie Gray	Co-opted Governor	Oliver Poulain	Parent Governor
Graham Hiom	Co-opted Governor		
Barbara Hughes	Parent Governor		

In attendance: Alison Gatward Clerk to the Governing Body

The meeting followed a RAISEonline presentation

1. Apologies for absence ; received and accepted
Gemma Manning Parent Governor
2. Declaration of changes in interests - none declared
3. Minutes of the last meeting (15.6.15) and matters arising
 - **QU:** par 4 - Is getting the TA to do extension work with pupils having a positive impact ? It has been successful. "Higher achieving" should read "Level 3 children in Maths". Also amend grammatical error.
 - **QU:** par 5 - Has this training been found? Both early years teachers been on training this year.
 - **QU:** par 5 - should be 2015 rather than 2016.
4. Report on pupil progress - Monitoring and Evaluating School Improvement - revised SEF/TOP document and priorities for this term/year (linked in with RAISEonline)
As per previous presentation.
As previously discussed the SEF and TOP have been amended, making them simpler and easier to follow. The new top identifies 3 improvement priorities from all the data from last year.
 1. To ensure that all pupils make good progress throughout the school in all areas of reading, writing and maths. Inset training has been focusing on literacy and whole school reading. Target is for 90% of children to make 3 steps of progress in reading, writing and maths. BRP (Boosting Reading in Primaries) is helping children across the year groups make progress. Also looking to review the assessment of writing. Looking to develop middle leaders to monitor progress for year groups. **QU:** What are the key assessment dates? Every half term data will be shared and reviewed, this will be reported to governors at the end of each term. Assessments completed by the end of half term and then meet early the following half term to meet and review. The data for the autumn will be done before Christmas.
 2. To develop middle leadership to ensure that there is a sustained capacity for improvement. In order to grow the school there is a need to have people to lead teams and report back to governors etc. This gives opportunities to staff, who are able and wanting more, to take on more

responsibilities. e.g. Mrs Embrey is taking on the KS2 role. Relevant training is being given to those who need new skills enable them to take on this extra responsibility. **QU:** Curriculum leaders what does this mean? English, maths, science, art & DT, history and geography. Mrs Duffet covers classes to enable teachers to have release time to do their co-ordinator role, which is proving to be beneficial to allow them release time to focus on their subject lead work. Their roles will involve reviewing targets, looking at how best to show progress in their subject, working with other members of staff who are on their team. In this way we are encouraging shared ownership of what is going on in the school. **QU:** The development middle leadership is definitely the right thing to focus on; is this only around curriculum teams? It is based on the curriculum at the moment but also involves reviewing data, and will include phase responsibilities as the school grows. **QU:** Would there be other ways of how these middle leaders can be developed? Interesting question which would require more thought in order to respond. There are areas such as mentoring which can be used to develop middle leaders. We have already identified key staff to have student teachers to give them an opportunity to mentor. We are also looking for opportunities to retain the staff and this may be possible through other ways of development of middle leaders. **QU:** Do you have a clearer idea of what needs to be in place when we become a 2 form entry school? There would need to be the following teams, each with a lead teacher - EYs team, Y1-2, Y3-4, Y5-6, then a Key Stage Leader responsible for each KS, Deputies and the head. Consideration has been given to who could potentially fill these positions. There may be more candidates than positions. **QU:** Can you manage the fight for the roles? The selection would be via the interview process and it may be that any who don't get the role may choose to then move on. Staff may be ready to extend their role at different times. Having SCITT (School Centred Initial Teacher Training) teachers give an opportunity to see in advance the calibre of new teachers who may soon be available for recruitment. **QU:** Would there an expectation to see salary progression over the standard levels and therefore a financial impact? TLRs (Teaching Learning Responsibility points) are used to reward larger elements of responsibility such as key stage leader. There will be implications further down the line but there will be more money coming in from larger numbers of pupils.

3. To further develop the engagement of parents in school life with a focus on LPSA, parents forum and homework. One meeting of Parents Forum has already happened and it was very good. The people who had been talking on the playground came in to discuss the issues they were concerned about. **QU:** Are there any actions coming out of the meeting? There will be some action points which will probably be picked up in the newsletter or at subsequent meetings. Should individual comments arise these will be responded to individually - although the purpose of the meeting is not to discuss specific children or issues pertaining to individuals. There were discussions about school dinners. The attendees represented a good span across the age groups. There were 7 attendees and it would be good if there could be more. The parents were asked for their preferred time and the most popular time was picked. The meeting was held just before the end of the school day. The times of future meetings will be varied to enable more and different people to have the chance to attend. It is hoped that the people who attended felt that it is valuable and then word of mouth will hopefully improve attendance at the next meeting. DH had a prepared agenda which governors agreed was wise. **QU:** What is the plan for the future? Is the agenda sent out ahead of the meeting? DH picked issues this time to cover issues the subject of 'playground talk'. As more meetings are held then suggestions could be received from parents for the items which should be discussed.

SEF remains as detailed as this is required for OFSTED. The TOP is easier to track the 3 main priorities.

QU: SEF and TOP - amber areas on the SEF how and where do we know that these are actioned? In the SEF review we will detail what has been done in each term. This will be updated and shared.

5. CGS suggested items

EYFS Baseline Assessment – the assessments were carried out over 2 weeks at the beginning of this term and our data was submitted. School used “Early Excellence” to do this. National data was not yet available.

QU: What does “typical” mean on the EYFS assessment report? “Typical” means average for a child of 40-60 months. Year 1 children (in Peacock class) are not included in this data. **QU:** It looks slightly disturbing that there are a % of children well below and below typical? Our baseline data has been below typical on entry for some years - this is a normal spread and similar to the data from other years. The baseline test is done before the children have been taught and the results have been similar for many years. **QU:** Last year’s reception, how do these compare with this year? There are more behaviour issues this year, but there are also more sparky children than last year, so the top and bottom are more extreme, giving a wider range. There is a group in the middle who will be able to be moved on. **QU:** How valid are baseline assessments if the children come in so low in the first instance? Generally how do the standard baselines work for this year? Once we have the National picture it will be clear to see how our results compare. These results are not surprising. RJ explained she has worked with the pre-school to try and help the children to come in higher than previously. The need is across all aspects - social, communication and physical. Children are growing up with iPad and xBox therefore sometimes unable to communicate well with other children or adults. We are using a TA to work with children to help their speech. PSED (Personal, Social and Emotional Development) needs are also supported with an inclusion worker teaching the children how to play together. Doing things like team work and team games, circle times. Personal behaviour plans are in place where necessary. There are finger gyms out in both classrooms to get them to get their pincer grips working , focusing on fine motor skills to improve their ability to hold pencils properly.

QU: What is causing this? Children aren’t spoken to very much. The many don’t have the opportunity to speak to adults or haven’t played a board game, a sad change in culture. **QU:** What do we do about it? As previously mentioned, finger gyms, new outdoor play structure has been put up, (Thank you to ND for doing this). This has been really useful and the children love it. An adult is now always outside whilst the children out. This has taught them turn taking, sharing time, requesting a turn etc. There are egg timers for them to use. It was pointed out that this current year group is a larger group of boys - 28 boys and 18 girls - which will depress the figures. **QU:** What can we do to encourage them at home? playing with small things like Lego or eating Smarties or raisins as a treat. **QU:** If more girls mature quicker, is this not more concerning as there are 55.6% girls below typical compared with 53.6% boys? Looking at all the data a lower % of girls are well below typical (5.6% vs 28.6%) and a far greater % are typical (38.9% vs 17.9%). Therefore overall girls are achieving higher. This is a typical picture year on year. **QU:** Why is this? Do teachers under assess to give better progress later? The teachers have been on training to learn how to do the assessment. They have moderated across both classes, but some of the statements are so ambiguous that it is open to interpretation and a huge moderation issue. **QU:** How well moderated are our judgments? They are done by 2 teachers who discuss their judgments. A comparison of us against other schools has been provided by the company. There may be some changes to our data once they also have the national data. This will be shared at the next meeting.

QU: In summary, what is it showing and what are we doing about it? These are the areas of concern and the focus is making sure they are being moved on. The aim is to move all children on to make progress.

Class teachers are aware of any particular needs for individual pupils and have appropriate strategies and interventions which are in place. In addition, when information has been received from county about which EYFS pupils have been given Pupil Premium funding these pupils will have further targeted support as appropriate. A full update will be given at the next meeting.

ACTION: Further update at the next meeting to share national results and benchmark against this data.

7. Policy review

- Sex and relationships education - SRE Policy – Revised Policy outstanding from St Neots Forum – Soon to be available
- Accessibility Plan - complete
- Spiritual, Moral, Social and Cultural Development Policy – postponed to next meeting as staff are yet to be consulted (the opportunity for some literacy training came up which the school took).
- Pupil Premium Policy – Update summary from GM – next meeting

8. Governor Visits – updates and proposed visits - all arranged.

Reason for Visit	When	Who
Teachers new to year groups and new to school	Autumn Term	GM & EB
Hand writing focus in school - based on focus in new curriculum	October	BH & SC
Assessment Grids	Autumn Term	GH & OP
Changes to curriculum in year 2 and year 6	Spring Term	BH &
Progress in reading	Spring Term	Volunteer
Outdoor Learning	Summer	MK
Re-visit marking	Summer	DJ & OP

QU: Review visits from last year? Which governors are to volunteer? Try and all get involved.

9. Any other business – TBA

PC shared with governors that this was NF's last meeting and thanked him for many years of hard work on the governing body, especially in the role of C&S Chair. He said that he felt he had learned a lot from his time as a governor and wanted to praise the staff of the school who work consistently so hard for the benefit of all the children.

Meeting closed 8:45pm