



Learn. Enjoy. Achieve.



Little Paxton School Governing Body

Minutes of the Curriculum and Standards Committee Meeting held on Monday 27th February 2017 at 7.30pm

Present:

Ellen Barratt	Parent Governor	Tracey Locke	Co-opted Governor
Penny Conway	Authority Governor	Gemma Manning	Parent Governor
Neil Donoghue	Co-opted Governor	Oliver Poulain	Parent Governor
Rebekah Jenkins	Associate Member/Staff	Natasha Stott	Staff Governor
David Jones	Parent Governor	In attendance	
Mike Kendall	Co-opted Governor	Alison Gatward	Clerk

1. Introduction of Tracey Locke, proposed new Co Opted governor.

2. Apologies for absence Graham Hiom Co-opted Governor

3. Declaration of interests - no changes

4. Agree minutes of the last meeting (21.11.16) and matters arising
New door at the front of school is being changed to white.

5. Report on pupil progress – including vulnerable groups.

RJ gave an update on pupil progress focusing English and Maths across the school for specific groups of children who are being tracked. The report refers to the Pupil Progress meetings in January which reviewed the Autumn data. The presentation is attached to these minutes.

EYFS

QU: Are these the same children who are not on track across all subjects and were there any surprises? They are the same children and they were identified early in the year. **QU:** Is there anything more that can be done for these children? In phonics they are being streamed and going out to different phonics groups to really plug the gaps and focus on their high needs. There are extra teaching assistant hours and one child is being supported by a teaching assistant.

Year 1

Staff teams are growing around the year groups and supporting each other with all the children. Writing is the priority. There is no teaching assistant in the afternoon in one of the classes. **QU:** What support is need for this class? This is currently being reviewed **QU:** Would you have expected any of these children to be on track? There were other children who are now on track. Teachers have identified children who need further

support and these children are being given extra focus. **QU:** 72% at the end of the year in writing, is this achievable? There is still time to achieve this.

Year 2

There are 14 children in vulnerable groups out of 47 in the year, 10 of the children are in one class. There is a big gap between the most able and the least able. There is a lot of focus on these children; one to one reading sessions, specific learning programmes have been put into place, handwriting sessions, maths sessions with pictorial support to meet their learning style. In addition staff are using additional strategies other than phonics to teach reading specifically to help this group. They are currently all on target. There has been some movement in this year group. These are resilient children who really want to learn. **QU:** Have you any not on track that had been? No, there are no children not on track who previously were, there are some who may well make the level.

Year 3

The most children who have joined the school this year - at least 7 are all below ARE. These new children are still finding their feet. **QU:** Are these catchment children? One child came from another local school and a whole group followed them. They are currently not on track to achieve their targets. **QU:** Have the targets been reviewed without these additional children? Not yet. If there is doubt they have said not on track. For these children there is a lot of reading support - 3 times a week with additional strategies. There is an EAL child who has been in school since reception but has made slow progress, but need to do further work and then have him assessed. There has been lots of support for the teaching teams in this year group. **QU:** What is the impact on the children and the staff? The staff are coping really well and getting good at assessing the children quickly to know where to start with the children. Teaching assistant is currently available to support these children. This is one of the focus year groups.

Year 4

This is a large year group with big personalities and they have been challenging throughout their school life, however there is a really strong team of experienced teachers who are ideal for this cohort. There have been a lot of children move in and out of the year group. There is a long list of support for these children - teaching assistant support, independent tasks, guided groups, change of timetable to maximise time for the children. They are currently slightly below target for the end of the year targets which were based on prior achievement of this year group. The expectations in the content of what they have to write have been raised. However, they can show progress within the year.

QU: What is planned for this cohort for next year? Looking at which staff members are in year 5 and seeing what has worked for them in year 4. The staff are amazing and coping well, supporting each other. **QU:** If the needs in the year group are social and behavioural - what is there anything that school can do? Children are seeing the inclusion worker. Tactics such as trying to give the children jobs to do during lunchtimes are being used. Everything that is available is being used. There are some children who are not going to meet ARE but they will make progress from their starting points. **QU:** Are we confident that we are doing what is best for each child or are the strategies results driven? What is the best use of time and resources? All the children are supported with targeted and specific group work lead by teachers and teaching assistants. **QU:** For these children is it more appropriate to consider their progress rather than their attainment? Need to look

at how to share this information with governors. Every child has a percentage score for their objectives for each term this enables progress to be tracked during the year.

QU: What about the higher attaining children? Are they still at that high level and are they moving forward too? This term the staff have been asked to report on those children not on track and give details of what support they are giving these children. Next term, the focus will be on all levels, below, at and above. The staff, however, are already aware of children who are not making the expected levels of progress.

Year 5

This year group has the largest number of children are EAL (have English as an additional language) but have been through this school and have a clear understanding of the language. Although this class is lively they are making good progress and should exceed the targets set for the end of the year.

Year 6

This is the biggest class with 34 children and also some of the biggest characters in the school. It is stressful for the year 6 teacher and governors expressed concern for her. She has set high targets for this group with every confidence that she will achieve these. Her strength is in knowing where her children are and seeing what each child needs to move on. She has asked for help when needed and has been given her some additional release time.

RJ shared with governors that the team work and collaboration of resources should be celebrated. Phase leaders are starting to play a part in driving these things forward. There is a greater sense of shared accountability across the school and more people understand how their actions can impact the whole school. There is a great teaching team and the children are happy and enjoying being in school.

This has been confirmed by parents in a recent parental questionnaire which will be discussed more fully at the next full Governing Body meeting.

Governors asked for data to be presented that allowed them to understand how many children are making good progress. Whilst attainment is very important, and governors wish to know if children are on track to meet age related expectations by the end of the year, they also want reassurance that those who may not achieve this are still making expected progress. Likewise governors would like to be able to see that children who started the year above age related expectations maintain this level of attainment by making expected progress. RJ invited DJ to work with her to devise a simple way to do this that did not create an additional burden on staff.

6. Social Capital group for PP children

Ruth Duffet will come and give a full presentation in the summer. EB has done two visits including going to the farm with the group. It was acknowledged that tangible benefits may be hard to identify. It was obvious that some children had little exposure to animals and some even found the smell difficult to deal with. The farm helped to identify how behavior could have consequences. **QU:** Do the teachers notice a difference in their behavior after the visits? For these children it also boosts self esteem as they are not the

children who would usually get chosen for a special event. It was interesting to observe that they all managed to have what they needed for the trip.

7. Lesson observations

There will be 3 weeks of performance management observations. First observation will be performance management lead only, the second round will be performance management and phase leader, the third will be two observers. All of the dates have been set. Outcomes from observations will be available for the next Curriculum meeting. Previously teachers had feedback that observations late in the school year were not the best time and therefore booking all the observations well in advance is in response to these comments. It makes a huge difference to teacher well being to plan the observation ahead and to respond to what has been said.

8. Update on proposed governor visits

Reason for Visit	When	Who
Impact of the building project on school life	Each Term	ND
Middle Leadership (2 part)	Dec 2016, Spring Term	MK & GH & EB
Social Capital Group	Autumn Term	MB & EB
Hand writing focus in school*	Autumn Term & Summer Term	OP & PC
School PE and sport provision	Early 2017	OP & GM
Maths Mastery	Spring Term	EB & GM
Re-visit marking	Summer Term	DJ & MK
Outdoor Learning**	Autumn 2017	MK & GH

9. Any other business - TBA

Succession planning -

Either a document or a plan should be in place to say how many children may be coming in the school, age of the staff etc and what plans there are to react to these. Need to look at resourcing in the coming few years. Should be on personnel agenda rather than curriculum.

Parents questionnaire **QU:** What are we going to do with the collated information and the feedback? The analysis is done, how will this be responded to? There is no direct response required as most respondents were anonymous. It was agreed to divide up the comment areas by committee and add to forth coming agendas to review. **QU:** Have the responses been shared with the staff? Not as yet but should be sent out for them to look through and then discuss in a staff meeting. It would be ideal to be able to put together a response looking at “you said and we did” and to highlight aspects outside of the schools control.

OP advised due to work commitments he is struggling to manage the chairing of this committee and asked governors to consider if they would be able to take it on. EB may be able to do it in September if no one else comes forward.

Meeting closed 8:50pm