



Coberley Church of England Primary School



2018/2019	Meeting of Curriculum & Standards Committee		
Date:	Thursday 18th October 2018	Time:	3.30pm to 4.30pm
Venue:	Coberley Primary School		
Attendance:	Andy Milner, Headteacher Cliff Pooley, Chair (Safeguarding) Geoff Gait-Carr, Co-opted Governor Cassie Smith, Staff Governor Mel Pinkham, Co-opted Governor		
Present:	Julie George, Clerk to Governors		
Apologies:	None		

Item	Subject	Action	Who and Date
1.	Prayers The meeting opened with a prayer.		
2.	Apologies There were no apologies. MP was welcomed to the committee.		
3.	Minutes of Last Meeting & Matters Arising CP thanked the clerk for comprehensive minutes. He also pointed out that all the staff were very aware of where each child is academically. The Head talked about safeguarding and the new policy for KCSIE (Keeping Children Safe in Education). He pointed out that we did not yet have a lockdown procedure for the school and this was work in progress.	Action	Who and Date



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	The safeguarding display in the school hall, which had been created by the children, was discussed, specifically staying safe on the internet. It was mentioned that there had been some issues this term around on-line gaming sites. A discussion followed around the school site safety and the improvements made, i.e. gates padlocked, fencing installed, key fob access on all doors etc. There were no further comments and the minutes were agreed and signed as a true record.		
4.	SEF The Head explained the SEF to the new governor. The school is now full with 70 pupils on roll. The Chair suggested everyone look at the SEF individually and send any questions to the Head. The Head thanked GGC for coming in to do observations. GGC said that all the staff were very different but the order and harmony in the classrooms was amazing. He commented on the dedication and focus of all the teaching staff; they were all engaged and there were no raised voices. He was also impressed with how the children helped one another and supported each other in what was a very calm, safe environment. All the staff were very positive about all the children and it felt like a real team working together. The Chair said that he had been involved at the school for over 20 years and was present when all current staff members began in the school. One member of staff had started immediately following training and had made excellent professional progress with good support from the school. He said that developing our staff is an important management function and that the school could be proud of its record in this area.		
5.	Headline Data The Head talked about progress. We were now almost at the stage where our data is reliable. There are still some issues in the current Year 6 where historical data is not reliable but this should be fine next year for the new cohort. Maths progress was slightly down last year but a lot of this was because the data from KS1 was not reliable.		

	The Head shared a spreadsheet showing progress made last year across all year groups. He explained how each child's progress was tracked across reading, writing and maths.		
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	A governor asked how we established where children were at the beginning of each year. This was based on the assessment carried out at the end of the previous year. The Chair asked what the impact had been of children joining in-year. The five who joined last year were very behind, some because of overseas schooling and others because of unreliable data from their previous schools. For example, we were told one child had passed phonics in Year 1 but when they joined us in Year 4 we found they could not read or write. Interventions were put in place immediately. A governor asked how often assessments were carried out. Reading is assessed all year long, writing is assessed half-termly and maths is ongoing.		
6.	Reading and Writing Progress Twelve months ago, the school realised that teaching was not on track, particularly in boys reading. The birth dates of children were looked and it showed girls born in the Autumn were fine and that boys born in the Summer were behind. A huge focus was given to boys reading and there is now a narrative that enables us to show progress. A governor had put a progress monitor together based on book bands. All the books in school had been banded. This allows us to show what 'good reading' looks like and gives us a tracking tool to monitor every child in each year group. A boy's Reading Club had been developed for boys in Year 3 to help them and teach them that it is 'cool' to be reading. New books had also been purchased which better appealed to boys; TS's had also attended a reading course.		

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	Following on from this, some children made a year's progress in just ten weeks. A parent information sheet had also been developed to explain to them the sort of questions they should be asking their children when listening to them read. A year on from the start of this initiative, every child had made progress in reading and all the evidence is recorded. Work was now underway to find a way to monitor writing – this was found to be more difficult. At the beginning of term the children did a 'cold' write and this was scored from 1 to 3. At the end of term the children then do a 'hot' write which is again scored from 1 to 3; this enables you to see the progress each individual child has made. This will be done per year group by genre.		
7.	The Big Curriculum The Head explained the Big Curriculum to everyone. Ofsted are now saying they are not interested in progress but will now look at data. If it is good they will then move on to the Big Curriculum which covers all other subjects. Over the past few weeks a spreadsheet had been developed which looked at all the subjects and how the school is going to cover them. Christian values were looked at first and the themes included. A plan for Science was put in place to show what is done when. DT, Art, PSHE, PE and Languages were also looked at. Once we were happy that all the topics had been covered, a curriculum was developed for the school to explain what we are doing, when we are doing it and how. Once completed it will be an ongoing assessment which the Head and all the staff have been involved in developing. The inset day, which was being held the following day, would be spent looking at writing. A governor asked if anyone external was coming in for the inset day, it was confirmed that someone was coming in to talk about autism.		



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	The Head thanked GGC for coming in to do observations. GGC said that all the staff are very different but the order and harmony in the classrooms is amazing. The Chair said that he had been involved at the school for over 20 years and remembers one member of the current staff when they started. The school has done a fantastic job at developing their career.		
8.	Performance Management Staff performance management meetings had not been done as the Head was waiting to have his meeting first; this is scheduled for November. A governor said that there needed to be a focus on succession planning as we must be prepared for staff who wish to develop their careers elsewhere to leave us from time to time. The Head confirmed that this had already been discussed with staff and that there was a possibility that one may leave this year.		
9.	AOB There was no further business and the meeting was closed at 4.30pm. Date of next meeting: Thursday 17th January 2019 at 4.00pm.		