



Coberley C of E Primary School

Coberley, Cheltenham, GL53 9QZ

01242 870366 | admin@coberley.gloucs.sch.uk

Headteacher: Andrew Milner, BA (QTS) Honours

2018/2019	Meeting of Curriculum & Standards Committee		
Date:	Thursday 17th January 2019	Time:	4.00pm to 5.15pm
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.		
3.	Minutes of Last Meeting & Matters Arising The minutes were agreed as a true record. CP thanked the Clerk for the excellent, clear minutes. GGC asked which schools we were meeting ref. SIAMS? AM confirmed it was Hillesley, Wotton-Under-Edge and we were also working with Kings Stanley as our SIAMS partnership school. He	Action	Who and Date



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	explained that this was why the agenda for this meeting was not the one originally planned; it was better to discuss SIAMS after the meetings with the other schools. The new format for SIAMS is that there will be fewer "outstanding" schools and, whilst we should strive for "outstanding" a "good" rating would be fine. CP and AM had attended a SIAMS course that day and this was discussed. AM said that from a small school perspective it was quite hard. SIAMS was very different from Ofsted and does not duplicate it as it had done in the past. The governors are responsible for the schools vision and values and ethos; they must be supportive of the school. The school values are the tools by which we achieve the vision – this is embedded in the awards given out in Friday assembly for example. Our vision and strap line/mission statement explains this. Our new logos also reflects Psalm 1. We have a theological underpinning for all we do.		
4.	Curriculum Policy The Curriculum Policy came about when Ofsted were coming in and looking at schools data. If the data was good then they would switch focus to look at the curriculum. As a result AM designed a policy to show what we teach, how we teach it and why. Year 6 now have one full day of English and one full day of Maths. The children get so much more from this way of teaching as it allows them to cover more of a particular topic; this also helps them retain the information when they come back to it.		



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	The next stage will be to write a Pastoral Policy to show achievements and awards, etc. This also demonstrates who we are and what we do. For example, if the governors want to know more about Phonics, it is in the policy. If they want to dig deeper then they should speak to EYFS teacher. In Maths, not all the skills taught are practised by pupils on a daily basis. For example, time, money, transport timetables etc. Children rarely deal with money nowadays. If you ask a child what time a tv programme starts they don't know because they can watch it on catch up. Maths has become a more abstract subject.		
5.	Data – State of Play The Head teacher explained the data spreadsheet. One column showed where each child was at the start of the year and a second showed where we expected them to be at the end of the year. Phonics showed 90% as expected, Year 1 showed 90% as expected, KS2 showed 80% expected. The last year had been difficult as there had been a lot of in-year admissions. There were currently 73 on roll with three additional pupils joining since September. The Head went on to explain the prior attainment sheet. The pupils highlighted in red were all those who had joined as in-year admissions; this was a significant proportion. A governor said that it was obvious from the data how well the staff know each and every child. A governor asked for clarification on Working Below Expectations. This means that they are lower than the national average.		



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6.	Writing Progress The staff had been looking at pupils progress to see what 'good' looks like. The Head referred to previous spreadsheets and shared the data with governors. The same exercise had been carried out again and the Year 6 data was discussed; the aim was to look for any patterns or trends. It was now evident that a child starting at 80% made less progress than one who started lower and, therefore, made more rapid progress. This enabled staff to target those children and help them with interventions. It also allowed us to demonstrate the standard of teaching. The Head felt that Coberley was ahead of the game compared to other schools. The budget was discussed and governors could not believe that the school received more money for children who were not achieving. There was no reward for children who were doing well.		
7.	SEN Pupils The Head shared the provision map, some schools only use this for SEN but we use it for every child. It shows the child's date of birth, whether they are right or left handed, their attainment – low, mid or high. It also shows any barriers such as attendance, speech and self-esteem. It also gives details of any interventions, whether they attend extra-curricular clubs, Links or Breakfast Club. It was noted that some pupil premium children didn't have enough knowledge so if reading about the Vikings, for example, they cannot comprehend the text. A governor also said some of the barriers are caused by lack of parental commitment and this can be very frustrating for teachers. This week there had been an example of stress that can be experienced by SEN pupils; a child had got all her questions correct and cried with tears of joy.		



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	It was agreed that the chart once again demonstrated how well we knew each child. The governors also agreed that it was vital that all the children were known individually. Statistics do not show everything, we are dealing with children who are human beings. The Head gave the example of a child who was struggling with maths and had one hour of maths every day. This makes every day stressful. If the child has one day of maths they have the time to take it in and, therefore, the stress is taken away.		
8.	Pupil Premium The Head gave an update on pupil premium. There were currently five pupil premium children and 3.5 forces children (the 0.5 being one child who left last year. This gave £1380 per child for pupil premium and £300 for forces children – a total of £7,800 this year. He confirmed that he had completed the report which needs to be submitted in April detailing where the money has been spent. The report must demonstrate how you are using the funding to support these children and show progress. Statistically we did very well last year. We will have 2 x KS1 doing SATS and 2 x KS2 doing SATS. Maths, writing, reading and handwriting for one child needs to be improved and another needs an improvement in attendance. Of our pupil premium children, three are proper pupil premium – statistically, pupil premium children will not catch up for 50 years. Our children are significantly weaker than their peers. Of the forces children, they are very bright but one is dyslexic. The report can be viewed on the school website.		



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9.	School Improvement Plan – State of Play The plan was completed following the Ofsted inspection and would run until the Summer of 2019. The Head was delighted to report at this week had seen us awarded the Gloucestershire Healthy Living and Learning (GHLL) Healthy Schools status. The Head went through each section of the plan to remind governors what was covered. A governor asked if Ofsted were expected to come in again. This should not be for another 2 or 3 years but SIAMS will be coming in September 2019. The COG thanked the Head for the excellent data. Two other governors requested dates for the diary for school visits. There was no further business and the meeting was closed at 5.15pm. Date of next meeting: Thursday 13th June 2019 at 4pm.		