



Coberley C of E Primary School

Coberley, Cheltenham, GL53 9QZ

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Headteacher: Andrew Milner, BA (QTS) Honours

2019/2020	Meeting of Curriculum & Standards Committee		
Date:	Wednesday 23rd October 2019 at 3pm	Time:	3.00pm to 4.25pm
Venue:	Coberley Primary School		
Attendance:	Andy Milner, Headteacher Cliff Pooley, Chair (Safeguarding) Geoff Gait-Carr, Co-opted Governor Cassie Smith, Staff Governor Duncan McGaw, Foundation Governor		
Present:	Julie George, Clerk to Governors		
Apologies:	Mel Pinkham, Co-opted Governor		

Item	Subject	Action	Who and Date
1.	Prayers The meeting opened with a prayer.		
2.	Apologies Mel Pinkham, Co-opted Governor – apologies accepted		
3.	Minutes of Last Meeting & Matters Arising There were no matters arising and the minutes were declared a true record. This was proposed by CS and seconded by GGC.	Action	Who and Date



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	CP welcomed DMcG who was present due to his interest in SIAMS, and thanked him for joining us.		
4.	SIAMS Report and Feedback CP congratulated Am on the report. The inspector was clearly very impressed with the school, the relationships between staff, teaching standards and the behaviour of the children. CS spoke on behalf of the staff saying that AM had supported them and guided them through the whole process. CS said that the inspector was very strong and thorough. AM confirmed that he had asked for one section on the report to be removed as it referred to the death of a child. We now needed to look at how to improve. AM confirmed that there were two main areas to focus on. We needed to look at diversity; this could be as simple as the pictures displayed around the school. It had been mentioned in all recent SIAMS reports. It has taught us that we need to look at the PIP closely. The second area was the governors and we would need to look at the SIP which has a thread running through it looking at RE/Worship. DMcG mentioned giving the lead to governors to ensure they are asking the correct questions. What they do already is very good but a paper trail is required to demonstrate it is happening. This could involve going to the Diocese or around other schools to see how we can achieve this. Everything needs to be evidenced – maybe we could speak to governors of other schools? We also need to look at the best way of doing it and ensure we keep it simple. Monitoring needs to be clearly demonstrated in Writing, more discipline and structure is needed. Everyone felt that the inspection wanted to give us Excellent, but she could not quite tick all seven strands. AM confirmed that he already had a plan for the next five years to ensure we could tick them off; he was visiting Kings Stanley the following day to feedback to them.		



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	CP mentioned the synagogue visit. The lady who showed them round was very impressed by the children saying, "you could take them anywhere!" They behaved beautifully and asked very intelligent questions. They asked what the difference was between Judaism and Christians. They understood the common things between each faith as well as the diversity. DMcG said that The Trivium also comes into it, this shone through during the inspection. The idea works for RE; as long as you have dialectic and knowledge you then already have rhetoric. The inspector thought The Trivium was excellent and was very impressed. CP said he had read up on it and thought it was a great way of teaching, it gives a full education. CS said that it also gives less able pupils the chance to participate in discussions. CP asked if anyone had anything further to say regarding SIAMS. DMcG mentioned the previous minutes where doing more with the church and other schools was discussed. AM said we were looking at getting more involved with Elkstone Church. DMcG also mentioned the possibility of holding a Christian Art event in church that could also involve the school and community.		
5.	SEF / SIP Data The SEF shows where the school currently is, what its targets are and the progress and plans for the next x number of years. AM said he would like to get Cath Liptrott in to see if anything has changed regarding the SEF.		

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	AM reminded everyone of the Pupil Premium children and Forces children. We were now a girl heavy school which was a change; boys were still behind in reading. The current year 6 was a mixed bag. There were three pupils who will not get SATS all of whom joined us after KS1. One child in Year 6 had only been in school fulltime for 2 years and there was no KS1 data for them. There was one pupil who moved from overseas so, again, there were no records. There were two pupils going to Pates Grammar and one going to Sir Thomas Rich's. KS1 data looked good and it was expected that 100% would be achieved. AM discussed the SIP data and explained the colour coding showing what is expected, where they are, and what they actually get year on year; it is a working document which is updated throughout the year. CP said that clearly the children were being monitored on an individual basis and this is reflected in their performance. AM has gone through the data with KM. CP asked how it was going in Class 1. AM confirmed it was going very well and KM had brought many new ideas into the classroom. CS said that KM was very good and calm and was particularly good with an autistic child.		
6.	Maths Plan AM said that he now wanted to look at how we show progress in maths in the same way we had in writing and reading.		

	He explained the maths padlet which is online and provides an area to add ideas. VP had been into school to look at maths and how it is taught.		
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	AM said that when we were young, maths was used all day long, for example, tv schedules, buses, timetables and money. Children no longer do this. All the tests are written by older people who do not understand this. It has become an abstract subject made so by society. CS said children need to be able to process language before they can understand maths – lower ability children will struggle with this. JB is currently doing a questionnaire for the children; children enjoy maths and we had good results last year. Staff had held a brainstorming sessions and will be looking at how maths is taught throughout the school, some of the language used in maths is difficult. A snapshot of maths showed that there is no difference between girls and boys. However, there is a difference for pupil premium children and those children who are as expected. Extra help is needed for these pupils. DMcG asked whether a child who loves maths encourages others to try it. AM said children of primary age love nothing better than getting a whole sheet of sums correct! We also need to engage parents so one suggestion is to make a measuring box which children can take home to use at the weekend. The school has also invested in a new programme called DoodleMaths which children can use at home and which also allows parents to track their progress. CS said you could also extend maths through other subjects, for example, giving them a plan of the school and adding scale to it. CP asked if there was any way the governors needed to be		

	involved. AM said that VP was the nominated governor and she had already been into school to discuss maths. She would also be coming in to monitor lessons.		
7.	Reading & Writing From Last Year Pupil progress had been tracked on reading bands which identified where they were, what was expected and whether they had made progress at the end of the year.		



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	For example, in year 2 it was assumed that 80% would be on White band when actually 100% were on White band at the end of the year. This dovetailed into reading age data and comprehension tests (NFER) at the end of the year. We have an average cohort, some get into Pates Grammar and some do not reach the expected level. The data was shared with the governors. AM demonstrated "cold" and "hot" writes. We could now show 37% improvement across the school. Generally, you find that if a child gets 104% or more in writing then they are working at Greater Depth (GDS). AM shared the graphs with the governors. DMcG asked about GDS, EXP, etc. AM explained the levels to him. CP said it was clear that the school was aware of all the children's ability and what they needed. DMcG said the attention to detail was fantastic.		
8.	Ofsted Framework and Implications AM said that the Ofsted framework had changed dramatically. They used to focus on Reading, Writing and Maths but have now decided this is wrong and they should be looking at the whole		



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	curriculum. They want to know what your curriculum intent is. Intent, implementation and impact are the new buzzwords. AM showed a slideshow to the governors which talked about the new framework – it is now more focused on the whole child and knowledge. Overall Effectiveness Quality of Education - Behaviour and Attitudes - Personal Development - Leadership and Management Example, why teach history? How do you teach it? What is the outcome? We need to find out what an historian looks like. What skills do the children need? When Ofsted come in they will focus on three subjects. One will always be reading, one may be maths and the third will be the subject with the poorest data. Ofsted will do a "deep dive" on specific subjects. CP asked if we were able to look at other schools Ofsted reports; AM confirmed that we could.		



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	IDSR (Inspection Data Summary Report) was discussed. This used to be two pages long. If there are less than ten pupils in a cohort then the data is greyed out; our report is completely greyed out. AM explained the data which, because of the small numbers on roll, is not very meaningful. CP asked if there were any further questions. There were none. He thanked AM for the breakdown of data. AM talked about the change in our catchment area which had moved towards the Cotswolds to cover Andoversford and Northleach etc. Plans to extend the school were discussed along with the idea of a pre-school – transport issues were raised. CP mentioned the seed planting project at Elkstone Church and it was agreed a date needed to be arranged for the Year 6 children to visit. There was no further business and the meeting closed at 4.25pm. Date of next meeting: Wednesday 11th March 2020 at 3.00pm.		