



2016/2017	Meeting of Curriculum & Standards Committee		
Date:	Monday 5th December 2016	Time:	3.30pm
Venue:	Coberley Primary School		
Attendance:	Andy Milner, Headteacher Cliff Pooley, Chair Geoff Gait-Carr, Co-opted Governor Cassie Smith, Co-opted Governor		
Present:	Julie George, Clerk to Governors		
Apologies:	None		

Item	Subject	Action	Who and Date
1.	Election of Chair and Clerk The chair and clerk were nominated and elected.		
2.	Terms of Reference Chair said everyone had looked at the Terms of Reference and confirmed that there was nothing to be changed. Governor said that the only concern was what constituted a quorum as there may be times when individuals cannot make a meeting. However, once the two vacancies had been filled this would be less of an issue. The chair went through the Terms of Reference and signed them off.		

Item	Subject	Action	Who and Date
3.	Governors Work Plan Head confirmed that new meeting dates had been added to the Governors pack. He went on to talk through the year's activities and what needed to happen. It was confirmed that a Governor would attend the Learning Walk on 8th December 2016 at 2pm. Head confirmed that we would look at Ethos at the next meeting on 26th January along with the RE curriculum. A date of 23rd January had been confirmed to meet with Cranham school to go through the RE curriculum and share planning. Other items for the agenda at the 26th January meeting would be Safeguarding and Pastoral and the GHLL data and results which would let everyone see how the children felt about our school. Chair expressed a concern following the meeting he attended at Cranham regarding the new RE curriculum. He felt that staff did not know enough about Christian stories. The Head said there was a lot of background information in the new pack. A governor said that teaching staff should have the same knowledge as they have for any other subject. The Head confirmed that Gloucestershire were also bringing out a new curriculum and the two will need to marry up. Nothing can be done until we know what it contains. It was proposed that we had a week in school with four afternoons focusing on RE. It was felt that once the new curriculum was embedded it would be more straightforward next year.	Learning Walk	GGC 8 th December 2016 at 2pm
4.	SIP / SEF Both were available in the governors packs. SIP was about the school review and covers five areas: assessment, targets, attainment, governance and subject leadership. In terms of governance, significant changes and improvements have already been made. SEF is OFSTED related and the key areas for development are included here. The Head asked if everyone was happy with the documents as, basically, both of them together make up our "to do" list.		

Item	Subject	Action	Who and Date
5.	Headline Data Head confirmed that we have to publish results on our website and showed everyone the data which is already on it. A governor said that the data looked excellent. Head confirmed that 90% looked very good but this was due to only one child in the cohort failing. However, we had taken two children from another school that were significantly behind and had also failed. This will have an impact on results. In KS2 50% of the pupils had reached the required against 17% nationally. Progress from KS1 to KS2 was discussed. The data only shows pupils who did KS 1, out of nine pupils only seven had done the KS1 tests. English is outstanding. The head confirmed the scoring where Zero is OK, Positive figure is excellent and Negative figure is not good. He confirmed that in the first year of the new SATS the teacher assessments aired on the side of caution, however we probably could have had more pupils working "at greater depth". Governor said that the results do not necessarily reflect the provision of the school and we do not want people to see them as a reflection of bad teaching when they are not. The Head gave an example of a pupil who won't make the accepted standard because of personal issues which affect their work. He said you need to be able to back up the data without identifying the child. A governor said that we must also be careful not to identify children to other parents. He said that OFSTED come in and look at the data but that alone does not reflect what the children and the school have achieved. A governor replied that you should not forget that the inspection team do not know the school so have to base the inspection report on something. They would also look at the value-added including learning, ethos and safeguarding. They will be looking at hundreds of schools. The head confirmed that without levels it is much harder to show progress; parents would all receive a copy of the OFSTED report so would see all comments made. A governor said that they would also look the school's mission statement and ask this is what the school says it is doing, is it actually doing it? The chair said that governors need to be looking at data more thoroughly and understand it.		

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6.	Assessment The Head spoke about how difficult it had been using Insight in the absence of the Class 3 teacher. It had taken up much of the Supply staffs time trying to understand what is required. He confirmed that the second grade cards would be sent home next week. He shared Summative Assessments which is useful for tracking and shows what we are doing. A governor asked about the Big Write. Head confirmed that we do six per year, each of a different genre but we do not use them for data. Governor asked how it works. Head explained that the topic is given as homework on a Friday and they are encouraged to talk about it at home and write a plan for their story. On the Monday they write the story in school. He said it was difficult to mark it and it needed to be assessed. A governor said it must be very evident who gets support at home with the talking it through. It was agreed that it made a huge difference to those who get the support and those who don't. The head said that they had attended an inset session at Birdlip school on reading which was led by a motivational speaker. He was promoting parents reading to children, and that we need to get them using their imagination. He said it was a good role model for children to see adults reading. A governor said that a child in Y6 was not interested in reading at all. She read to the child and they loved it. Head confirmed that at the moment the children are listening to audio books and they are all engaged.		
7.	Children's Targets The Head said that at the beginning of the year all the children were given target books. This has proved difficult to manage. This has been reviewed and the targets are now on the classroom wall and in the front of Maths and English books. It is something that will keep evolving until we find a way of making it work for both children and staff.		

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8.	Small Groups and Low Attainers Head confirmed that Teaching Assistant's have tight timetables so we know who is doing what, when. Interventions are all recorded to show progress; we are also having children assessed and have completed five assessments so far. These have been carried out by Cassie Smith. A governor asked what kinds of SEN were we talking about? It was confirmed that there are currently four pupils who are underachieving. The definition of SEN is any child who is not responding to the usual curriculum, this would first be identified by the Class Teacher. Literacy had been looked at and targets had been set. These will be reviewed every six weeks to check the interventions are working. It was confirmed that Teaching Assistants had done reading assessments. They have had parents in to discuss and involve them to make sure they understand and are happy. It was also deemed important that the Class Teacher is involved so they understand exactly what interventions are in place and can ensure they are getting the appropriate support in the classroom. A governor pointed out that self-esteem and academic confidence go hand-in-hand. A governor said that they had looked at some of the books in Class 3 and some were too difficult for the low attainers; we need to look at getting some easier material for them. The Head confirmed that we were getting a library specialist in to look at the school library and books. The Head talked about the books in Year 2 to 4 which had been given to school by parents. Each child is reading a book and bringing it back into school with a review when they have finished it. The children were very enthusiastic. It was also suggested that we could have reading monitors who could be on hand to help other pupils.		
9.	Policies Marking Policy The Head said that the Marking Policy needed to be signed off. He took everyone through the policy and it was signed off by the Chair.		

	SEND Policy The Head went through the local offer and explained how it works; a copy of the SEND policy was distributed. A governor queried the six week review time saying it was not long to show progress and though it should be changed. The Head said it is a rolling process so the needs didn't have to be changed. A governor said that the policy seemed very comprehensive and it was noted that the role the Teaching Assistants carry out in school is outstanding. They had attended a meeting about the code of practice and all the Teaching Assistants were very involved and wanted to know how they could support and contribute. The Head confirmed that there were currently 28% of our pupils with SEN which is high. A governor says the school has the correct resources and support to be able to give interventions. A governor said that because of the size of the school the staff know all the children well and much more focus can be given to each child. A governor said it was important that the children are happy to say that they don't understand something and this is down to the ethos of the school. A child has to be confident to say they don't understand something and this was something that they had noticed since joining the school. The chair thanked everyone for attending and closed the meeting at 4.50pm.		
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