

## OUR LADY &amp; ST JOSEPH CATHOLIC PRIMARY SCHOOL

## Meeting of the Curriculum and Standards Committee

Held on

3 May 2017

Governors Present	Nick Brennan, Sean Flood (Headteacher), Susan McFarland-Lyons, Silvia Ullmeyer-Sylvester, Derek Vitali, Paul Mokwenye, Diane Porter, Theresa Garnett, Fr Michael Daley
Apologies	Cecilia Amadasun
Observers/Guests	Aoife O'Grady, Deputy Headteacher Emma Gadsdon, Teaching Assistant
Clerk	Susan Moyse
Abbreviations	HLT (Hackney Learning Trust), EYFS (Early Years Foundation Stage – Nursery & Reception classes), SIP (School Improvement Partner), SDP (School Development Plan), SEND (Special Educational Needs and Disability), DfE (Department for Education), NC (National Curriculum), KS1 (Key Stage One – years 1-2), KS2 (Key Stage Two – years 3-6), GLD (Good Level of Development in EYFS), SP&G (Spelling, Punctuation & Grammar), EHCP (Education and Health Care Plans), SCR (Single Central Record), SIP (School Improvement Partner)

## MINUTES

*Meeting opened 7.00pm, Derek Vitali in the Chair**Fr Michael led the governors in prayer*

		ACTION
<b>1</b>	<b>WELCOME AND APOLOGIES</b>	
1.1	<b>Welcome</b> All were welcomed to the meeting and introduced to Emma Gadsdon.	
1.2	<b>Apologies</b> Apologies for absence were received from Cecilia Amadasun.	
<b>2.</b>	<b>MINUTES OF THE MEETING HELD ON 1 FEBRUARY 2017</b>	
2.1	These were <b>agreed</b> as a correct record for signature by the Chair.	
2.2	<b>Matters arising</b>	
	None	
<b>3.</b>	<b>PUPIL PREMIUM</b>	
3.1	Emma Gadsdon, Pupil Premium Coordinator, explained the background: <ul style="list-style-type: none"> <li>National initiative to close gap for deprived children – measured by FSM</li> <li>Extended in 2012 to children who had received FSM in the last 6 years (Ever6)</li> <li>Also Looked After Children (incl now adopted) and Children of Service Personnel</li> <li>31% = 72 current PP at OLSJ/ 158 non-PP</li> </ul>	

	<ul style="list-style-type: none"><li>• Much lower than Hackney (48%) but higher than national 26%</li></ul>												
3.2	<b>2016/17 School plans</b> Total £85k, targeted as follows: <ul style="list-style-type: none"><li>• raise attainment in reading, writing and maths</li><li>• additional hours in nursery</li><li>• monitor and track behaviour</li><li>• extended school opportunities e.g. booster classes</li><li>• creativity/ enrichment in music and arts</li></ul>												
	Activities include: <ul style="list-style-type: none"><li>• Groups</li><li>• One to One</li><li>• ESOL teaching</li><li>• Numeracy / Literacy</li><li>• Social &amp; Communication skills</li><li>• Year 6 boosters</li></ul>												
	Evaluated by results: <ul style="list-style-type: none"><li>• EYFS – no gap. 2 PP children didn't achieve GLD compared with 2 non PP</li><li>• KS1 - no gap in Age Expected (AE)</li><li>• KS2 – small gap<ul style="list-style-type: none"><li>○ Reading - 4 PP children didn't achieve AE compared with 1 non PP</li><li>○ Writing – 2 PP children didn't achieve AE compared with 1 non PP</li><li>○ Maths – 1 PP child didn't achieve AE compared with 1 non PP</li></ul></li></ul>												
	Where children are attaining well, the school will consider what else can be offered e.g. every child has offer of instrumental music teaching.												
	<b>Future goals</b>												
	<ul style="list-style-type: none"><li>• Focus on greater depth</li><li>• Higher quality interventions</li><li>• Ensure all disadvantaged children get enrichment</li></ul>												
	The Headteacher referred to the Inspection Dashboard 2016 which showed no weaknesses in the dataset <a href="http://www.olsjschool.net/website/ofsted_and_pupil_performance_reports/76041">http://www.olsjschool.net/website/ofsted_and_pupil_performance_reports/76041</a>												
Governors raised the following questions:													
<table><tr><th>Governor Question</th><th>School Response</th></tr><tr><td>How many PP children working above / significantly above?</td><td>Approx 10 children in KS2.</td></tr><tr><td>Influence of home input/ support?</td><td>Maths paper was difficult to read / interpret. Expectations are higher. Children do better with books / support at home. The school knows children well and personalises their learning. Issues can be complex e.g. language, SEN, mental health, travelling, housing</td></tr><tr><td>What level of gap is acceptable e.g. to Ofsted?</td><td>As small as possible. Ofsted will recognise cohort differences. Ofsted will consider trends over time – 3 years.</td></tr><tr><td>Trends at OLSJ over time?</td><td>West African and Polish children achieving well. White working class children (boys and girls) struggling especially in writing. Interventions in place.</td></tr></table>				Governor Question	School Response	How many PP children working above / significantly above?	Approx 10 children in KS2.	Influence of home input/ support?	Maths paper was difficult to read / interpret. Expectations are higher. Children do better with books / support at home. The school knows children well and personalises their learning. Issues can be complex e.g. language, SEN, mental health, travelling, housing	What level of gap is acceptable e.g. to Ofsted?	As small as possible. Ofsted will recognise cohort differences. Ofsted will consider trends over time – 3 years.	Trends at OLSJ over time?	West African and Polish children achieving well. White working class children (boys and girls) struggling especially in writing. Interventions in place.
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4.	<b>SPORTS PREMIUM</b>												
	Governors were directed to the school website which showed spending on additional equipment and specialist teaching. The grant was £8905 in 2016/17 and expected to increase in 2017/18. The grant could not be spent on regular PE or e.g. PPA cover.												

	<p>Governors discussed the charges for breakfast and after school care under 'Let Me Play' which would include sporting and physical activities.</p> <p>Governors thanked Ms Gadsdon for her presentations and congratulated the school staff on the excellent results.</p>		
<b>5.</b>	<b>GOVERNOR VISITS</b>		
5.1	<b>Safeguarding (Derek Vitali)</b>		
	The report had been circulated. DV had met with Glyn Hood. They had used the Charity Commission checklist as a framework for the meeting.		
5.2	<b>Numeracy (Nick Brennan)</b>		
	Referring to his report, NB said he had met with Aoife and Josh during a very informative visit. He had been particularly impressed with the amount of activities seen and the level of marking. His next visit would be in the autumn term, possibly focusing on pupil premium.		
5.3	<b>SEND (Silvia Ullmeyer-Sylvester)</b>		
	SU-S referred to her report highlighting online systems for record-keeping, safeguarding and mental health. This was her second visit – the first had been introductory. Her next visit would focus on autism.		
	Governors discussed how children and families can access extra support and also how best to involve parents in children's learning. They noted that parents are involved in IEP (Individual Education Plans).		
5.4	Fr Michael noted that he and Fr Stewart visited the school regularly.		
	<p>The Chair thanked governors for their reports and noted that link visits formed an important part of governance. He added that the school had been judged as outstanding and, for that grade to be maintained, the governance must be outstanding also, with governors having a thorough knowledge of the school's strengths and areas for development.</p> <p>Governors noted that the role of the link governor was to make the most of limited time available through asking common-sense questions, becoming better informed and sharing information with the other governors.</p>		
<b>6.</b>	<b>REVISED SIP REPORT (VISIT 2)</b>		
	The report had been circulated. Governors were pleased to note that Teaching, Learning & Assessment were judged as outstanding. Governance would be judged as part of visit 3 – leadership & management.		
<b>7.</b>	<b>ANY OTHER BUSINESS</b>		
	None		

*There was no confidential business and Derek Vitali closed the meeting at 7.40pm*

Signed (Chair) -----

Date \_\_\_\_\_

Minutes prepared by Susan Moyse

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