

OUR LADY & ST JOSEPH CATHOLIC PRIMARY SCHOOL

Meeting of the Curriculum and Standards Committee

Held on

4 October 2017

Governors Present	Cecilia Amadasun, Nick Brennan, Sean Flood (Headteacher), Susan McFarland-Lyons, Silvia Ullmeyer-Sylvester, Derek Vitali, Paul Mokwenye, Theresa Garnett, Fr Derek Hyett
Apologies	Diane Porter
Observers/Guests	Aoife O'Grady, Deputy Headteacher
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), GPS (Grammar Punctuation Spelling), EHCP (Education and Health Care Plans), SCR (Single Central Record), SIP (School Improvement Partner)

MINUTES

Meeting opened 7.00pm, Derek Vitali in the Chair

1	WELCOME AND APOLOGIES	ACTION
1.1	Welcome All were welcomed to the meeting, especially new Foundation governor, Fr Derek Hyett.	
1.2	Apologies Apologies for absence were received from Diane Porter.	
2.	MINUTES OF THE MEETING HELD ON 3 MAY 2017	
2.1	These were agreed as a correct record for signature by the Chair.	
2.2	Matters arising	
	Item 5.4 Link Governors The Chair reminded governors that in order to maintain the judgement of outstanding, governance must be outstanding also. Link governors were encouraged to contact the Head to arrange their visits and to report back to the next meeting.	Link governors to visit school and report back
3.	OUTCOMES 2017 The Headteacher referred to the HLT data booklet, available on the school's website http://www.olsjschool.net/website/ofsted_and_pupil_performance_reports/76041 Governors noted the following:	

3.1	EYFS		
	<ul style="list-style-type: none"> 17 aspects, 13 key at end of Reception year 30% significantly below age expectation on entry Headteacher confident in this assessment 80% achieved GLD (good level of development) by end of Reception Lower than 2016 87% due to cohort differences Each pupil represents 3.33% therefore only two pupils different from 2016 Significant Pupil Premium (PP) gap: PP 56% : 90% non PP 		
3.2	PHONICS		
	<ul style="list-style-type: none"> Year One 97% - i.e. only one child did not reach expected This particular child has EHCP 		
3.3	KEY STAGE ONE		
	<ul style="list-style-type: none"> Highest performing school in Hackney in 2017 Reading Writing Maths (RWM) Combined 93% at expected level RWM 52% at greater depth Maths 100% at expected : 38% at greater depth Reading at expected 97% : 52% at greater depth Hackney average at EX 80% : 29% GD National average at EX 76% : 25% GD 		
3.4	KEY STAGE TWO		
	<ul style="list-style-type: none"> Progress is average. High prior attainment at KS1 therefore difficult to show good progress RWM 89% at expected : 11% at greater depth (GD) Hackney average RWM at EX 71% National average RWM at EX 61% Reading at EX 96% : 22% GD Maths at EX 96% : 22% GD Writing EX 89% : 30% GD - externally moderated GPS EX 89% Science EX 89% 		
3.5	GROUPS		
	<ul style="list-style-type: none"> EAL strong performance Small PP gap 		

Governors raised the following questions:

Governor Question	School Response
What has led to such high KS1 performance? Is it cohort related?	Quality of staff input. Practice in the EYFS has been nationally recognised. All cohorts vary; children come with complex needs/ issues
Appreciate that scores are above Hackney and national, but why does writing lag behind other subjects?	Writing naturally follows reading. Boys often don't prefer writing. The school has action plan in place. Also writing is teacher-assessed and staff may be cautious in grading
KS2 challenge for school	The challenge for the school is to increase number/ groups at GD
White Working Class boys	Interplay of SEN and White boys / FSM. Specialist provision is in place for individual children. NB. All group numbers are small at this school

Can parents see data? Ofsted report is now old, how can prospective parents judge school? How can school celebrate data?	This data booklet has been uploaded to the school website (About Us). SIP report includes confidential data and cannot be published. Section 48 inspection is due and that report will be published.		
	On behalf of the governors, the Chair congratulated the Head and all staff on a spectacular set of results.		
4.	RE AND RELIGIOUS LIFE (SECTION 48 INSPECTION)		
4.1	RE POLICY		
	The draft policy had been circulated to governors’ consideration ahead of the meeting. It was agreed to adopt the policy.		
4.2	SELF-EVALUATION		
	<p>The Head referred governors to the Self Evaluation Form (SEF) and the pre-inspection report by the Diocese (both documents had been circulated to all governors). He explained that the inspection would review RE provision (section A) and the Catholic life of the school (section B). Governors noted:</p> <ul style="list-style-type: none">• New subject leader (experienced teacher from another school)• Diocese introducing new RE assessment system• Leadership includes parish priest <p>The Self Evaluation had judged the RE provision as follows:</p> <ul style="list-style-type: none">• Content of classroom RE – outstanding• Pupil achievement in RE – outstanding• Quality of teaching in RE – outstanding• Effectiveness of L&M of RE – outstanding• Overall – outstanding <p>Referring to the Catholic life of the school, the Head explained:</p> <ul style="list-style-type: none">• Examples on school website – acts of worship, music, drama, dance, scripture• Every aspect of Catholic life had been self-evaluated as outstanding• The areas for development:<ul style="list-style-type: none">• RE – Develop further the use of pupil RE peer leaders to support pupils of different abilities in their RE lessons. We aim to include some of the younger pupils in the school• Catholic life – The school is looking to start a Mini-Vinnies group this year <p>Turning to the pre-inspection report (visit 20 September), this had endorsed the school’s outstanding judgement in every aspect.</p>		
Governors raised the following questions:			
Governor Question		School Response	
Class buddies system in place?		Not in every year group. Included as an example in SEF	
What is Minnie Vinnies?		Children’s branch of St Vincent de Paul society – opportunity for charitable work	
	Governors agreed to endorse the self-evaluation, recognising that it was a working document to be updated. Fr Derek Hyett added that the school should be proud of the SEF and of its work in general.		

5.	ANY OTHER BUSINESS		
	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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