

THE GOVERNING BODY OF HIGHBURTON CE (VC) FIRST SCHOOL

Minutes of the meeting of Curriculum and Standards Committee held at 4.00pm at the School on Thursday 10 May 2018

Present:

Mr Graham Booth, Mrs Susan Dunn, Mrs Michelle Hare, Mrs Gaynor Leadbeater, Mr Glyn Phillips, Mrs Rebecca Rowland.

In Attendance

Mr Chris Berridge (Minute Clerk)

The meeting was Quorate

Agenda Item	Discussion and Decisions	Action – who / by
1.	<p>Year 5 Maths book scrutiny</p> <p>Agreed: That the book scrutiny would be taken out of agenda order and considered at this point.</p> <p>The Head Teacher requested that Governors review a selection of Maths exercise books from pupils in Year 5 which had been colour coded to represent different abilities. The Head Teacher explained that there were a selection of books for Higher, Middle and Lower ability pupils.</p> <p>The Head Teacher distributed a Governor Work Book Scrutiny form which governors completed individually after scrutinising the books to record:</p> <ul style="list-style-type: none"> • What I have learned as a result of the work scrutiny • Aspects I would like clarified/questions I have • Any actions for the governing board to consider • Any other comments <p>The Head Teacher discussed with governors how different coloured pens are used by the teacher, Mr Easby, to comment on intervention.</p> <p>Question: Is Mr Easby able to provide verbal feedback to pupils during the lesson and is this helpful?</p>	

	<p>Answer: Yes, verbal feedback is provided continually to pupils during the lesson. Research has shown that this is the best way to promote progress.</p> <p><i>Authority note: Mrs Dunn joined the meeting at this point.</i></p> <p>Question: Does Mr Easby also find opportunity to work with More Able pupils?</p> <p>Answer: Yes, Challenges are set for More Able pupils once they have completed the class exercise.</p> <p>The Head Teacher went on to explain how mixed ability groups are formed during the lesson so that More Able Maths pupils are able to assist the less able pupils.</p> <p>Question: How has the Maths Mastery Programme been developed?</p> <p>Answer: The resources in the workbooks are written by the White Rose Maths Mastery Scheme and Mr Easby is part of the writing team for Middle School Maths Mastery.</p> <p>Mrs Rebecca Rowland advised that she had been into school to observe Maths Mastery in practise and would provide feedback to governors following the book scrutiny.</p> <p>The Head Teacher discussed how the Ofsted Inspector had observed a Maths Mastery lesson and had been very happy with the standard of teaching and progress being made by the pupils.</p> <p>The Head Teacher discussed with governors that the SATS results had always been good and was therefore reluctant to change to Maths Mastery initially as it was somewhat of an unproven method. The Head Teacher commented that Maths Mastery was clearly working and the standard pupils were working to had increased following the introduction of Maths Mastery. Year 5 are a very competent cohort of pupils and the Head Teacher commented that it would be interesting to see how the current Year 4 pupils performed in Year 5.</p> <p>The Chair and governors commented that the standard of work they had observed was very impressive.</p>	
2.	<p>Apologies for absence and Declaration of Interest</p> <p>Mrs Michelle Hare was welcomed to the meeting as a new Governor.</p> <p>There were no apologies for absence and no declarations of interest.</p>	

3.	<p>Minutes of the Previous Meeting held on 27 March 2018</p> <p>RESOLVED. That the minutes of the meeting held on 27 March 2018 be approved and signed by the Chair as a correct record subject to the following amendment:</p> <p>Pupil Progress Data.</p> <ul style="list-style-type: none"> • Move the heading 'Reception' down to immediately above the heading 'Reading'. 	
4.	<p>Matters Arising</p> <p><u>Governors Visits (Minute 4 refers)</u> Mrs Rebecca Rowland advised that she had visited the school and observed Maths Mastery and would provide feedback shortly.</p> <p><u>Spring Data (Minute 5 refers)</u> The Assistant Head Teacher advised that he would look into adding colour coding to certain attainment data to aid understanding.</p>	AHT
5.	<p>Monitoring / Governor Visits</p> <p>Mrs Rebecca Rowland advised the meeting that she had visited the school and observed lessons in Years 1, 3 and 5 and that the visit had been very positive and informative.</p> <p>Mrs Rowland provided the following feedback from her visit:</p> <ul style="list-style-type: none"> • Good use of objective, success criteria and verbal feedback • The children were very welcoming and shared what they were doing • The standard of presentation was very good across all abilities, particularly in Year 3. • Teachers had super rapport with pupils and provided a good amount of challenge. • Mr Easby had provided a lot of verbal feedback in Year 5 Maths set challenge, and marked work at point of completion to judge which pupils understood the task and which needed some intervention. • Teachers adapted their method of teaching appropriately. • Children who were struggling were taken to one side to form an intervention group. 	

	<ul style="list-style-type: none"> • Mrs Rowland asked pupils ‘what was the point in learning’ and most were able to explain appropriately. <p><u>Next Steps</u></p> <ul style="list-style-type: none"> • Mrs Rowland advised that ‘tell your partner’ needed a little more emphasis placed on it. • ‘Thumbs up’ if unsure. Mrs Rowland wasn’t convinced how effective this was and suggested that this would possibly put some children under pressure to indicate that they understood even if they didn’t. Mrs Rowland suggested that a traffic light system might work better. • Success criteria particularly good in Year 1. Mrs Rowland had observed 3 sets of success criteria for More Able pupils and suggested that these could be re-visited at the end of the lesson to check progress and understanding. • Mrs Rowland suggested that there could be more discussion about where they should be / what they should achieve by the end of the lesson and have this kept on display throughout the lesson. • Learning could be linked to real life situations i.e. reading a bus timetable. • Year 5 had a ‘deeper understanding’ statement and Mrs Rowland suggested that these could be used in the other year groups. <p>Mrs Rowland had brought with her some ideas regarding some of the Next Steps suggestions. The Head Teacher thanked Mrs Rowland for these and for her visit and comprehensive feedback.</p>	
6.	<p>Pupil Progress Data</p> <p>Mr Graham Booth, Assistant Head Teacher, distributed Spring 2018 Progress Data for year groups 1 through to 5 and explained that progress data for Reception was not included as subjects were different from the National Curriculum and therefore difficult to measure through Classroom Monitor. Reception progress data was measured termly and would continue to be presented annually.</p> <p>The information presented was anonymised individual pupil data by year group, colour coded to represent pupils in receipt of Pupil Premium funding, Provision Mapped pupils, SEN pupils and pupils from a Minority Ethnic origin. Pupil progress points were shown for Reading, Writing and Maths.</p>	

	<p><u>Year 1</u></p> <p>Mr Booth explained the points system in that pupils had to make 8 points throughout the whole year and should be making 5/6 half points at this stage in the school year. Expected progress at this stage was 3 point and exceeding was 5 points.</p> <p>Governors reviewed the Progress Data and observed that no pupil was below 2.5 points at this stage of the year, meaning that all were at Expected level of progress or above.</p> <p><u>Year 2</u></p> <p>Mr Booth explained that 2 points at this stage meant that pupils were making Expected progress.</p> <p>Mr Booth advised that there were a small number of pupils who were 'coasting'. All had been discussed at pupil progress meetings and interventions put in place.</p> <p>Governors observed that there were also a number of pupils who were exceeding their target points score in all three subjects.</p> <p><u>Year 3</u></p> <p>Mr Booth explained that Expected progress at this stage was 2 points and that generally good progress was being made although there were 3 pupils not making expected progress in Writing.</p> <p>Mr Booth further explained that where there was a Red marker (below expected) in attainment, teachers were looking for the pupil to achieve a Blue marker (above Expected) in progress in order to close the gap.</p> <p><u>Year 4</u></p> <p>Expected progress at this stage was 2 points. The majority of pupils were making at least expected progress in all subjects.</p> <p>Mr Booth explained that there were 2 new pupils who had recently joined year 4.</p> <p>Question: Why has year 4 been problematic in the past? Answer: In response, the Head Teacher explained that this was the year group who had an NQT who did not successfully complete the year but progress was now picking up.</p>	
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	<p><u>Year 5</u></p> <p>Expected progress at this stage was 2 points. Governors observed that all pupils were making expected progress in all subject and many were exceeding Expected progress.</p> <p>The Head Teacher discussed transition for new pupils arriving at the school and suggested that realistically they were not going to perform to their ability in the first term but would soon settle and perform at their true ability.</p> <p>Governors asked that some thought be given to also producing the Attainment Data in the format presented here.</p> <p>Agreed: that the AHT would look into producing the Attainment data in the same format as the Progress Data.</p>	AHT
7.	<p>Any Other Business</p> <p>The Head Teacher asked that a note of appreciation be included in the Minutes to Mr Graham Booth for his work around introducing Maths Mastery, pupil attainment & progress and mentoring and thanked him for all his hard work.</p> <p>The Head Teacher advised the meeting that she had been successful in attaining the Local Leader of Education Award through the Anglican Teaching Alliance. The Head Teacher was congratulated on this award by those present.</p> <p>Governors were asked to be present at a presentation to be given by Mr Graham Booth as part of his NPQH on Wednesday 20 June at 4pm at the school.</p> <p><i>Authority note: Minute clerk & Agenda not required for this meeting.</i></p>	ALL
8.	<p>Date(s) of Next / Future Meeting(s) and Possible Agenda Items</p> <p>RESOLVED: That the next meeting of the Curriculum and Standards Committee would be decided following the review of Committee membership at the Full governing Body.</p>	
9.	<p>Agenda, Minutes and Related Papers – School Copy</p> <p>Agreed: That no other part of these minutes, agenda or related papers be excluded from the copy to be made available at the School, in accordance with the Freedom of Information Act.</p>	

