



St George's Primary School

St George's Primary School

Curriculum and Pastoral Committee Meeting

Thursday 16 February 2023

Upper Site 5:30pm

Present

Community Governors

J. Marshall

B. Clark

Chair

Parent Governors

P. Dunning

C. Lucking

J. King

Staff Governors

B. Cassidy

H. Rice

Also Present

K. Choudhary

T. Skarratts-Jackson

L. Binks

J. Thomas

M. Lewis

F. Mulheim

C. Jones

E. Noakes

G. Nathan

Clerk

Apologies

C. Scott

M. Wiggins

T. Freeman

W. Alderton

A. Ward

A. Lee

Item 1 Welcome, Apologies and declarations of AoB

- 1.1 Noted and received as above.

Item 2 Minutes of previous meeting

- 2.1 Minutes accepted as a true and accurate record.
- 2.2 All actions from previous meeting completed.

Item 3 Matters Arising

- 3.1 SDP update on Section 4 deferred to FGB.

Item 4 Standards Committee Report

- 4.1 Circulated as part of the papers.
- 4.2 C&PC informed that meeting had been held remotely between link governors and SLT. The reports and key data is available on the governor drive.
- 4.3 P. Dunning (in his capacity of SC Chair) expression frustration around the difficulties in convening a F2F meeting.
- 4.4 **DECISION TAKEN:** SC to meet F2F before Easter break.
- 4.5 **ACTION 1(02/23):** K. Choudhary to explore options for F2F SC before Friday 31 March 2023.

Item 5 LA and SIA Visits

- 5.1 Circulated as part of the papers.
- 5.2 C&PC signposted to visit documentation from January visits and encourage governors to ask questions throughout the year in the interest of transparency.
- 5.3 SLT stated that the school is expecting LA inspection in summer term.
- 5.4 SLT suggested that the school is now in the OFSTED window.
- 5.5 SLT suggested that the school has made 'quantum leaps' from most recent LA and SIA visits. Includes unpublished HMI visit in April 2021.

Item 6 SEF

- 6.1 Circulated as part of the papers.
- 6.2 C&PC reminded that this document is reviewed and updated twice a year and that it is a self-evaluation exercise.
- 6.3 SLT suggested that this is not a statutory document but best practice which helps provide context of the school position.
- 6.4 SLT highlighted that the document discusses;
- Updated Contextual Information (January 2023)
 - Pupil Mobility
 - Safeguarding Report
 - School is in early stages about establishing a MAT.
 - Quality of Education
 - EYFS
 - Behaviours and Attitudes
 - Personal Development
 - Leadership and Management
- 6.5 SLT suggested that attendance is a real barrier to success.
- 6.6 C&PC asked is poor parental/ guardian attitude to attendance in significant factor?
- 6.7 **RESOLUTION:** SLT suggested that there are many barriers to attendance, not least cost of living considerations and MH factors.
- 6.8 C&PC asked if a positive SEF is likely to lead to Wirral LA insisting that the school takes more learners (i.e. higher ratio of pupils to teachers)
- 6.9 **RESOLUTION:** SLT suggested that Wirral LA cannot insist on this. That said, it is a respectful conversation.

Item 7 Update on Jump Ahead Tuition Program 2022-23

- 7.1 Circulated as part of the papers.
- 7.2 M. Lewis stated that the previous year 100% grant – this year is only 60%. As such, the school is having to find 40% from budget to fulfil the plan and strategic aims.
- 7.3 M. Lewis delivered a presentation on the [Jump Ahead Tuition Programme](#), highlighting that the service has increased, as follows;
- The school has been allocated c.£21k for tuition grant spending from the 2022/23 tuition grant.

- With the school's contribution, the funding allocation for this is £35,640 (DfE Allocate 60% of spending).
 - This should require at least 2275 hours of tuition.
- 7.4 The school is targeting the following pupils;
- PP
 - Send
 - Working towards expectation
 - Y6
- 7.5 The set up for cohorts is;
- No more than three pupils in a group for after school tuition and six in holiday 'Jump Ahead' camps.
 - After school
 - 15 sessions
 - Y3-Y6
- 7.6 M. Lewis suggested that the school is happy with the Reading/ Writing provision however the school saw an opportunity to add value to the Maths offer but using Freckle Maths.
- 7.7 C&PC asked if once a cohort has been engaged for 15 sessions, is there a new cohort engaged?
- 7.8 **RESOLUTION:** Yes. There is an Autumn, Spring and Summer cohort.
- 7.9 SLT stated that this service is aimed at not disadvantaged pupils – not just PP learners.
- 7.10 C&PC asked are G&T pupils included in the programme?
- 7.11 **RESOLUTION:** Yes, given some G&T pupils are in the disadvantaged cohort – they are not mutually exclusive.

Item 8 Use of P.E and Sports Grant Report

- 8.1 Circulated as part of the papers
- 8.2 J. Thomas signposted C&PC to the recently published updated [DfE Guidance](#) for school leaders and governors
- 8.3 J. Thomas delivered a presentation on use of sport and P.E grant, highlighting;
- Guidance on how to use the PE and sport premium

- How the school is using the PE and sport premium to secure improvements in the following 5 key indicators;
 - Engagement of all pupils in regular physical activity
 - The profile of PE and sport is raised across the school as a tool for whole-school improvement
 - Increased confidence, knowledge and skills of all staff in teaching PE and sport
 - Broader experience of a range of sports and physical activities offered to all pupils
 - Increased participation in competitive sport

8.4 J. Thomas highlighted how the grant was spent in 2021-22;

- In 2021/22 the school spent £11,500 on active school partnership and further staffing costs to deliver additional fitness and sports events before school, after school and at weekends with HYPE, running head first, extra school sports clubs, sports apprenticeship funding, bike schemes in Y1 etc.
- Invested in partnerships for improved delivery with:
 - Shine Cricket
 - LTA
 - FA
- The school employed qualified sports teachers and apprentices. They were employed discretely for sports on the equivalence to 1.4 teaching posts. They have been commissioned to improve the quality of provision, develop a new curriculum, and ensure effective assessment.
- They will cover the whole range of teaching from Foundation 1 gymnastics to Year 6 basketball.
- The school have dedicated weekly teaching sessions for all classes.
- Teachers also deliver additional sessions for clubs.
- Each EYFS class (foundation 2 and foundation 1) will receive weekly teaching. We believe that if we can engage our children at a young age, we can develop skills and attitudes towards sports and health that will provide our children with a secure foundation.
- £1,500 on CPD for staff with a range of providers.
- Facilitated active play with new basketball areas, play leader schemes and fitness games.

8.5 C&PC asked are there any Wallasey Alliance schools getting involved?

8.6 **RESOLUTION:** Only Liscard and Wallasey schools are engaging with the programme.

8.7 C&PC asked how supportive are parents/ guardians?

- 8.8 **RESOLUTION:** Very supportive.
- 8.9 C&PC asked is there anyway parents/ guardians can access annual timetable for the provision?
- 8.10 **RESOLUTION:** Currently termly but looking at different models.
- 8.11 C&PC asked is there are any disappointed parents?
- 8.12 **RESOLUTION:** Yes, but the school worked to ensure that those that missed out in Autumn term were prioritised in the Spring Term.

Item 9 Great Teaching Toolkit and Coaching Model

- 9.1 Circulated as part of the papers
- 9.2 F. Mulheim revisited the Great Teaching Toolkit suggesting that it has raised the quality of teaching at the school with an evidence-based curriculum for teacher learning, courses to enhance specific elements of Great Teaching practice, and tools and instruments to provide feedback for professional development over time.
- 9.3 F. Mulheim highlighted;
- At the heart of the Toolkit is our Model for Great Teaching - the things teachers know, do and believe that research has shown to make the biggest difference to student learning. It can be thought of as a curriculum for teacher learning.
 - Aligned to the model are teacher courses and leader programmes focused on improving specific elements of Great Teaching (e.g., structuring, questioning, explaining).
 - Feedback tools provide insight to teachers on their practice and development, and to leaders on key characteristics of the school environment that promote learning.
- 9.4 F. Mulheim suggested that through reviewing existing research on improving teacher effectiveness, the GTT identified four priorities for teachers who want to help their student learn more. Their aim is to help teachers make better decisions about what they can best do to improve their effectiveness;
- understand the content they are teaching and how it creates a coherent and well sequenced curriculum.
 - create a supportive environment for learning
 - manage the classroom to maximise opportunity to learn
 - present content, activities and interactions that activate their students' thinking

- 9.5 F. Mulheirn discussed student surveys and suggested that the purpose of student surveys is to gauge students' perceptions of being in their class. C&PC signposted to feedback tools that enables staff to reflect on their own practice and identify strengths and development areas. The survey also provides a baseline for progress to be measured against. The feedback is confidential to the teacher. School leaders are able to see the results as a collective.
- 9.6 C&PC asked if the Great Teaching Toolkit could be used as a PM tool?
- 9.7 **RESOLUTION:** Absolutely not.
- 9.8 C&PC asked how often is this reviewed?
- 9.9 **RESOLUTION:** Termly.
- 9.10 C&PC asked if any other local school are involved in this project?
- 9.11 **RESOLUTION:** No. The school had to go through a rigorous interview process to be part of this and secure trailblazer status. That reduced costs to £15,000 over 3 years.
- 9.12 SLT suggested that this project is useful and is giving teachers baseline data.
- 9.13 C. Jones discussed the difference between the coaching and mentoring, suggesting that Coaching helps the school to;
- Identify and clarify issues
 - Solve problems
 - Commit to action
 - Develop skills, motivation, confidence and self-esteem.
- 9.14 C. Jones highlighted that;
- Coaching is about an individual's growth. Must not be used for appraisal.
 - Coaching requires trust. All sessions must remain confidential unless coaches give permission for you to share something.
 - Coaching must value people's time. We must be open and honest.
 - Coaching is about facilitation and impartiality. We must avoid giving personal judgements or comments.
 - Coaching is valuable. We must respect other people's time (be on time, avoid lateness etc).
 - Coaching requires discipline. We need to learn to respect silence, listen hard, avoid interrupting, solving people's problems etc.
- 9.15 C&PC asked how often do colleagues meet?
- 9.16 **RESOLUTION:** No more than for 4 weeks between meetings.

- 9.17 C&PC asked has the school staff enjoyed the process?
- 9.18 **RESOLUTION:** Yes.
- 9.19 C&PC ask are there any lessons learned from coaching that could be applied to teaching?
- 9.20 **RESOLUTION:** certain elements/ practices, yes
- 9.21 J. King left the meeting.

Item 11 Curriculum Sequencing in DT

- 11.1 This item was switched with Item 10 to allow middle leadership team the opportunity leave the meeting at the conclusion of the item.
- 11.2 Circulated as part of the papers.
- 11.3 E. Noakes highlighted how Curriculum Sequencing worked, using Design Technology as the example.
- 11.4 E. Noakes explained that the schools Design and Technology education involves two important elements;
- learning about the designed and made world and how things work,
 - learning to design and make functional products for purposes and users.
- 11.5 E. Noakes suggested that the schools Design and Technology education provision helps develop children's skills through collaborative working and problem-solving, and knowledge in design, materials, structures, mechanisms and electrical control. They are encouraged to be creative and innovative and are actively encouraged to think about important issues such as sustainability and enterprise.
- 11.6 E. Noakes stated that Design and Technology brings learning to life. It is a motivating context for discovering literacy, mathematics, science, art, PSHE and ICT. The skills learned in D&T also help with learning across the curriculum. Knowledge about the properties of materials helps in science and the practice of measuring accurately helps in maths. These skills help in IT through the children's use of computer control and, naturally, in art and design.
- 11.7 E. Noakes suggested that to make great progress in D&T the school needs to be clear about what progression in the subject actually means and put the necessary building blocks in place to support children's learning as they move through the school. Children make progress in D&T as they develop an increasing capability to design and make good quality products with a range of materials, for a variety of users and purposes.

- 11.8 The development of this 'D&T capability is one of the main aims of D&T education and can be assessed when children undertake a Design, Make and Evaluate Assignment (DMEA), where they engage in the process of designing and making, drawing on their knowledge, understanding and skills.
- 11.7 L. Binks, J. Thomas, M. Lewis, F. Mulheirn, C. Jones and E. Noakes left the meeting.

Item 10 Planned Safeguarding Audit and Outline of Challenges

- 10.1 Circulated as part of the papers.
- 10.2 T. Skarratts-Jackson shared the school's planned audit process on 2023/03.
- 10.3 T. Skarratts-Jackson stated that the school has been trying to engage with peer-to-peer audit processes but has been unsuccessful. As such, the school has commissioned an Independent Safeguarding Consultant to conduct a **School Safeguarding Audit**.
- 10.4 This audit will be conducted on 23 March 2023 and as part of the audit, will focus on the following tasks:
- Check website
 - Check Policies
 - Spend a full day in school
 - Single Central Record Check
 - HR records check
 - DSL and team - cases, training, etc.
 - Two teachers, TAs, and midday supervisors meeting
 - Link Governors - meeting
 - Act as a critical friend
 - Curriculum overview (LGBTQ & disability)
 - Discuss strengths and areas to develop
 - Provide a written report
- 10.5 The cost is £500 for a written report and it was suggested this represents excellent VFM.
- 10.6 T. Skarratts-Jackson shared a case study to highlight challenges in accessing services through:
- Integrated Front Door (IFD)
 - CAMHS
 - MHST
 - School nurse Service
 - Early Help

Item 12 National Tests and Assessments

- 12.1 Circulated as part of the papers.
- 12.2 SLT highlighted the following;
- [EYFS Reporting Arrangements](#)
 - [KS1 and Phonics Screening National Assessments](#)
 - [End of KS2 Standard Attainment Test and Y4 Maths Multiplication Screening Test](#)
- 12.3 SLT stated that the information is shared for information only and suggested that governors should have transparency.
- 12.4 SLT would welcome governors visiting the school to see the process 'in real life'.
- 12.5 **ACTION 2(02/23):** B. Cassidy to circulate dates and governors invited to attend for unannounced visit using ARA guidance to inform their expectations.

Item 13 2022-23 Attendance Update

- 13.1 Circulated as part of the papers.
- 13.2 SLT stated that whilst the school's attendance stats (95.4%) are significantly better than the national average (92.3%), it is still a massive area of concern, and the school is keen to avoid a 'race to the bottom'.
- 13.3 SLT highlighted the National figures in DFE Statistical release on [26 February 2023](#).
- 13.4 SLT suggested that there is no coordinated LA support on attendance and that schools are forced to work in isolation.
- 13.5 SLT signposted C&PC to the school's Attendance policy and [expectations](#).

Item 14 Date and focus of next meeting

- 14.1 **Next meeting:** Thursday 4 May 2023
- 14.2 **Mtg finished:** 7:45pm

Item	Summary of actions from meeting	Whom	Date to be completed
4.5	<u>ACTION 1(02/23):</u> K. Choudhary to explore options for F2F SC before Friday 31 March 2023.	K. Choudhary	February 2023
12.5	<u>ACTION 2(02/23):</u> B. Cassidy to circulate dates and governors invited to attend for unannounced visit using ARA guidance to inform their expectations.	B. Cassidy	February 2023