

**MINUTES OF THE LEARNING,TEACHING, CURRICULUM AND STANDARDS COMMITTEE MEETING
OF EXCALIBUR PRIMARY SCHOOL**

WEDNESDAY 16th MARCH 2016 – 5.30PM

PRESENT:

Lise Houldsworth	LH	Headteacher
Mike Cross	MC	Chair
Sarah Choi	SCh	
Yvonne Hilditch	YH	
Nikki Ratcliffe	NR	
Jonathon Riley	JR	

<i>Item</i>	<i>TOPIC / PURPOSE</i>	<i>Action</i>
1	APOLOGIES FOR ABSENCE Apologies were received from Juliet Tomkinson. No apologies were received from Gill Burgess.	
2	DECLARATION OF INTEREST No declarations of interest.	
3	MINUTES There is an amendment to the minutes of the meeting held on Wednesday 9 th December 2015: <ul style="list-style-type: none"> Item 7 – Priority 4 – The KS1 moderation to be provided to the Local Authority in the Summer term is for reading, writing and maths. <p>The rest of the minutes were agreed as a true record and signed.</p>	
4	MATTERS ARISING FROM THE PREVIOUS MINUTES <ul style="list-style-type: none"> The committee's terms of reference were reviewed and agreed to be taken for approval to the full governors meeting on 16th December 2016 and then be included in the Governor Handbook and on the school website. The terms of reference were agreed and have been included in the Governors Handbook and have been put onto the governors section of the school website. Governors need to ensure that they have read and understood their responsibilities to ensure the school's full compliance included in the guidance from the DfE on the prevent duty. The governor's except for MC confirmed that they had read the DfE document and understood their responsibilities. MC is to do this before the Summer term meeting. LH was to chase the outstanding policies MFL, Geography, History, Nurture, Responding to children's work. <ul style="list-style-type: none"> The nurture policy has been brought to this meeting for approval The Geography, History and MFL policy will be completed for the Summer term meeting The Responding to Children's Work policy has been superseded by the new Assessment policy and needs to be removed from the policy listing, policy file and the website. 	<p>MC</p> <p>LH</p> <p>YH</p>

REVIEW THE SCHOOL DEVELOPMENT PLAN PRIORITIES 2015/16 UNDER QUALITY OF TEACHING

Priority 3 – Embed Assessment without Levels throughout the school

- An assessment without level parent information evening has taken place in school on Monday 7th March 2016. The sessions were split into:
 - Year 2 parents which took place in the year 2 classroom and was led by the year 2 teacher, Cassie Street
 - Year 6 parents which took place in the year 6 classroom and was led by the year 6 teacher, Juliet Tomkinson
 - The remaining parents session was held in the school hall and led by the Deputy head, Simon Cotterill.
- Assessment without level parent information has been added to the school website under Curriculum Assessment, this includes power point presentations used on the parent information evening.

Priority 4 – Increase amount of Outstanding Teaching

- Maths funding of £3,000 has been received from the Local Authority for the Alsager Cluster to fund Maths Development. The cluster has used the funding for 3 days of maths training for all teachers in all Alsager primary school. The training was provided by First for Maths and hosted at Excalibur Primary School. This was provided in year group sessions:
 - Reception and year 1 – the training focused on the transition between EYFS and the National Curriculum.
 - Year 2 and Year 3 – the training focused on recall of key number facts and concepts.
 - Year 4, 5 and 6 – the training focused on mastery.
 The feedback from the training from staff is that a lot has been learnt that can be used in the classroom. Also the Maths co-ordinator has been given a budget to purchase new resources highlighted as required by the training.
- Assessment data collected for the Spring term has shown progress in the majority of classes to be better than expected. Detailed assessment data will be provided under item 6.
- The ACT Pupil Premium working group have been looking at improving the writing skills of disadvantaged pupils. This has led to 'Push the Desks Back' drama training, to engage all children in writing, for all Alsager primary school teachers at Cranberry school on Tuesday 15th March 2016.

Other Opportunities

- Smartscreens have now been purchased for year 2, 4 and 6. These are to be fitted in the classrooms before the Easter holiday. Smartscreens for the remaining classes will be purchased from the new 2016/17 budget after Easter and fitted within the first three weeks of the new term. This means that all projectors and whiteboards will have been replaced.

What type of screens have been purchased? YH – The teachers visited local schools to look at the different types of screens available and talk to the staff that are using them. The decision was to purchase Promethean screens as they contained the best software for teaching.

How much were the screens? YH – about £3,200 each I had quotes from three companies and we purchased from the cheapest and this has been reported to the Strategic Leadership and Management committee on 2nd March 2016

- The proofs for the new whole school hall displays on the 5R's, the school's houses and Excalibur as a Nurturing school have been approved and

	<p>should be delivered and mounted after Easter.</p> <p>Other Weaknesses</p> <ul style="list-style-type: none"> The lack of confidence around teachers assessing reading has been highlighted as a weakness within school. This will be included in the SSDP 2016/17 and the school is looking at purchasing Accelerated Reader 360 by Renaissance Learning. It is a cloud based assessment, teaching and learning solution for independent readers to accelerate reading. It is already being used by two of the schools in the good to outstanding group and LH has discussed the advantages of the program with them. The reading books within the classroom are ZPcoded and the children are assessed at a certain reading level. The children then know that they are to read certain ZP coded books during independent reading session within the classroom and at home. At the end of each book there is a quiz to be completed. The information for each child on the books read and results of the quiz are then fed to the teacher. <p>What is the cost implication? LH – It is £700 pa for the software and £1 per child. It will be costly in terms of time to train the teachers, to code all the books in school and to assess whether each class has full coverage of coded books.</p> <p>Do we use all the books that we already have? LH – Yes we will categorise the books that we already have, we will remove the books that cannot be categorised and buy books where needed.</p>	
6	<p>REVIEW UP TO DATE ASSESSMENT DATA FOR THE SPRING TERM.</p> <p>LH presented the Assessment data for the spring term.</p> <ul style="list-style-type: none"> The assessment data was collected on School Pupil Tracker by Friday 11th March 2016. The SLT reviewed the data collected and the held Pupil Progress meeting with each teacher on Monday 14th March 2016. The pupil progress meeting are led by the Deputy head and is with the class teacher. Each individual child is discussed, the impact of quality first teaching and interventions are discussed and plans are made if they have any individual needs. At the end of the meetings the new intervention maps are created for the next term. <p>How often do these meetings take place and how long do they last? LH – Assessment data is collected at the end of each term and then the SLT have a termly meeting with the class teachers based on the data collected. The meetings last up to an hour and we celebrate successes as well as interventions that may be needed.</p> <ul style="list-style-type: none"> The report shows an example of the difference in expectation between the new and old expected level. The example presented was for maths it shows: <ul style="list-style-type: none"> The assessment level at the end of the Summer term 2015 assessed against level and shows pupils in the school on average are between 1 and 2.9 terms ahead of 'expected' level. The baseline taken in September 2016 assessed against the new curriculum. It shows pupils to be between +0.3 terms above and -2.5 terms below the new 'expected' level. The March 2016 assessment against the new curriculum. It shows pupils to be between 0.1 terms above and -1.9 terms below the new 'expected' level. <p>How much is the difference in the Summer term data and the Baseline</p>	

	<p>data due to the six week break and how much is due to the new curriculum? LH – We do expect the children’s learning to move backwards over the Summer holidays but it would not account for this difference.</p> <p>What tools did the school use to create the baseline assessment data? LH – We used an assessment tool Rising Stars in all the classes. It was the only tool that was available at that point that the school felt that they could trust as it had been used previously.</p> <p>When will we know what age expected level will be? LH – We will be given this information each year as the KS2 tests results are assessed by the government.</p> <p>What is the Floor Level? JR – 65%.</p> <ul style="list-style-type: none"> • The Spring term cohort data was presented to the governors for Writing Reading and Maths. The tables included the number of children in each cohort with identified SEN children in brackets, the percentage of children working within age related expectation, the number of pupil premium children with the identified SEN pupils in brackets, the percentage of pupil premium children working within age related expectation and finally the cohort average progress in this academic year. The following information was discussed: <ul style="list-style-type: none"> ○ Year 2 and Year 4 writing shows 53% and 40% respectively working within age related expectations. These percentages have been discussed with the class teacher, the judgements have been looked at to see if they are too harsh and the children’s books have been moderated and the percentage for year 4 has now moved to 60% and year 2’s percentage will move up. ○ Year 4 maths shows 47% are working within age related expectation. Additional Teaching Assistant support is to be introduced in the Summer term to allow the class to be taught as 3 smaller classes to facilitate focused provision. ○ Pupil Premium writing / reading and maths shows year 2 and year 4 are at 50%/50%/50% and 33%/33%/0%. The writing percentage may move up with the moderation but the governors noted that there are a small numbers of pupil premium children in each class and in year 2 there are only 2 pupil premium children and 1 is on the SEN register and in year 4 there are 6 pupil premium children and 2 are on the SEN register. ○ Cohort average progress in year 1 is only 1.7 terms over 2 terms. This is a problem over how exceeding EYFS is recorded on School Pupil tracker as mid-year one on entry to year one. The school will need to ensure that progress into next term is expected and from the book scrutiny completed by the SLT this is the case. <p>The governors were the presented with a sample of English and Maths books from each year group to see the teacher’s use of the assessment for learning and marking.</p>	
7	<p>REVIEW THE REPORT OF THE SEN GOVERNOR</p> <p>There was no report presented by the SEN governor</p>	
8	<p>REVIEW THE REPORT BY THE PUPIL PREMIUM GOVERNOR</p> <p>The pupil premium governor did not present a report but she highlighted the items already discussed in this meeting around disadvantaged pupils:</p> <ul style="list-style-type: none"> • Item 5 – Priority 4 – The ACT pupil premium working group and ‘Push the Desks Back’ drama training, to engage pupil premium children in writing. • Item 6 – Assessment data - Pupil premium assessment data for the spring 	

	term.	
9	<p>REVIEW THE ITEMS FROM THE DIRECTOR OF CHILDREN'S SERVICES REPORT TO SCHOOL GOVERNING BODIES FOR SPRING TERM 2016</p> <p>YH presented the report informing the governors of the following items of importance for this committee:-</p> <p>Item 1 – Governance and liaison update</p> <ul style="list-style-type: none"> • Cheshire East Annual Governors' Conference in 11th March 2016. SSp attended on behalf of the governing body and the conference focused on excellence in governance and leadership in schools. • Spring term training package. This is available for all governors on the governor section of the school website. Chairs are encouraged to ensure that training paid for is being optimised. • Governor Services Benchmarking Survey 2014/15. Governing body are to feed back to CEC governance of any additional courses that they would like to see on the training package. • New Governance Handbook released November 2015. It is suggested that governors use the handbook as a reference guide. Chairs should familiarise themselves with sections 1 to 5 and section 12. The other chapters should be consulted as and when a relevant issue arises. • Disqualification Criteria. The DfE is undertaking a consultation and proposal to make DBS checks compulsory for all governors. Most of our governors have completed DBS checks. • Assessment without levels Commissioners report is an essential report in terms of the development of quality in assessment in schools. <p>Has the school adopted a set of principles for assessment? LH – yes the principles are set out in the policy, have been presented to the governors in meetings over the past year and have been presented to parents.</p> <p>Item 5 – Cheshire East Information, Advice and Support Services (CEIAS)</p> <ul style="list-style-type: none"> • The new name for the Parent Partnership. It is a free and impartial service available to all parents and carers of children 0-25 who have Special Educational Needs or a disability (SEND) <p>Are the CEIAS newsletters that are posted to schools going home with the SEND pupils for families to read. YH – The CEIAS newsletters are passed to the school's SENCo and she distributes the newsletters to families as required.</p> <p>Is the SENCo responsible for SEND aware of the CEIAS services and benefits of encouraging parents to engage with the service? LH – The SENCo directs parents to the services of CEIAS and the information, including a link to the website, is included under support services on the school website.</p> <p>Is the SENCo aware of parent and young people's rights to an Independent Supported for the EHCNA? LH – Yes the SENCo is aware of this.</p>	
10	<p>REVIEW OF POLICY LISTING</p> <p>All policies except Modern Foreign Language, Geography and History are up to date. LH is to chase these outstanding policies ready for the Summer term meeting.</p>	

11	<p>REVIEW OF POLICIES TO BE TAKEN TO THE FULL GOVERNORS MEETING</p> <p>The following policies were reviewed:</p> <ul style="list-style-type: none"> • Nurture Policy • Collective Worship Policy • RE Policy <p>and the following issues were found and discussed:</p> <ul style="list-style-type: none"> • Within the Collective Worship policy two typing mistakes were highlighted and these will be corrected • Within the Collective Worship policy under monitoring and review it states that there is a named governor who will monitor the policy and practice. It was decided that this would be changed to this committee. • Within the Nurture policy two typing mistakes were highlighted and these will be corrected. <p>It was agreed to send the policies for approval at the Full Governors Meeting on 23rd March 2016.</p>	
12	<p>SAFEGUARDING ISSUES</p> <p>No further issues</p>	
13	<p>REVIEW THE TRAINING NEEDS OF COMMITTEE MEMBERS</p> <ul style="list-style-type: none"> • SCh would like to attend RAISEONLINE training after attending the course How to Assess Learning and Teaching in school. YH will feed this back to the governance team if it is not included in the Summer Term governor training schedule. • NR would like to attend the How to Assess Learning and Teaching in school course attended by SCh. YH will feed this back to the governance team if it is not included in the Summer Term governor training schedule and SCh has informed NR about what was included in the course. 	
14	<p>ANY OTHER BUSINESS</p> <ul style="list-style-type: none"> • SCh brought up an issue raised in the How to Assess Learning and Teaching in School course. The tutor said that the governors should become part of the observations and book scrutinies in school. LH believed that the staff would not feel comfortable with governors as part of the observation and governors would not be able to make judgements on teachers. Other governors felt, as did SCh, that they did not have enough knowledge to judge whether an observation had been completed correctly and also observations are moderated in school by the School Improvement Partner, the head teacher and other headteachers in the good to Outstanding group. 	

Part one of the meeting concluded at 7:00pm

The meeting was declared closed to parents, staff, the public & press

Minutes agreed and signed as a true record by  (chair)

Date 22/03/2016

No Part 2 meeting took place as there were no issues to discuss