

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

WEDNESDAY 6th JULY 2016 – 5.30PM

PRESENT:

Lise Houldsworth	LH	Headteacher
Nikki Ratcliffe	NR	Chair
Sarah Choi	SCh	
Yvonne Hilditch	YH	
Jonathon Riley	JR	
Juliet Tomkinson	JT	

<i>Item</i>	<i>TOPIC / PURPOSE</i>	<i>Action</i>
1	APOLOGIES FOR ABSENCE Apologies were received from Mike Cross.	
2	DECLARATION OF INTEREST No declarations of interest.	
3	MINUTES The minutes of the meeting held on 16 th March 2016 were confirmed as a correct record and signed.	
4	MATTERS ARISING FROM THE PREVIOUS MINUTES <ul style="list-style-type: none"> 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 and History, these will be ready in the Autumn term. The Responding to Children's Work policy has been superseded by the new Assessment policy and needs to be removed from the policy listing, policy file and the website. This has been completed by YH. 	MC LH
5	REVIEW THE SCHOOL DEVELOPMENT PLAN PRIORITIES 2015/16 UNDER QUALITY OF TEACHING Priority 3 – Embed Assessment without Levels throughout the school <ul style="list-style-type: none"> Jayne Ling has worked with the Local Authority as a moderator for the Key stage 1 assessments. She has reviewed the KS1 writing assessment and has confirmed the assessment levels are accurate. JT has worked with the Local Authority as a moderator for the Key stage 2 writing assessments. She has reviewed the KS2 writing assessment with LH and has confirmed the assessment levels are accurate. This ensures that the school has a core of people who know what a secure fit means. 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 has purchased Accelerated Reader 360 by 	

	<p>Renaissance Learning. This 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 have now been ZPcoded and the children are to be assessed before the Summer holiday to ensure that each class has the correct range of ZPD codes. The assessment level will be passed to the children and parent so that they know the ZP range of books that they can read during independent reading sessions within the classroom and at home. At the end of each book there is a quiz to be completed which will allocate the children points. The information for each child on the books read and results of the quiz are then fed to the teacher. This is being implemented in September 2016.</p> <p>Priority 4 - Increase the amount of Outstanding Teaching</p> <ul style="list-style-type: none"> Progress in the majority of classes is better than expected over the last three term in Reading, Writing and Maths. The detailed discussion can be seen under item 7. <p>Other Strengths</p> <ul style="list-style-type: none"> The new whole school hall displays on the 5R's, the school's houses and Excalibur as a Nurturing school have been received and mounted in the school hall. Smartscreens have now been purchased for years 1, 3 and 5. These were fitted in the classrooms over the half term holiday. This means that all projectors and whiteboards in the classrooms have now been replaced. Cassie Street, the ICT co-ordinator, has sourced advanced Promethean training and teachers are to share best practice and tips in staff meetings. The feedback from teachers so far are that the screens are having an impact on teaching and learning. <p>Other Threats</p> <ul style="list-style-type: none"> Time will be needed to embed the new assessment systems and gain confidence and accuracy. There has been further confusion both locally and nationally over the Summer term. 	
6	<p>REVIEW THE SCHOOL DEVELOPMENT PLAN PRIORITIES 2016/17</p> <p>The responsibilities for this committee are within The Outcomes for Pupils and Quality of Teaching, Learning and Assessment sections of the SSDP. The priorities have come from pupil voice, parent questionnaire, national and local focus and the staff questionnaire.</p> <p>OUTCOMES OF PUPILS</p> <p>Priority 1 - Outstanding Reading Culture</p> <p>LH presented the priority by introducing where the school strength is at the moment and why this area is a priority of the school next year. The school attains well against national averages. Children enter school generally in line with national expectation and tend to make accelerated progress through Key Stage 1 then this progress slows, although attainment at the end of Key Stage 2 remains high. Through Key Stage 2 some of our boys in particular can lose interest in reading for pleasure and there are concerns about some pupils not reading enough independently, chopping and changing reading books and therefore not developing enough stamina. Monitoring shows that the teaching of reading in school is at least good, often outstanding.</p>	

	<p>Therefore, it is the reading behaviour of some of our children especially the boys that we need to change. We have high quality guided reading teaching, Read Write Inc teaching, whole school text teaching and comprehension based activities. We have purchased Accelerated Reading to make the most of independent reading and make it more structured.</p> <p>LH went through the actions on the plan and how the progress was to be monitored.</p> <p>Priority 2 - Disadvantaged Pupils</p> <p>LH presented the priority by introducing where the school strength is at the moment and why this area is a priority of the school next year. To continue to close the gap between pupils entitled to pupil premium and those who are not.</p> <p>LH went through the actions on the plan and how the progress was to be monitored.</p> <p>QUALITY OF TEACHING, LEARNING AND ASSESSMENT</p> <p>Priority 3 - Challenge and Engagement</p> <p>LH presented the priority by introducing where the school strength is at the moment and why this area is a priority of the school next year. The school has embedded assessment without levels within curriculum 14. We have used the work of Chris Quigley and Andy Griffiths to define the learning culture and curriculum drivers in our school, sharpen feedback so that it is effective and establish non-negotiables running through the learning as the golden thread in our practice. In order to increase the effectiveness of our teaching further we are set to explore and develop pedagogy which ensures all pupils are motivated and engaged; able to practice and deepen knowledge, understanding and skills.</p> <p>LH went through the actions on the plan and how the progress was to be monitored.</p> <p>Priority 4 - Technology</p> <p>LH presented the priority by introducing where the school strength is at the moment and why this area is a priority of the school next year. The school has invested in mobile hybrids and smartscreen technology which were introduced throughout the school following a trial in September 2016 in EYFS. We have developed computing in the curriculum and our pupils are confident learners in programming. We have pupil digital leaders and two pupil digital safeguarding officers. We need to ensure that the investment made continues to impact on pupil progress and outcomes across the curriculum.</p> <p>LH went through the actions on the plan and how the progress was to be monitored.</p>	
7	<p>REVIEW UP TO DATE ASSESSMENT DATA FOR THE SPRING TERM.</p> <p>LH presented the Assessment data for the Summer term.</p> <ul style="list-style-type: none"> • The assessment data was collected on School Pupil Tracker by Friday 24th June 2016. The SLT reviewed the data collected and the held Pupil Progress meeting with each teacher on Monday 27th June 2016. The pupil progress meeting are led by the Deputy head 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. • The first part of the report showed the whole school overview for 2015/16: <ul style="list-style-type: none"> ○ Table 1 shows the attainment of all pupils from year 1 to 6. It shows that in Summer 2016 the average age related expectation is -0.1 months for reading (Sept 2015 -1.3 months), -0.5 months for writing (Sept 2015 -1.5 months) and +0.2 months for maths (Sept 2015 -1.6 months) ○ Table 2 shows the attainment of all pupils from year 1 to 6. It shows that in Summer 2016 the percentage of children at or above age related 	

expectation is 66% for reading (Sept 2015 31%), 51% for writing (Sept 2015 -28%) and 63% for maths (Sept 2015 -24%)

- Table 3 shows progress. One term is one tracking point. Reading shows 4 tracking points for the year therefore 4 terms, writing shows 3.9 tracking point that is 3.9 terms and maths 4.3 tracking points that is 4.3 terms.

The overview shows that children are progressing in the school over the year and are making better than expected progress.

- The second part of the report shows the attainment and progress in reading, writing and maths split down into the different year groups. It shows:

- That all year groups in all subjects average age related expectation has moved from September 2015 to Summer 2016.
- In reading all children have made between 2.9 terms and 5.4 terms progress over the academic year and the percentage of pupils working at or above age related expectation is between 57% and 90%, except for year 5 that is 27%.
- In writing all children have made between 2.8 terms and 5.3 terms progress over the academic year and the percentage of pupils working at or above age related expectation is between 40% and 75%, except for year 5 that is 33%.
- In maths all children have made between 3.1 terms and 5.9 terms progress over the academic year and the percentage of pupils working at or above age related expectation is between 47% and 91%, except for year 5 that is 30%.

The assessment data is supported by the books scrutinies and learning walks completed. They support the strong progress that the children have made.

- Year 2, KS1 assessments, show 90% of children are working at or above age related expectation in reading. 66% of children are working at or above age related expectation in writing and 79% of children are working at or above age related expectation in maths.
- EYFS results show that 79% of the children have attained a good level of development this year. The EYFS baseline showed that the children came into school slightly below national so this represents good progress. The EYFS teacher assessments were moderated this year and the assessments were shown to be accurate.
- Phonics screening year 2. All pupils who did not achieve the standard in year 1 achieved the standard in year 2 following the Read Write Inc intervention for these children.
- Phonics screening year 1. 83% of the cohort achieved the standard (83% in 2015). Of the 5 children who did not achieve the standard 1 pupil had just joined the school and 3 achieved a high mark.
- The phonics test was subject to a monitoring visit from CEC. They checked the procedures that were in place and he sat in 4 of the tests.
- LH presented a report on the Year 6, KS2 test results and assessments. It showed 72% of the pupils at Excalibur reached the new expected standard in reading, writing and maths (53% nationally). The detail graphs showed 88% of children are working at or above age related expectation in reading. (66% nationally), 75% of children are working at or above age related expectation in writing (74% nationally), 91% of children are working at or above age related expectation in maths (70% nationally) and 84% of children are working at or above age related expectation in grammar,

	punctuation and spelling (72% nationally). LH reminded governors that this data could not be compared with the results in previous year.	
8	<p>REVIEW THE EXCALIBUR COASTING READINESS REPORT</p> <p>The report is presented to help the governors understand how the government's new coasting definition relates to Excalibur. The report shows:</p> <p>Based on the overall trajectory of school improvement over the past 3 years it is predicted that Excalibur would not be seen as coasting in 2016. This is because in 2015 97% of students made expected progress in reading, 100% in writing, 97% in maths and 90% of student achieved level 4 and above across all subjects which is above the national coasting benchmark. In 2014, 97% of students made expected progress in reading, 96% in writing, 96% in maths and 93% of student achieved level 4 and above across all subjects which is above the national coasting benchmark. (To be considered a coasting school a school must fall below the coasting level for 3 consecutive years which is 85% of pupils achieving level 4 or above in all subjects)</p>	
9	<p>REVIEW THE REPORT OF THE SEN GOVERNOR</p> <p>There was no report presented by the SEN governor as she has resigned. The governors need to review the listing of specific governor jobs at the Full Governors meeting on 13th July 2016.</p>	FGM
10	<p>REVIEW THE REPORT BY THE PUPIL PREMIUM GOVERNOR</p> <p>There was no report presented but this will be prepared for the full governors meeting when more detailed data analysis can be completed on the Year2 assessments and Year 6 tests and assessment.</p>	
11	<p>REVIEW THE ITEMS FROM THE DIRECTOR OF CHILDREN'S SERVICES REPORT TO SCHOOL GOVERNING BODIES FOR SUMMER 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"> • The updated and revised Summer term training programme for governors had been uploaded onto the governors section of the website by YH and the governors had been informed by email. • From 1st September 2016 all serving school governors must have a DBS check applied for. YH reviewed the single central record and the governors who have not got a DBS have been sent a DBS application form and these have now been completed online. All new governors DBS must be applied for within 21 days of appointment. YH will ensure that the DBS application form is sent to all new governors as they are appointed, will process the application as soon as received and will report any governors who have not applied within 21 days to the headteacher and chair of governors for action. <p>Item 2 – Education White Paper</p> <ul style="list-style-type: none"> • The governors were encouraged to review the Education White paper Chapter 3 and consider the consequences of the overall document on the role of the governors. at Excalibur The main items looked at were: <ul style="list-style-type: none"> - Ensure the school follows the three core roles: setting vision (Reviewing the SSDP in all committees), holding school leaders to account (Challenging the headteacher in all governor meetings) and making sure money is well spent (challenges in the strategic leadership committee and the completion of the SFVS annually) . - Focus on the right skills within the governing body (Reviewing of the 	

	<p>annual governors skills audit in the Strategic leadership and Management committee)</p> <ul style="list-style-type: none"> - Development of a governance competency framework that defines core skills and knowledge needed (Reviewing of the annual governors skills audit in the Strategic Leadership and Management committee and looking at missing skills ready to use to recruit new governors). - Governors are properly induced and receive training and development (new governors attend CEC induction training, have access to online training on Modern Governor and are paired up with a buddy). - A clear website showing performance data both academic and financial (The school website was checked in the Spring term to a mandatory listing and was found to be compliant) <p>VA agreed that she would review the document further and feedback to the relevant committees any consequences to that committee that had not been identified above.</p> <p>Item 4 – New School’s Causing Concern Statutory Guidance</p> <ul style="list-style-type: none"> • There are now three group of schools that cause concern and are eligible for formal action: <ul style="list-style-type: none"> - Inadequate maintained schools - Coasting maintained schools - Schools that fail to comply with a warning notice <p>The Learning, Teaching, Curriculum and Standards committee are to review a report that shows if Excalibur is a coasting school.</p> <p>Item 11 – SEN and Disability</p> <ul style="list-style-type: none"> • As requested at the Governor Conference there was a specific SEND half day conference on 21st June 2016. 	
12	<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 Autumn term meeting.</p>	
13	<p>SAFEGUARDING ISSUES</p> <ul style="list-style-type: none"> • SSp brought up the situation of volunteers being used in school and what safer recruitment checks and safeguarding training was completed with these people. YH explained that a DBS was completed on all volunteers and that a volunteer handbook giving some basic safeguarding guidance was given to all recruits. SSp said that some schools were using a recruitment form where the volunteer provides basic information and a reference. The school could then obtain the reference and hold this on file. LH said that this should be brought in for all new volunteers from September 2016 and SSp promised to send the documentation to YH. LH also stated that volunteers should be invited to attend level 1 safeguarding training in school with the staff and governors. • LH and Juliet Tomkinson are attending WRAP (workshop to raise awareness of prevent) train the trainer workshop with the SCiES team in July. The workshop is about training the trainer to deliver training that supports and protects those people that might be susceptible to radicalisation, ensuring that individuals and communities have the resilience to resist violent. The training will enable LH and JT to train others in school including staff and volunteers. The SCiES team will log the training with the Home Office and the attendee will be able access training resources. • LH/JT will be attending the designated lead workshop on Monday 11th July 	

	2016.	
14	REVIEW THE TRAINING NEEDS OF COMMITTEE MEMBERS None	
15	ANY OTHER BUSINESS YH led a discussion on the Governance Statement that needs to be updated for 2016 and presented to all governors for approval at the Full Governors meeting on 13 th July 2016. YH said that she would send the 2015 statement to VA to start the process of updating the statement.	

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 13/7/2016

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