

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

WEDNESDAY 23rd November 2016 – 5.00PM

PRESENT:

Lise Houldsworth	LH	Headteacher
Mike Cross	MC	Chair
Sarah Choi	SCh	
Nikki Ratcliffe	NR	
Jonathon Riley	JR	
Juliet Tomkinson	JT	

Clerk: Yvonne Hilditch YH

Item	TOPIC / PURPOSE	Action
1	APOLOGIES FOR ABSENCE No apologies were receivable.	
2	DECLARATION OF INTEREST No declarations of interest.	
3	MINUTES The minutes of the meeting held on 6 th July 2016 were confirmed as a correct record and signed.	
4	MATTERS ARISING FROM THE PREVIOUS MINUTES <ul style="list-style-type: none"> LH was to chase the outstanding policies MFL, Geography and History, these will be ready in the Autumn term. The Geography and History policies would be presented at the Spring term meeting and the MFL policy is to presented at this committee meeting under item 13. 	LH
5	REVIEW THE SCHOOL DEVELOPMENT PLAN PRIORITIES 2016/17 UNDER OUTCOMES OF PUPILS AND QUALITY OF TEACHING, LEARNING AND ASSESSMENT Priority 1 – Outcomes of Pupils – Outstanding Reading Culture <ul style="list-style-type: none"> The school purchased Accelerated Reader 360 by Renaissance Learning in June 2016. This is a cloud based assessment, teaching and learning solution for independent readers to accelerate reading. The class reading books within the classroom have now been ZPD coded together with the guided reading books in the corridor. The children were assessed in July 2016 to ensure that each class has the correct range of ZPD coded books. Accelerated Reader was implemented in Key Stage 2 in September 2016 and in Year 2 for selected pupils in November 2016. The children completed assessments in September 2016 and their assessment level was passed to them and their parents in the child's planner. Parent booklets were passed out to parents last week and a new page on the website has been created. This enables them to 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 the children complete a quiz. The information for each child on the books read and results of the quiz are then fed to the teacher. JT completed pupil voice interviews on Friday 18th 	

November with representatives from all Key Stage 2 class groups. SCH attended these interviews. Children from each year group admitted that they were reluctant readers and now they were encouraged and wanted to read. They agreed that they were more focused on reading the whole text, building stamina and that because other children were more focussed during reading sessions that it was a quieter atmosphere to read in. The interviews and data from the AR system give the SLT move data evidence to support further decisions.

LH would like to thank JT and YH for their hard work, over and above what is expected, introducing and managing the Accelerated Reader project.

- The introduction of Accelerated Reader and the banding of the guided reading and class reading books has allowed the school to audit the level of books through Key Stage 2 and spend the text book budget on plugging the gaps accurately so that the school has a full range of reading books in each class as necessary.
- There was a parent/ carer reading workshop for all on 28th September 2016 led by Jonathon Riley. It was a very successful evening with a high turnout of parents and carers, as well as staff, and the school has received very positive feedback. Jonathon's recommended list of reading books has been added to the school's website and LH would like to JR.
- The school has a planned Author visit, John Mayhew in Marc 2017. The author will be visiting year 5 and will aim to engage the disengaged readers in this year group.
- The Alsager Community Trust Pupil Premium group are planning a Stoke City project aimed at Boys reading in the Spring or Summer term.
- A weakness was identified in the Raiseonline evaluation of the KS1 2016 reading results. The pupils attainment at greater depth was 20% (Nationally 24%). This will be discussed further within item 8.

Priority 2 – Outcomes of Pupils – Disadvantaged Pupils

- The 2016 data on Excalibur's Inspection Dashboard, as presented by LH, shows attainment and progress as a strength for disadvantaged children. It states that:
 - disadvantaged KS2 pupils have an average scaled score equal to or above the national score for other pupils in reading and mathematics
 - for KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was close to or above national figures for other pupils
 - for KS1 disadvantaged pupils, attainment of greater depth in all subjects for all EYFS development groups was close to or above national figures for other pupils
 - the proportion of disadvantaged pupils that met the expected value standard in phonics was above the national figure for other pupils 1 year 1.
- During this term Alsager Community Trust (ACT) have run a highly successful My World program and seven year 6 pupils from Excalibur have taken part. The children took part in six sessions from September to November 2016. It allows the children to experience the world of work and to see what skills they will need to have when they start work. The sessions were hosted by Bentley Motors, BAE Systems, Stoke City Football Club and Tatton Park. The aims of the project were to: facilitate self awareness, develop a positive mindset, inspire pupils to achieve their potential, develop real life skills, develop an awareness of individual values and allow

pupils to become more resilient. The project ended with a Graduation Ceremony at BAE systems on 17th November where the children had the opportunity to use all the skills to showcase the main elements of what they had learned on the project to their invited guests.

- The Alsager Community Trust pupil premium group continue to meet on a half termly basis where they are sharing good working practices, case studies and potential projects with Stoke City and Manchester Metropolitan University.

Priority 3 – Quality of Teaching, Learning and Assessment – Challenge and Engagement

- The new Read Write Inc.(RWI) manager has received manager training in September and October 2016 and the school has now facilitated time when she can review RWI being taught. JT, the deputy head, is to cover her during some of her RWI sessions so that she can observe the other sessions taking place at the same time.

- Throughout KS1 and KS2 class texts are used to drive learning.

Q: What does this mean?

A: When teaching our termly topics we teach through the context of a class text. For example when studying Africa in Year 6 we use the class text 'Journey to Jo'burg' to drive learning. It improves the children's writing, brings the writing alive with purpose and meaning and it makes the learning memorable.

- The new staffing levels within school for 2016/17 allow for bespoke provision through the classes. For example appointing JB as a teaching assistant for four mornings a week allow small group work to be undertaken within year 5 for a small group of pupils with emotional/development needs. She is able to teach in a bespoke manner that is adapted for each child in the group. The school would like to keep this support with the group into year 6 so during the 2017/18 academic year. We have seen the effect of this work on the assessment results of the rest of this cohort in the Autumn term.
- The classroom observations and book scrutinies completed this term show that the majority of teachers at Excalibur are targeting learning which is correctly pitched for individual pupils in their class. There is strong differentiation in the learning activities in the majority of lessons with a range of strategies being used.

Priority 2 – Quality of Teaching, Learning and Assessment – Technology

- Promethean smartscreens are now in place in all classrooms in the Key Stage 1 and 2. All teachers and teaching assistants have received twilight training sessions on the promethean software that comes with the screens.
- During staff meeting the staff are to share best practice and top tips on the smartscreens to share expertise around the staff and keep them all updated.
- The IT Coordinator and a teaching assistant took two Y5 pupils to Cheshire police headquarters in Winsford to receive training from CEOP in September 2016. We now have 4 pupils in school, one teacher and two teaching assistants who have received their CEOP training. The children are all well-informed pupil e-safety officers. They will be leading assemblies, launching competitions and generally reminding the pupils about staying safe online.
- The two new e-safety officers presented an e-safety assembly to the whole

	<p>school with Mrs Bailey and PC Stanton in October 2016. They first guessed the age limits on some games and then they showed a video clip that they had created showing what the children need to do if they encounter cyber bullying, they used the school blog and the reporting facilities within it in the video. The children then went through the school's e-safety rules and introduced them to the e-safety mascot and worry bottle that is to be put just inside the school hall. They talked about how the most important person to keep each child safe is themselves, by not giving out any personal information including their school online.</p> <ul style="list-style-type: none"> • The school has a parent/carer e-safety workshop booked for January 2017. This workshop will be led by the school's pupil digital e-safety officers and PC Stanton. LH explained that at the moment the school does not have any e-safety issues in school and the children know how to keep themselves safe online but the main problem area seems to be e-safety towards games at home. <p>Other Strengths</p> <ul style="list-style-type: none"> • The Read Write Inc. year 2 continues to be successful as the school has 100% attainment of the standard in Phonic to 2016. <p>Other Opportunities</p> <ul style="list-style-type: none"> • Bentley Motors are coming into Excalibur from November to Easter to work with different groups. Year 4 are receiving a talk from four of its young employees on driving futures, year 5 are doing problem solving in January 2017 and Year 6 are spending a day looking at girls into engineering. <p>Other Threats</p> <ul style="list-style-type: none"> • The school would like to keep the year 5 and 6 staffing at the level that it is at the moment into 2017/18. It is built into the three year forecast based on the funding assumption from Cheshire East Council. • The quality of ICT support from the school's ICT consultant is not good at the moment. YH has met with one of their directors to talk through the problems on 21st November 2016 and she has only extended the contract to 31st August 2016. The meeting has left QCT a listing of tasks that need completing and they will be getting back to her in January 2017. • Time within school is limited but the peer to peer work needs to be completed by teachers before the Christmas break. 	
8	<p>REVIEW OF PUBLISHED ASSESSMENT DATA FOR SUMMER 2016</p> <p>LH presented the following documents to the governors that were sent out on 16th November 2016 to all governors by email:</p> <ul style="list-style-type: none"> • Raise on line Self Evaluation Summary November 2016 this has been produced by picking up data from the Raise on line report. It has been checked by the SIP, School Improvement Partner, on his visit on 4th November 2016. • Inspection Dashboard 2016 • FFT Aspire School Dashboard • Raise on line 2016 Summary Report <ul style="list-style-type: none"> - LH explained that there are 3 different data systems in this document. The governors will not be able to compare the previous years data to this data but the reports have used the EYFS data and KS1 data to track progress at KS1 and KS2. - LH explained that <ul style="list-style-type: none"> a. All pupils are compared with all pupils nationally 	

- b. Disadvantaged pupils are compared to non-disadvantaged pupils nationally
- c. SEN pupils are compared with all children nationally.
- LH explained that herself and JT had attended a Raiseonline training course to ensure that the summary of data in the self-evaluation from the main report is valid.

Phonics Attainment

Phonics attainment is the same percentage as last year and has been above national for the last three years although the gap has closed in the last two years. 83% 2016 (National 81% difference 2 %) 83% 2015 (National 77% difference 6%) / 94% 2014 (National 74% difference 20%) / 87% 2013 (National 69% difference 18%)

- The school is tracking phonics through the year to ensure that it is doing what it should and was expecting 87% but a pupil joined the year 1 cohort from another school before the testing.

100% of our pupils who retook the phonics assessment in year 2 have attained the expected standard (National – 38%)

Q: What are the school doing this year

A: The school is continuing to track progress of pupils closely and adapt the provision on a timely basis. The head teacher has ensured that the Read Write Manager understands the need for the percentage to increase this year so that the school will be above national in 2017.

KS1- 30 pupils,2 disadvantaged (1 statement)

- Reading Expected Standard + All - 94% (National 70% difference 24%)
Disadvantaged – 50% (National 78% difference -28%)
Reading Greater Depth – 20% (National 24% difference -4%) Disadvantaged 0% (National 27% difference -27%)

Greater depth lower than national – not all 10 children who were exceeding at reading at EYFS have converted to greater depth. The school is looking at whether it could have been inflation at EYFS, teacher assessment at KS1 or slow progress in KS1. The action to be taken by the school this year is that the Year 2 teacher has been changed, the school has introduced Accelerated Reader into year 2 for the more capable children, the school is to focus on pupil progress throughout the year on the exceeding pupils.

2 disadvantaged pupils, 1 with global delay and a statement – small number in cohort statistical significance.

- Writing Expected Standard + All - 63% (National 65% difference -2%)
Disadvantaged – 50% (National 70% difference -20%)
Writing Greater Depth – 10% (National 13% difference -3%) Disadvantaged 0% (National 16% difference -16%)

Writing data is flawed this year both nationally and locally. There has been reported inconsistencies in the moderation and assessment of writing during the move from best fit to secure fit. The school do not feel that the writing standards have dropped in KS1.

2 disadvantaged pupils, 1 with global delay and a statement – small number in cohort.

- Mathematics Expected Standard + All - 77% (National 73% difference 4%)
Disadvantaged – 50% (National 77% difference -27%)
Mathematics Greater Depth – 30% (National 18% difference 22%)
Disadvantaged 50% (National 20% difference 30%)

These results show a good level of challenge for more able pupils and show that maths within school is stronger than English.

- Science Expected Standard + All - 87% (National 82% difference 5%)
Disadvantaged – 50% (National 85% difference -35%)

KS2 - Attainment - 32 pupils, 5 disadvantaged, 3 SEN support

- Reading Expected Standard + All - 88% (National 66% difference 22%)
Disadvantaged – 80% (National 71% difference 9%) SEN - 0% (National 66% difference -66%)
Reading Greater Depth – 41% (National 19% difference 22%) Disadvantaged 20% (National non disadvantaged 23% difference -3%)(National all 19% difference 1%)
Reading Scaled score 107.6 (National 102.6 difference 5) Disadvantaged 107.5 (National 103.8 difference 3.7) SEN 94.4 (National 102.6 difference -8.2)
Disadvantaged 1 child was working well below the and was SEN but received 1:1 support through KS2.
- Writing Expected Standard + All - 75% (National 74% difference 1%)
Disadvantaged – 60% (National 79% difference -19%) SEN - 0% (National 74% difference -74%)
Writing Greater Depth – 13% (National 15% difference -2%) Disadvantaged 0% (National non disadvantaged 18% difference -18%)(National all 15% difference -15%)
Writing data is flawed this year both nationally and locally. There has been reported inconsistencies in the moderation and assessment of writing during the move from best fit to secure fit. The school do not feel that the writing standards have dropped in KS2.
- Mathematics Expected Standard + All - 91% (National 70% difference 21%)
Disadvantaged – 80% (National 75% difference 5%) SEN - 0% (National 70% difference -70%)
Mathematics Greater Depth – 53% (National 17% difference 36%)
Disadvantaged 20% (National non disadvantaged 20% difference 0%)(National all 17% difference 3%)
Mathematics Scaled score 109.0 (National 103.0 difference 6) Disadvantaged 104.8 (National 104.1 difference 0.7) SEN 91.0 (National 103.0 difference -12.0)

Progress at KS2

- Reading Score 1.07
Reading prior high and reading prior middle scores are above zero
Reading prior low are below zero with disadvantaged prior low are in the bottom 10%
- Writing Score -4.07
Writing prior low and writing prior middle scores are in the bottom 10%
Writing prior high is below zero.
- Mathematics Score 2.67
Mathematics prior high and mathematics prior middle scores are above zero with prior high being in the top 10%
Mathematics prior low are below zero with disadvantaged prior low are in the bottom 10%

EYFS 30 pupils, 1 FSM

- The trend shows that the outcomes are improving year on year, for example Children showing a consistently good level of development is 87% in 2015 (68% Local Authority – 72% EIP – 66% Nationally) compared to 80% in 2014 (61% Nationally).

9	<p>REVIEW UP TO DATE ASSESSMENT DATA FOR THE AUTUMN TERM.</p> <p>LH presented the Assessment data for the Autumn term.</p> <ul style="list-style-type: none"> The assessment data was collected on School Pupil Tracker by Friday 18th November 2016. The SLT reviewed the data collected and are holding Pupil Progress meeting with each teacher on Monday 28th November 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. <p>Q: Are all the children discussed?</p> <p>A: All children in each cohort are discussed and the deputy discusses celebrations as well.</p> <p>Q: What does the teacher come to the meeting with?</p> <p>A: They will have reviewed the same pupil data on school pupil tracker as the deputy and will have this information with them.</p> <ul style="list-style-type: none"> The school expects one tracking point per term and overall Writing 0.9, Reading 0.9 and Mathematics 1.0. 	
10	<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 be presented to the FGM on 7th December 2016.</p>	FGM
11	<p>REVIEW THE REPORT BY THE PUPIL PREMIUM GOVERNOR</p> <p>There was no report presented by the Pupil Premium governor as she has resigned. The governors need to be presented to the FGM on 7th December 2016</p>	FGM
12	<p>REVIEW THE ITEMS FROM THE DIRECTOR OF CHILDREN'S SERVICES REPORT TO SCHOOL GOVERNING BODIES FOR AUTUMN 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 Cheshire East Annual Governors' Conference is on Friday 10th March 2016 and SSp is to attend and feed back to governors in the Spring or Summer term. The Autumn 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. Governors have been told to inform SSp and YH if booking on courses. The new edition of the Academies Financial Handbook has been published and downloaded by both LH and YH. The school governors' One Stop Shop is to remain open for business and will continue to support schools to recruit skilled governors. <p>Item 2 – National Governors' Association</p> <ul style="list-style-type: none"> They have created two key resource packs to assist governors in their three key functions: <ol style="list-style-type: none"> Framework for Governance which provides detailed guidance on governing principles, setting the strategy and monitoring the strategy Growing Governance resource pack which gives practical assistance on full school strategy and development. <p>VA is encouraged to read these two key documents and feedback to governors in the Spring term</p>	

	<ul style="list-style-type: none"> • It has also published a briefing note on parental engagement which YH will send out to all governors for discussion in the Spring term meeting. <p>Item 3 – National Database of Governors</p> <ul style="list-style-type: none"> • They have created two key resource packs to assist governors in their three key functions: <ul style="list-style-type: none"> 3. Framework for Governance which provides detailed guidance on governing principles, setting the strategy and monitoring the strategy 4. Growing Governance resource pack which gives practical assistance on full school strategy and development. • VA is encouraged to read these two key documents and feedback to governors in the Spring term • It has also published a briefing note on parental engagement which YH will send out to all governors for discussion in the Spring term meeting. <p>Item 4 – A competency Framework for Governance</p> <ul style="list-style-type: none"> • Lord Nash has been tasked with producing a new governor/trustee competency framework. Governors should be aware of this and the need once completed to conduct a review of governance and to time governor recruitment appropriately. <p>Item 7 – Ofsted Framework Changes</p> <ul style="list-style-type: none"> • Ofsted has published updates to Section 5 and 8 of the school inspection handbook. • Governors should be aware of who the inspection team will need to speak to with particular reference to sections 38, 64, 85 and 86. <p>Item 8 – Assessment of Writing</p> <ul style="list-style-type: none"> • Governors are aware that the teacher assessment s in writing this year have been problematic. Writing in Cheshire scored 11pp below the national average. This is related to the assessment and not the teaching and learning. • Within Cheshire they have commissioned a group of advisors, moderators and head teachers who will work with Cheshire East Association of Headteachers to look at this issue along with colleagues from other LA's in order to develop a clearer understanding of the new assessment process. • Governors should continue to challenge head teachers around standards in writing but have regard for the national situation. Where there has been a drop governors should ask to look at comparisons of writing with other year groups and previous pupils to ensure writing standards have not dropped. <p>Item 9 – Early Analysis of Schools performance across Cheshire East 2015/16</p> <ul style="list-style-type: none"> • When governors are looking at 2015/16 data they are reminded that they should not make comparisons to previous years. • Governors are reminded that they need to look at internal data on progress between the key stages and that they should be fully conversant with this data • Governors are expected to stay abreast of the emerging situation around floor targets, coasting definitions and progress measure thresholds <p>Item 11 – School Improvement – Levels of Support and Intervention 2016/17</p> <ul style="list-style-type: none"> • The Local Authority has a moral purpose and statutory duty to monitor standards and progress and ensure that there is a rapid response to underperformance in all schools and academies. Any actions to support a school will be negotiated and agreed. 	<p>MC</p> <p>LH</p>
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	<ul style="list-style-type: none"> The LA will continue to adopt the agreed system of classification of schools: Universal, Targeted, Targeted+ and Intensive. A risk assessment is completed for every school using the school's Ofsted status and other published data in order that each school can be notified of its category and be supported or be a supporter of others as required. Governors should be made aware of the category of the school (2015 - Universal) and any support offered. <p>Item 16 - Virtual School Report</p> <ul style="list-style-type: none"> Governors should ensure that they receive an annual report on cared for children and the use of any additional Pupil Premium, pupil progress and attainment. Governors should ensure that the school admission policy gives priority for cared for children (Admission Policy Sept 2016 and Sept 2017 both give priority to cared for children.) 	YH
13	<p>REVIEW THE POLICIES TO BE TAKEN TO FULL GOVERNORS</p> <p>The following policies were reviewed and approved to be taken to the Full governors meeting on 7th December 2016. The policy will be uploaded onto the governor section of the website ready for the Full Governors meeting:</p> <ul style="list-style-type: none"> Modern Foreign Language Policy EYFS Policy Homework Policy 	FGM
14	<p>REVIEW OF POLICY LISTING</p> <p>All policies except, Geography and History are up to date. LH is to chase these outstanding policies ready for the Spring term meeting.</p>	
15	<p>SAFEGUARDING ISSUES</p> <ul style="list-style-type: none"> LH and Juliet Tomkinson attended WRAP (workshop to raise awareness of prevent) train the trainer workshop with the SCiES team. 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. 	
16	<p>REVIEW THE TRAINING NEEDS OF COMMITTEE MEMBERS</p> <p>None</p>	
17	<p>ANY OTHER BUSINESS</p> <p>None</p>	

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 7.12.2016

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