

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

WEDNESDAY 22nd March 2017 – 5.00PM

PRESENT:

Mike Cross	MC	Chair
Vicky Alsop	VA	
Lise Houldsworth	LH	Headteacher
Jonathon Riley	JR	
Juliet Tomkinson	JT	

Clerk: Yvonne Hilditch YH

Item	TOPIC / PURPOSE
1	APOLOGIES FOR ABSENCE Apologies were received and accepted from Nikki Ratcliffe (work commitments).
2	DECLARATION OF INTEREST MC declared an interest in Amavon, a sports software company that is to be discussed in any other business. There were no other declarations of personal or business interest in relation to any item on the agenda.
3	MINUTES The minutes of the meeting held on 23 rd November 2016 were confirmed as a correct record, approved and signed by the chair. Has the external Poet been into school? LH - John Mayhew was in school with Year 5 on Monday 20 th March 2017. The teacher has provided feedback on the visit and it is not considered value for money to do this again in the future with this poet as he was not inspiring.
4	MATTERS ARISING FROM THE PREVIOUS MINUTES <ul style="list-style-type: none"> The Geography, History policies will be completed for the Spring term meeting (LH). These have been sent to all governors and will be reviewed under item 10. 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. (YH) This was provided to the Full Governing Board in their meeting on 8th December 2016.
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"> There was an author visit, John Mayhew on 20th March 2017. The visit was discussed under item 3. The Alsager Community Trust Pupil Premium project with Stoke City aimed at reluctant readers has happened this term. It was targeted at a group of year 3/4 children. They have attended four reading sessions at Alsager Library over the Spring term and have been to the BET365 stadium on Tuesday 21st March 2017. They have one more session left, which will take place at Cranberry Academy on Monday 27th March, where they will take part in art and drama activities around the Horrid Henry books that they have read.

Were they all boys?

JT – It was decided by ACT that the project should not only be for boys but the children chosen by the school were only boys.

- The Key Stage One reading scheme books need to be updated. This will be included in the SSDP for 2017/18 and an estimate of the cost has been included in the 2017/18 budget. YH is completing an audit of the books in school ready for a decision to be made on what needs to be purchased.

Priority 2 – Outcomes of Pupils – Disadvantaged Pupils

- Alsager Community Trust (ACT) having run another highly successful My World program for year 6 pupils in the Autumn term made the decision to extend this project for another year. This will take place with a selection of disadvantaged year 5 pupils in the Summer term. The decision to move the project was taken as schools had an issue with this being completed in the Autumn term of year 6 and they felt that it was better to raise aspirations for the children at the end of year 5 ready for year 6. ACT have received a £500 contribution from Rotary, Alsager. The cost of this project within ACT is over £3,000 so the future of the project will have to be reviewed on an annual basis based on priorities and finances.
- 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 future potential projects.

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

- Teacher's Peer to Peer work had been completed in the Spring term. Feedback from all teachers took place in a staff meeting in February and a working wall, stars and wishes, has been created in the staff room.
- Philosophy for Children (P4C), enquiry based learning, offers a way to open up children's learning through enquiry and the exploration of ideas. Children learn that their ideas have value, and that the ideas of other children have value too. Through Philosophy for Children they realise that they don't always have to be right, but they gain the confidence to ask questions and learn through discussion. P4C has been introduced to the staff and children this term and sessions have started in the classrooms. The aim in school is to develop higher order thinking in the pupils. In the long term it will be used as a vehicle to teach part of the curriculum through.

Who decides on the topic being discussed in the P4C sessions?

LH – The children decide. They write down what they want to discuss/ questions and put them in the centre of the circle the children then decide which ones they want to discuss.

Where has the idea to use P4C come from?

LH – From the Global Learning sessions and the school has used their e learning credits from the CDEC Centre to buy P4C training with Pikemere School.

What evidence will we receive that this is having an impact on attainment in the rest of the curriculum?

LH – Initially we will not be looking for the impact on attainment but as its use is developed in school it will improve communication skills and helps children learn to co-operate with others. Children will learn to reflect before speaking so that they are accurate in what they really want to say. This has huge benefits for their learning and attainment in all curriculum subjects.

- Learning walks, book scrutinies and assessment data in the Spring term have shown that all teaching is no less than good in the school, with some outstanding.

	<p>Priority 2 – Quality of Teaching, Learning and Assessment – Technology</p> <ul style="list-style-type: none"> • Mrs Bailey, the IT Co-ordinator, led a parent and carer internet safety evening with PC Stanton and the school's pupil digital safeguarding officers. 15 people attended/ LH would inform the committee of the terrific and proactive job that Mrs Bailey was doing as the school's IT Co-ordinator. <p>Other Strengths</p> <ul style="list-style-type: none"> • Bentley Motors have been into Excalibur to work with different groups. Year 4 received a talk from four of its young employees on driving futures and year 5 completed a problem solving morning in January 2017. • The bespoke provision that the school has put into year 5 for a group of vulnerable pupils has supported the other children in the class working at the lower end of the ability range. From the Spring assessment data and pupil progress meeting they have shown to have made accelerated progress because more of the Quality First teaching can be directed towards them. <p>Other Opportunities</p> <ul style="list-style-type: none"> • Bentley Motors will be in school again after Easter to work with the Year 6 girls. The day is entitled "Girls into Engineering".
9	<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 17th March 2017. The children are measured as below expected level for their year, at expected level or above expected level by their teacher in Reading, Writing and Maths. The SLT reviewed the data collected and Pupil Progress meeting with each teacher took place on Monday 20th March 2017. The pupil progress meetings 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 data shows tracking progress mid-year from September 2016. The school expects all children to move 3 tracking points over the year, therefore at this point the average movement should be around 2 tracking points progress. <p>Reception, Year 4 and Year 6's data is good and all over 2.0 progress for Reading, Writing and Maths, is this expected?</p> <p>LH – We expect progress in year 6 to be accelerated as they move towards their end of year assessment in May. The Reception children will show accelerated progress no as now they have settled into school they will be learning at an accelerated rate.</p> <p>Is the data just created from testing?</p> <p>The data is created from daily assessment in the classroom, guided reading discussions, Accelerated Reader assessments, moderation both in school and with other ACT schools and some testing.</p> <p>The progress data is included what about percentage achievement of expected level data?</p> <p>LH – This was discussed in the pupil progress meeting and is available on School Pupil Tracker. This data will be added and reported at the Full Governing Board meeting on 29th March 2017.</p> <p>Is data completed for all pupils?</p> <p>LH – Yes all children are assessed in Reading, Writing and Maths at below, expected and above the expected level for their respective year group.</p> <p>When is the progress from?</p>

	<p>This is cumulative data from September 2016.</p> <p>Action points:</p> <ul style="list-style-type: none"> Percentage achievement at expected level will be added to the Spring term data and presented at the Full Governing Board meeting. (LH)
10	<p>REVIEW THE REPORT OF THE SEN GOVERNOR</p> <p>There was no report presented by the SEN governor and it will be presented to the Full Governing Board on 29th March 2017.</p> <p>Action points:</p> <ul style="list-style-type: none"> SEN Governor report to be presented to the Full Governing Board. (DT)
11	<p>REVIEW THE REPORT BY THE PUPIL PREMIUM GOVERNOR</p> <p>There was no report presented by the Pupil Premium governor and it will be presented to the Full Governing Board on 29th March 2017.</p> <p>Action points:</p> <ul style="list-style-type: none"> Pupil Premium Governor report to be presented to the Full Governing Board. (NR)
12	<p>REVIEW THE ITEMS FROM THE DIRECTOR OF CHILDREN'S SERVICES REPORT TO SCHOOL GOVERNING BODIES FOR SPRING TERM 2017</p> <p>YH presented the report informing the governors of the following items of importance for this committee:-</p> <p>Item 1 – School Governance</p> <ul style="list-style-type: none"> Cheshire East Governors' Conference on Friday 10th March 2017. This has been sent to all governors in the weekly bulletin to schools. Spring Term Training Programme. This was sent to all governors at the start of the term. New Publications on Governance <u>A Competency Framework for Governance – January 2017</u> The Department for Education has introduced a brand new competency framework for governance based around the knowledge, skills and behaviours needed for effective governance in school, whether we are an foundation school or part of a MAT. It states that effective governance provides strategic direction, and control, creates robust accountability and is ambitious for all children to achieve their best outcomes. It sets out 16 competencies under 6 headings: <ol style="list-style-type: none"> Strategic Leadership - This part of the competency framework deals with strategic leadership, and stresses the importance of governors' ability to 'set the tone from the top' <ul style="list-style-type: none"> - Setting direction - Culture values and ethos - Decision making - Collaborative working - Risk management Accountability - This part of the competency framework explores the ways in which governing bodies can do this effectively, and how schools as a whole are held accountable for their own performance. <ul style="list-style-type: none"> - Educational Improvement - Rigorous analysis of data - Financial frameworks and accountability - Financial management and monitoring

- Staffing and performance management
- External accountability
 - 3. People - In terms of the people on the board, the competency framework has placed emphasis on the importance of effective working relationships, and individuals' ability to learn from others and accept challenging conversation. For example, governors are expected to: Demonstrate professional ethics and sound judgement and be honest and self-critical about mistakes made. It also points to the importance of the role of the clerk in supporting the board.
- Building an effective team
 - 4. Structures - The second part of this section looks at the roles and responsibilities of the governing body as a whole, and individual governors' understanding of how these structures influence the delegation of decisions.
- Roles and Responsibilities
 - 5. Compliance - sets out the governing body's legal, financial and regulatory responsibilities. It stresses the importance of all members of the governing body understanding: the legal frameworks and context in which the organisation operates and all of the requirements with which it must comply. For example, the framework refers to: The Prevent duty, Equality and health and safety legislation, The Ofsted inspection framework and The Data Protection Act. This part of the framework also requires governors to be able to 'speak out' when they have concerns that their governing body may be failing to meet certain requirements, or failing to take compliance seriously.
- Statutory and Contractual requirements
 - 6. Evaluation - Governing bodies should be able to monitor how they themselves are carrying out their statutory functions, and ensure that individuals are contributing to the developing of the governing body as a whole. This part of the framework has split theme of evaluation into two parts: Conducting self-evaluation and reflection and monitoring the board's effectiveness
- Managing self review
- Managing and developing the boards effectiveness

The governing board should also fulfil their duties in line with the 7 principles of public life; Committed, Confident, Curious, Challenging, Collaborative, Critical and Creative. They should also be mindful of their responsibilities under equality legislation. The document then describes why each of the competencies are important and how the chair individually and the full board can ensure that they have the knowledge required and show they have the skills and effective behaviours. This would then be evidenced in meeting minutes, on visits to the school and in discussions with OfSTED.

The governors to look at the new skills audit's that match the new framework from The Key. It was agreed that the 4 skills audits should be sent out to all governors to complete this term so that the summary can be reviewed in the Summer term meeting.

- Governance Handbook 2017

The governors looked at the changes from the previous handbook and commented on the following:

1. Updated text at 4.1.2 to reflect the new requirement that all those involved in governance in maintained schools, as well as in academy trusts, must have a Disclosure and Barring Service (DBS) check.

Are there any governors without a DBS check?

YH had chased the outstanding DBS's but there is still one governor that has not completed the paperwork and the governors name will be sent to the Chair.

2. A new explanation at 4.8 of the risks associated with close family relationships between those involved in governance or between them and senior employees
3. Details of the duty on boards to provide information about individuals involved in governance via Edubase at 4.8.

Have all governors provided this information?

YH to check all governors are included on edubase and to inform the chair of any missing information

- The Governance Professionals' Competency Framework – February 2017
This provides non statutory guidance from the DfE around the role of the clerk, governance professional, in the school. It can be used as an audit tool and complement the clerks training development programme. The document informs the clerk of the importance of certain documents, how to provide high quality clerking and the competency framework of governors. At the back is a Knowledge and skills listing that clerks should assess themselves against.
YH presented the committee with her completed clerks skills audit and it was deemed by the governors that YH had sufficient skills to continue as the Clerk to governors without any immediate need for training.
- Ofsted's Improving Governance Report – December 2016
The document had been sent out to governors with the agenda for review. The governors thought that the important points were:
 1. The report focuses on governance in schools serving disadvantaged communities.
 2. The report sets out the three critical factors that made improvements in governance possible. These were: schools becoming aware of the weaknesses in their governance arrangements, governing bodies being able to develop their knowledge, understanding and insight and governors' roles and responsibilities becoming clear and lines of accountability were being clarified
 3. One of the report's key findings is that weak governance is going undetected in many schools and training needs are not identified. The report recommends that all governing bodies ensure that they have a robust self-evaluation process to make sure that they are operating effectively. This is completed at Excalibur by completing a governor skills audit annually.
 4. The report says that governors need better access to highly skilled people with educational expertise. Excalibur have this through the School Improvement Partner (SIP).
- Edubase. A reminder that all governor information needed to be included by 1st September 2016.
- Recruiting new governors. Inspiring Governance is an online matchmaking service which matches skilled volunteers with schools.
- Cheshire East Survey Results was presented to governors for review.

Item 3 – New Ethnicity, Gender, Social Mobility Report from the Social Mobility Commission

- The Social Mobility report explores the transition from school to the workplace amongst several types of pupil group. In particular, why White British males are less likely to be unemployed, and have more social mobility options, than females and those who are Black or from an Asian Muslim background. The report also outlined that “disadvantaged White British and White Other pupils are the lowest performing groups at primary and secondary school”. Across all key stages, White pupils perform worse in English and Maths (with the exception of Early Years Foundation stage) than any other ethnic group.

Item 9 – Cheshire East, Information, Advice and Support (CEIAS)


- This is the new Parent Partnership Service available to parents and Carers of children from 0-25 who have Special Educational Needs or a Disability.
- The SEN governor is to ask the SENCo in school the following questions.
 - Is the SENCo aware of the new service?

	<ul style="list-style-type: none"> - Is the SENCo aware of the parent and young people's rights to an independent supporter for the EHCNA process? - Does the SENCo know how to contact the new service? • The SEN governor is to access SEND law training. <p>Item 14 – Virtual School Update</p> <ul style="list-style-type: none"> • The Virtual School will be contacting all schools to ensure that they have a secure email address for the transfer of PEP's. The school buys secure email from Cheshire East Council. • The outcomes of cared for children for Summer 2016 were provided and discussed by governors at the Full Board meeting on 8th December 2016. <p>Item 15 – Responsibility of Schools for Learning Outside the Classroom</p> <ul style="list-style-type: none"> • The Educational Visits Coordinator has been trained by Cheshire East Council and approves all educational and residential visits. She is aware of the Health and Safety legislation. She ensures that the trip leaders have sufficient expertise, experience and ensures that the risk assessment completed are robust enough to address future scrutiny and challenge. • Adventurous activities are highlighted to all staff and reported on EVOLVE appropriately. <p>Action points:</p> <ul style="list-style-type: none"> • The Social Mobility Commission Report findings need to be reviewed with school assessment data in the autumn term to find if there are any differences ion school. (All) • The SEN governor has a list of questions to ask the SENCo around the new CEIAS service (DT) • The SEN Governor is to attend SEND law training.
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 29th March 2017. 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"> • History Policy • Geography Policy
14	<p>REVIEW OF POLICY LISTING</p> <p>All policies except, Assessment for Learning, Mathematics, PSHCE, SEN and Science are up to date. LH is to chase these outstanding policies ready for the Summer term meeting.</p> <p>Action points:</p> <ul style="list-style-type: none"> • The Assessment for Learning, Mathematics, PSHCE, SEN and Science policies need to be updated for the Summer term meeting. (LH)
15	<p>SAFEGUARDING ISSUES</p> <p>None</p>
16	<p>REVIEW THE TRAINING NEEDS OF COMMITTEE MEMBERS</p> <p>None other than those already discussed.</p>

17	ANY OTHER BUSINESS None
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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