

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

WEDNESDAY 28th JUNE 2017 – 5.00PM

PRESENT:

Mike Cross	MC	Chair
Lise Houldsworth	LH	Headteacher
Nikki Ratcliffe	NR	
Jonathon Riley	JR	
Juliet Tomkinson	JT	
Petra Wayman-Zwart	PW	

Clerk: Yvonne Hilditch YH

Item	TOPIC / PURPOSE
1	APOLOGIES FOR ABSENCE The were no apologies received.
2	DECLARATION OF INTEREST No declaration of interest
3	MINUTES The minutes of the meeting held on 22 nd March 2017 were confirmed as a correct record, approved and signed by the chair.
4	MATTERS ARISING FROM THE PREVIOUS MINUTES <ul style="list-style-type: none"> Percentage achievement at expected level will be added to the Summer term data and presented at the Full Governing Board meeting. (LH). This was included in the head teacher report for the spring term full governing board minutes. SEN Governor report to be presented to the Full Governing Board in the Spring term. (DT). This was presented to the full governing board in the spring term. Pupil Premium Governor report to be presented to the Full Governing Board in the Spring term (NR). This was not presented and will be done during this meeting. 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 will be carried forward to be completed in the Autumn term meeting (YH) 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 in school. (All) Carried forward The SEN governor has a list of questions to ask the SENCo around the new CEIAS service (DT). Information on the new CEIAS services are on the school website. The SEN Governor is to attend SEND law training (DT). Carried forward. The Assessment for Learning, Mathematics, PSHCE, SEN and Science policies need to be updated for the Summer term meeting. (LH). All completed and presented during this meeting except the science policy which is actually due for review in 2019. Actions: <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. (YH) 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 in school. (All) The SEN Governor is to attend SEND law training (DT)

5	<p>REVIEW THE SCHOOL DEVELOPMENT PLAN PRIORITIES 2016/17 UNDER OUTCOMES OF PUPILS AND QUALITY OF TEACHING, LEARNING AND ASSESSMENT</p> <p>Priority 1 – Outcomes of Pupils – Outstanding Reading Culture</p> <ul style="list-style-type: none"> The Key Stage One reading scheme books have been audited and new books have been purchased. <p>Priority 2 – Outcomes of Pupils – Disadvantaged Pupils</p> <ul style="list-style-type: none"> Alsager Community Trust (ACT) having run another highly successful My World program for year 6 pupils in the Autumn term. A review of the project will be presented in the headteacher report in the full governing board meeting on 5th July 2017. The new My World programme for a selection of disadvantaged year 5 pupils during this term. 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. <p>The presentation and review of the School Development plan for 2017/18 will be in the Full Governing Board meeting on 5th July 2017.</p>
9	<p>REVIEW UP TO DATE ASSESSMENT DATA FOR THE SUMMER 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 23rd June 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 Pupil Progress meeting with each teacher will take place on Monday 3rd July 2017. The pupil progress meetings will be 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 snapshot shows tracking progress to the end of the academic year from September 2016. The school expects all children to move 3 tracking points over the year. EYFS. <ul style="list-style-type: none"> 29 children are reported within the data as this is the number of children in class now but 30 children were reported in the data sent to the local authority. Cohort split information was given showing that over half the cohort, seventeen out of twenty nine, are Summer born children but there are more girls than boys in the cohort, eighteen out of twenty nine. On entry almost all children were working within the 30-50 month band of development therefore they enter below age related expectation. At the end of EYFS 76% (22/29) are at expected age related expectation. (2016 Excalibur - 79% / Cheshire East 71% / National 69%). This is a positive picture. At the end of EYFS 97% (28/29) of children showed a good level of progress, the one child that did not achieve this came in high in movement and handling and maintained that high. In reading 100% made above expected progress, in writing 93% made above expected progress and in number 90% made above expected progress, <p>Was there any moderation of these results?</p> <p>LH – The class teacher was moderated by the Local Authority last year and the assessments this year have been completed by the same teacher.</p>

Are we able to show evidence of the progress?

Yes we have evidence in school pupil tracker and in the children's learning journeys.

- **Phonics Year 1**

- 87% of pupils have met the phonics threshold (2016 Excalibur 83% / National 81%). 2 out of the 4 children who did not achieve the standard scored 31 with the threshold being 32.

Were these tests moderated?

We were moderated by the Local Authority last year and the year 6 teacher sat in on some of the tests.

- **Phonics Year 2**

- Four out of the five children retaking the screening achieved the standard, the child that did not has additional needs but is making good progress.

- **Year 1**

- In reading 7 children are below are related expectation compared to 9 children in the Autumn term.
- In writing 9 children are below are related expectation compared to 10 children in the Autumn term.
- In maths 6 children are below are related expectation compared to 5 children in the Autumn term.

Is this movement due to them having access to the year 1 curriculum?

LH – The assessment is completed against where the pupil should be at that point in time so the movement is closing the gap.

- **Year 2**

- In reading 7 children are below are related expectation compared to 7 children in the Autumn term.
- In writing 9 children are below are related expectation compared to 13 children in the Autumn term.
- In maths 5 children are below are related expectation compared to 5 children in the Autumn term.

- **KS1 Results**

- Reading 77% Expected level of Progress and above (2016 Excalibur 87% / National 74%)
- Reading 27% Greater Depth (2016 Excalibur 27%)
- Writing 67% Expected level of Progress and above (2016 Excalibur 63% / National 65%)
LH is impressed with writing in year 2 from the book scrutiny.
- Writing 17% Greater Depth (2016 Excalibur 10%)
- Maths 80% Expected level of Progress and above (2016 Excalibur 77% / National 73%)
- Maths 30% Greater Depth (2016 Excalibur 31%)

There is a dip in reading what is the school going to do?

LH – Reading in Key Stage 1 will remain on the School Development Plan next year, we will be doing some question analysis work and we have already audited, replaced and renewed the reading scheme books in the Key Stage 1 corridor. There are 2 children that the school feels should be expected but are not.

How close are the two from expected?

LH – The school has not only based the assessments on the tests completed they have used the Accelerated Reader Star Reading tests and assessment from their guided reading sessions. The school feels the assessment of working towards the expected level for these 2 children is correct.

- **Year 3**

- In reading 3 children are below are related expectation compared to 11 children in the Autumn term.

- In writing 7 children are below are related expectation compared to 16 children in the Autumn term.
- In maths 6 children are below are related expectation compared to 14 children in the Autumn term.

The movement shows a good picture.

How were the assessments completed?

LH – From the assessment sheets at the back of the pupils books, from Accelerated Reading data, from guided reading sessions, from tests completed and other work completed.

- **Year 4**

- In reading 7 children are below are related expectation compared to 15 children in the Autumn term.
- In writing 11 children are below are related expectation compared to 20 children in the Autumn term.
- In maths 8 children are below are related expectation compared to 17 children in the Autumn term.

The movement shows a strong picture.

Does the Year 5 teacher take ownership of this data?

LH - The transition meetings between teachers includes personal information and books and data, which includes moderation of the data.

- **Year 5**

- In reading 13 children are below are related expectation compared to 14 children in the Autumn term.
- In writing 20 children are below are related expectation compared to 16 children in the Autumn term.
- In maths 12 children are below are related expectation compared to 11 children in the Autumn term.

The book scrutiny in the class shows that writing and maths are strong in the class and that the children are challenged. The teacher observation was good and outstanding as always. The teacher is rigorous on her assessment and is reluctant to give expected level of progress and greater depth unless it is completely evident.

Is this an area for training and development for this teacher so that this picture changes in the future?

LH - Yes

- **Year 6**

- In reading 3 children are below are related expectation compared to 17 children in the Autumn term.
- In writing 3 children are below are related expectation compared to 18 children in the Autumn term.
- In maths 1 children are below are related expectation compared to 15 children in the Autumn term.

The movement shows a strong picture.

- The end of key stage 2 statutory assessments will be in school on 4th July and collated to be shared with governors at the full governing board meeting on 5th July 2017. This will be discussed further in the Autumn term in the Standards Committee when the DfE's 'Analysis of School Performance' is published.
- The monitoring of Maths and English books, lesson observations and drop-in learning walks through school this term shows that there is no teaching and learning less than good with areas of outstanding practice.

Were the teachers clear when they were fed back to on what was expected?

LH – Yes when SLT feedback they understood what the level of expectation is within the school.

- A recent scrutiny of topic books highlighted pockets of concern where expectation

	<p>was not high enough. Individual discussions have been put in place and the school has revisited expectations in how foundation subjects should allow pupils to develop. We have identified barriers for staff and have removed these barriers. We have:</p> <ul style="list-style-type: none"> - Created a list of desired outcomes - Sources quality ready made project books - Planned extra training time. <p>Each teacher from year 2 upwards is creating their own Trudy showcase book for their theme in September. Progress of the study books will be closely monitored by SLT next year.</p> <ul style="list-style-type: none"> • The school has tightened procedures for tracking pupil attainment in foundation subjects to ensure subject leaders have solid position statements to base action plans on for the next academic year. <p>Has there been any training on how the forms should be used? LH – yes I have received all the forms and I have modelled on the forms what I want the subject leaders to do moving forward.</p> <p>Could Governors attend a subject leader staff meeting? Yes they could but it may be better to double up the cohort governor meeting with the teacher and talk about their subject leadership role at the same time.</p>
10	<p>REVIEW THE REPORT OF THE SEN GOVERNOR There was no report presented by the SEN governor and it will be presented to the Full Governing Board on 5th July 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 There was no report presented by the Pupil Premium governor and it will be presented to the Full Governing Board on 5th July 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 SUMMER TERM 2017 YH presented the report informing the governors of the following items of importance for this committee:-</p> <p>Item 1 – School Governance and Liaison Update</p> <ul style="list-style-type: none"> • Information was presented on the Cheshire East Governors' Conference on Friday 10th March 2017. This has been sent to all governors in the weekly bulletin to schools. • Summer Term Training Programme for Governors. This was sent to all governors at the start of the term for them to review and attend courses as required. • There was a reminder to the Chairs of Governors that they should be using their chairs account and if there is a problem they need to contact IT technical support. • New recruitment guide on www.inspiringgovernance.org to use when recruiting new governors. <p>Guide to help governors to recruit and retain governors. Building a successful team is about achieving balance and diversity of skills and experiences and then invest in the development of people.</p> <p>Evaluating: skills, composition and current practice</p>

1. Looking at current skills using a skills audit for all governors that fits with the new DfE competency framework January 2017. This will show the skills that the board has and the skills that are lacking.
2. Evaluate the boards composition, is it fit for purpose, does the number of governors meet the governing boards requirements.
Questions:
 - Is the board the right size?
 - Do you have good debates covering the relevant issues and angles?
 - Do you have enough people to carry out the boards duties?
 - Do you have the right committee structure and are the same people on all the committees?
3. Evaluate the boards current practice. Many boards use the 20 key questions for governing boards to review the work of the board.
4. Evaluate who is needed. All governors should have the relevant skills and experiences to add to the work of the board. The three core functions are:
 - Ensure clarity of vision, ethos and strategic direction
 - Holding the executive leader to account for educational performance
 - Oversee financial performance
 Also must adopt 7 principles of public life.

5. Evaluate balance and diversity. They should reflect the ethnicity and diversity of the population at large.
Tips to get more participation from under-represented groups:
 - Use appropriate language and images in adverts
 - Remember that people want experiences that are interesting and challenging that can make a difference to others
 - Highlight the skills of young professionals can contribute
 - Emphasise out of pocket expenses will be reimbursed
 - Recruit through specialist centres
 - Work with established community groups and volunteer networks.
6. Evaluate exit interviews. Exit interviews of governors can transfer knowledge and experience and enable the board to reflect on how they work.

Recruiting: attracting good candidates

1. Set up a panel and advertise locally for co-opted governors and use organisation i.e. Inspiring Governance / Academy Ambassadors / Do-it
2. For parent governors use model election packs and ensure it includes disqualifications information.

Appointing: interviewing and references

1. The panel should shortlist potential co-opted governors, interview and obtain references before presenting to the board. A list of interview questions is in the report.

Inducting: training and support

1. Importance that this continues to widen skills and retain governors
 - How to grow new leaders on your governing board. There is a new National Coordinators of Governor Services (NCOGS) document – Succession Breeds Success. Document is about ensuring that the governing body has continuity of leadership and avoid crisis in leadership through effective succession planning.
How to do succession planning:
 - attract and retain good governors

- spot leadership talent early
- support and develop leadership skills
- create opportunities to practise leadership
- coaching and mentoring
- develop a governing body team
- delegate fairly

The document gives actions and strategies for each of the above so as to meet the expectations of the school.

- Clerking Competency Framework published by the DfE in January 2017 and presented to this committee in its Spring term meeting together with the completed clerk competency grid. The committee reviewed the clerks job description and decided that it did not need to be reviewed.

- Changes to the Maintained School Regulations – from September 2017

It includes:

1. Removal of elected parent governors or staff governors
2. Disqualification of elected parent or staff governors who have been removed from office
3. Amendment of the School Governance (Federations) (England) Regulations 2012

The explanatory note explains the changes.

- Consultation on the Consultation on Primary Assessment and the Rochford Review – new public consultation and the aim is to establish “a stable, trusted assessment system that support all children to fulfil their potential, whatever their background”. This includes consideration of the best starting point to measure pupils, ensure the assessment system is proportionate and how to improve end of key stage assessments. There is another consultation on the Rochdale Review – focus on future statutory assessment arrangements for pupils working below the standard.

The review recognises that the age related expectations are not appropriate for a proportion of pupils working below the standard of the national tests, SEND pupils, and it is important to schools to demonstrate attainment and progress of these pupils. Schools should have an inclusive system accounting for as many pupils as possible.

The reviews recommendations:

1. The removal of the statutory requirement to assess pupils using p scales
2. Pre key stage standards for pupils working below the national curriculum tests are made permanent and extended to include all pupils engaged in subject specific learning
3. Schools assess pupils’ development in 4 areas outlined in SEND code of practice.
4. A statutory duty to assess pupils not engaged in subject-specific learning against following 7 aspects: responsiveness, curiosity, discovery, anticipation, persistence, initiation and investigation.
5. Schools to have their own approach to assessing the 7 aspects above
6. Initial Teacher Training and continued development should reflect the need for teachers to have a greater understanding of assessing pupils working below the standard of the national tests.
7. Good practice in schools should be shared.
8. Schools should work collaboratively to develop an understanding of good practice.
9. There should be no requirement to submit this assessment data to the DfE.
10. More work should be done on supporting schools in assessing pupils with EAL.

The consultations end on 22nd June 2017.

- Nominating governors for national honours. There is advice available in the document.
 - Supreme Court ruling on term-time holiday and fixed penalty notices. Cheshire East Council is reviewing the Code of Conduct and it will be issued to schools as soon as possible along with advice.
1. Disability Inequality report – looks at six core areas one being education. It records the following facts:
 - 20% of SEND pupils achieve 5 A* to C GCSE compared with 64.2% of non-disabled
 - SEND pupils accounted for half of permanent exclusions and fixed period exclusions
 - Bullying against SEND pupils is higher than those without

Governors should look at HT reports to ensure SEND pupils are receiving the support that they need and are receiving all the opportunities available to pupils without SEND. The achievement gap between SEND and other pupils should be narrowing.
 - Independent review on behaviour management in schools “Creating a culture – How schools can optimise behaviour”. It made the following recommendations:
 - design a culture which is supportive of good conduct
 - create a vision of school culture which is commonly understood
 - make behaviour a whole school focus
 - develop social norms which encourage good behaviour
 - communicate the culture and promote its values
 - share good practice with other schools

The NGA has produced a set of questions for governing boards “Behaviour in School” which the governors decided need to be asked of the school on a governor visit and reported back to the next committee and on a school blog.
 - Clerk top tips:
 - Be aware of support organisation NGA, Cheshire East Governance Liaison Service, Modern Governor, Inspiring Governance....
 - Don't leave succession planning to the last minute
 - Everyone should know their school, SSDP, SEF....
 - The chair's should try agenda setting meetings to prepare for the year
 - The chairs' should ensure that agendas focus on strategic matters
 - All governors should ensure that paperwork is sent to the clerk in good time to be sent out for all meetings
 - Everyone should read documentation so that they are prepared for meetings
 - The chair and HT should proof read all minutes and approve as soon as possible so that they can be distributed to all governors
 - Everyone should be involved in future planning
 - Everyone have an understanding of the role of the clerk to governors
 2. Changes to Critical Incident first response numbers. These new numbers have been distributed to staff and changed on the school notice boards and emergency packs.

Item 10 – Virtual School for Cared for Children

- The document explained what the virtual school has been doing since the Spring term.
- Governors asked the school if they had taken the opportunity for attachment training. This had not been taken up.

Item 11 – Local Safeguarding Board Safeguarding Audit

- The document talks about schools completing the safeguarding audit. This had been completed by the headteacher.


Item 12 – Child exploitation definition for practitioners

- The document states that the safeguarding policy should be updated with the new definitions. This will be done ready for the Autumn term meeting.
- The headteacher and staff have been made aware of the new definitions in a safeguarding

	<p>update staff meeting in June 2017.</p> <p>Item 13 – Operation Encompass</p> <ul style="list-style-type: none"> • This is an initiative where police review all violent or abusive incidents that would indicate domestic abuse and inform the school and these are recorded in the safeguarding files. • The school has received three or four operation encompass phone calls and all staff are aware how important operation encompass phone calls are. <p>Item 14 – Safeguarding Records</p> <ul style="list-style-type: none"> • The school is aware of the new toolkit and at school we physically transfer all safeguarding files to the new schools and retain the signed transfer forms. <p>Item 15 – School trips in light of the London Terror attacks</p> <ul style="list-style-type: none"> • The documentation sent through from Cheshire East governance was given to all staff going on educational visits and the school trip risk assessment have included the measures recommended.
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 5th July 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"> • Assessment for Learning and Feedback Policy • PSHCE Policy • Maths Policy • SEN Policy
14	<p>REVIEW OF POLICY LISTING</p> <p>All policies are now up to date.</p>
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	<p>ANY OTHER BUSINESS</p> <p>None</p>

Part one of the meeting concluded at 7:00pm. There was no part 2 to the meeting.

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

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

Date 05.07.17.....