



## MINUTES

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| <b>Committee</b>          | <b>Curriculum Learning and Achievement</b>  |
| <b>Date/Time:</b>         | 17 <sup>th</sup> March 2016 3.00 pm   |
| <b>Location:</b>          | Carden School   |
| <b>For:</b>               | CLA committee   |
| <b>Distribution:</b>      | Full governing body<br>Website  |
| <b>Governors Present:</b> | Karen Wicker (KW) Chair of Governors and Chair of Committee<br>Kevin Cunningham (KCH)<br>Sophie Wadleigh (SW)<br>Jeff Nixon (JN)<br>Helen Longton Howorth (HLH) Headteacher |
| <b>Other:</b>             | Janet Johnson (JJ) Clerk  |
| <b>Apologies:</b>         | Daniel Holmes (DH) Accepted<br>Margaret Garrard (MG) Accepted   |
| <b>Quorum:</b>            | 3 Governors required to make decisions  |

| Item | DISCUSSION AND DECISIONS  | ACTION               |
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| 1    | <p><b>Introduction</b></p> <p>KW opened the meeting and thanked everyone for attending. The key themes for the meeting as per the school improvement plan were:</p> <p>Key theme 3. Effectiveness of leadership and management – Governor role</p> <p>Key theme.1 Outcomes for children and other learners :phonics; maths; English (Main item) and key theme 5 – Early Years and Foundation stage - Raise the numbers of pupils with Good Level of Development by end of EYFS.</p>   |                      |
| 2    | <p><b>Declaration</b> of Interest in items on the agenda</p> <p>No new declarations were made when invited and as there were no conflicts of interest all governors could remain and participate throughout.</p>  |                      |
| 3    | <p><b>Minutes from last meeting</b></p> <p>The minutes from the last meeting on 10<sup>th</sup> December 2015 were agreed to be an accurate record and signed by the Chair accordingly.</p>   | JJ                   |
| 4    | <p><b>Matters Arising if not covered elsewhere</b></p> <p>4.1 Up-date on play therapy impact. This had not been done yet and it was agreed this could be reviewed by governors by email. HLH would circulate the details electronically.</p> <p>4.2 <b>What is replacing the model for the foundation profile?</b> HLH advised she had attended the NAHT conference and across the country it had been found the baseline was not really working very well. The Early Excellence model may well be changed. HLH supported the view that at present progress could not be tested against it. This was noted and governors would continue to keep</p> | HLH<br>ALL<br><br>KW |



## MINUTES

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|   | a watching brief.   |           |
| 5 | <p><b>How do we know there is a broad and balanced curriculum?</b><br/> Governors had wished to have a preliminary discussion with HLH prior to this being a focus for next term's governor visits. HLH had advised KW the current framework was not yet available in a manageable format as its development was on hold whilst SATS work was prioritised. HLH advised each year group had a termly or half-termly overview and she then went on to explain the curriculum cycle.</p> <p><b>When is the best time for discussion?</b> The autumn term.<br/> <b>Can we have the paperwork before the autumn meeting?</b> Yes.<br/> <b>Who decides the topics?</b> They have been historic, some come from the children and we do have regard to the resources available. Governors considered they had a good understanding of the core subjects and now felt in a position to move forward with the rest, especially as it had been a reasonable amount of time since the introduction of the new curriculum. The learning manager was requested to attend the next meeting to take questions.</p>  | HLH<br>KW |
| 6 | <p><b>Achievement:</b><br/> <b>How do we know all our children are making good or better progress?</b><br/> <b>6.1 ASSESSMENT and Stage up-dates</b><br/> Governors had already considered the class by class results from two data points, Nov 15 and Feb 2016. Data for pupil premium children had also been considered. The data centred on the percentage expected to achieve age related expectations (ARE) by the end of the year (SATS date for year 6).</p> <p><b>6.1.1 How is progress tracked?</b> In a variety of ways. The official tracker is the Edison one which allows the school to track coverage [of the curriculum]. It shows the percentage split of each of the statements [of skills/knowledge] that children are either secure, working towards or exceeding. Teachers are still cautious in Jan/Feb about stating the percentage that will meet or exceed at the end of the year. We also have termly progress meetings with both the year group teachers together. The Venn diagrams, with which governors were familiar, were produced and teachers use their judgement on all they know about the child to say what percentage are on track by the end of the year to be ARE in each and all of the core subjects. KW had attended a meeting and could confirm this was a robust process. HLH advised a separate Venn diagram was produced for the exceeding ARE; however, as governors knew, bearing in mind the curriculum was nine months harder than every level a year ago, the focus is on achieving ARE not ARE+.</p> <p><b>6.1.2</b> Governors recalled appropriately challenging targets had been set. <b>Why are some of them dropping between Nov and Feb?</b> This is due to pupils in nurture groups. These are being monitored separately and each has a detailed action plan.</p> <p><b>Are you more concerned about those classes where the percentage set to achieve have dropped or the ones standing still?</b> The differences are due to the relative experience of teachers – the more experienced are the ones showing no change.</p> <p><b>Which group do you have the most concerns?</b> Year 6 as they have had the</p> |           |



## MINUTES

least time with the new curriculum and in that particular cohort there are a sizeable number of disaffected girls, EAL, SEN, etc. and despite having lots of additional teachers, desired progress has yet to be made.

Governors were aware year 6 was also of concern in other schools and that there were difficulties in making projections as they were still awaiting critical information from the government. HLH advised that working on the threshold being similar to 4b then possibly 70% would meet the target and that would be satisfactory.

**Governors questioned the class with a forecast of 100%, 100%, 100%. Had it been moderated and how was this achieved?** Yes it has been moderated and they were accurate. The children have been with the same teacher for 2 years. Governors found this interesting and debate ensued surrounding the circumstances in which outcomes might be better with children knowing the teacher well and their classmates. Governors especially wondered if this was a good idea for younger children. HLH advised it would continue to be considered case by case.

**When you look at the results, does strategic analysis form part of the discussion?**

**Can you arrange for the teachers to have certain pupils to enable them to teach to their strength?** This is under discussion. It happens a lot higher up the school especially in year 6 where they teach in many ways e.g. 3 classes for maths.

**There is a correlation between those classes with lower percentage expecting to achieve ARE and higher numbers of pupil premium children. Do you expect the gap to close on the latest data?** It has closed at key stage one and we have been using the pupil premium money further down the school to enable a good start to later years but mobility does affect this. The gap may close a little.

6.1.3 Governors thanked HLH for the informative statistics which were accepted. A governor added that because of the Edison project staff were in a better position than most to say whether they will meet the targets. HLH had confidence staff knew the data and their pupils very well and that there were action plans, detailed for every child not meeting targets.

It was agreed the data were easily skewed by mobility and governors related several examples.

### 6.1.4 Assessment And Marking – governor feedback

A governor commented parents in year one have been exceedingly happy, one had had a text from a parent following parents' evening saying how impressed they were with the books and the learning that has been going on. HLH advised the school was looking to change the format of parent evenings to sitting down with the parent and child and looking at books.

Governors had appraised themselves of the school's up-dated assessment and marking policy and would include evidencing use of this in their visits.

## 6.2 MAKING GOOD OR BETTER PROGRESS

### 6.2.1 EYFS



## MINUTES

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|   | <p>KW's termly report had already been considered and was accepted with thanks. It was very positive. The impact of use of special books would be reviewed.</p> <p><b>6.2.2 PHONICS:</b><br/>The report from the school partnership advisor was accepted. A learning walk had been undertaken. The continual improvement was noted.</p> <p><b>6.2.3 ENGLISH:</b><br/>The visit had not been made; however, a governor had been in email contact for an up-date and a visit would be scheduled. Do you have to have cursive script? No but if you cannot do this it make it difficult later on e.g. with flow and stamina.</p> <p><b>6.2.4 MATHS:</b><br/>The maths link governor report was accepted with thanks. The governor had been very impressed by the exciting visitor who had left the children wanting more. A further visit would include assessing the impact of the 'mathmagician'.</p> <p><b>6.3 EQUALITY</b><br/>To what extent is the vision met?<br/>The replacement equalities governor had only just been appointed. JJ was requested to provide KW with the statutory information.</p> <p><b>6.4 Do we need more information from any particular group of stakeholders?</b></p> <ul style="list-style-type: none"> <li>• Governors suggested reports from phase leaders would be useful – these were to include items such as headline data, areas of success, possibly topics, issues, summary and next steps. KW would take this forward.</li> <li>• Pupil voice. Two focus governor visits were planned re extended marking.</li> </ul> | <p>JJ</p> <p>KW</p> |
| 7 | <p><b>How do we know quality first teaching is at the forefront of classroom practice?</b></p> <p>7.1 It was noted a report was to be made to D&amp;R committee following interim appraisals this week.</p> <p>7.2 Governors had already considered the recent observation summary and noted the improvements with pleasure. The use of Teaching Assistants had been a focus from Ofsted and this was now at least good. The target from the improvement plan had been exceeded. HLH advised the required improvement observation when repeated was then good. Governors could be assured of the accuracy because the school partnership advisor had moderated two with HLH. Other headteachers in the local 'triad' had visited to review 'climate for learning' and had all been impressed. The Ofsted gradings were used; however also the Edison book as this was considered a good fit for the purpose and gave a good sense of strengths and weaknesses. Later, following JJ giving advice reminding increasing importance of focus on evidence of progress in comparison with observation of lessons KW would review information.</p>   | <p>KW</p>           |



## MINUTES

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|   | <p>7.3 HLH informed:</p> <ul style="list-style-type: none"> <li>Working walls were now being used</li> <li>We were a Makaton school of excellence but there is work to be done with newer members of staff with this and also cued articulation</li> <li>Peer assessment was now embedded, using a script or starting point works well and is more powerful.</li> <li>More practical resources were needed in maths and they had recently spent a whole morning re moving maths on.</li> </ul> <p>A governor could confirm from visits that the working walls were being used and another governor had evidenced peer assessment.</p>  |  |
| 8 | <p><b>Agenda for next time:</b><br/>Increasing the Challenge</p> <p>In discussion it was decided governors would focus on book scrutiny with teachers on their visits. From what they had seen already they had noted some of the extensions suggested were to do more of the same. HLH was already working on improving this. There had been a pupil conference in maths which had showed pupils still tended to view maths as calculation. It had been decided this should be addressed by improving teachers' subject knowledge to problem solve every single statement and how to use it across not only maths but the wider curriculum. A governor with expertise in this area offered to assist and this was accepted with gratitude.</p> <p><b>Reports required and from whom</b> Phase leaders, learning manager, governors re book scrutiny and follow ups on previous visits.</p> <p><b>How to review effectiveness of the committee and review of TOR for next year.</b> KW was taking this forward</p> <p><b>Other Actions:</b><br/><b>Decide how to review collective worship policy, G&amp;T and pupil premium policy.</b> KW would address these.</p> | <p>HLH</p> <p>KW</p> <p>KW</p> <p>KW</p> |

..... Signature ..... Date

| ITEM | OWNER            | ACTION   | DUE BY                         |
|------|------------------|--|--------------------------------|
| 3    | JJ               | Post minutes on website  |                                |
| 4.1  | HLH<br>Committee | Circulate play therapy evaluation<br>Consider and raise queries by email – cc KW/JJ          | End of Term                    |
| 4.2  | Committee        | Continue to keep up-to-date with the development of an appropriate assessment model for FS.  | Ongoing                        |
| 5    | HLH KW           | Liaise and ensure provision of information required re curriculum. Invite PH to next meeting | Autumn meeting<br>Summer meetg |
| 6.3  | JJ               | Advise KW re responsibilities on equalities  |                                |
| 6.4  | KW               | Take forward phase leader reports  |                                |
| 7.2  | KW               | Liaise HLH re progress information   |                                |
| 8    | HLH              | Liaise KCH as appropriate re maths   |                                |
| 8    | KW               | Review actions and contact report writers for next meeting. Liaise JJ                        |                                |