

**CARDEN PRIMARY SCHOOL
GOVERNING BODY
MINUTES**

Committee	Curriculum Learning and Achievement
Date/Time:	11 th July 2018 8.00 am
Location:	Carden Primary School
For:	CLA committee
Distribution:	Full governing body Website
Quorum:	3 governors excluding the headteacher are required for decisions to be binding. The meeting was quorate throughout.
Present:	Governors (voting) Samantha Beal (SB) Daniel Holmes (DH) Helen Longton-Howorth (HLH) Headteacher Amanda Mortensen (AM) Chair of Governors Jeff Nixon (JM) Sophie Wadleigh (SW) Other Janet Johnson (JJ) Clerk

	DISCUSSION and DECISIONS	ACTION
1	Introduction The Chair of this committee had resigned from governance and JJ requested someone to chair this meeting. JN was nominated and elected. Governors wished to record their thanks for the contributions of Kevin Cunningham who had been particularly helpful with data analysis and DH who was stepping down at the end of term. It had been helpful to have the point of view of a member of staff. A small token of appreciation would be sent to KC.	
2	Apologies for absence No apologies had been received. DH arrived 8.02	
3	Declaration of Interest in items on the agenda No new declarations were made when invited. Governors agreed no one need withdraw from any part of the meeting.	
4	Minutes from 6.3.18 Subject to adding the word 'progress' at item 5 bullet 1 the minutes were agreed to be an accurate record and signed accordingly.	
5	Matters Arising if not covered elsewhere There were no matters arising	
6	Are all our children are making good or better progress? The Key Stage 2 results had been released the day before and HLH tabled a document analysing the end of year data for Reception, Phonics and Years 1 to 5 which she then talked through. 6.1 OUTCOMES FOR ALL GROUPS AND SUBJECTS, including	

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disadvantaged

6.1.1 Early Years and Foundation Stage

Attainment. Including pupils within the Speech and Language Centre, 59% had attained a good level of development which was a 10 percentage point increase on the previous year. Governors knew it was an area of focus and were pleased with the improvement. HLH acknowledged the contribution of a new member of staff and confirmed the school had been moderated. It was noted the cohort was both boy heavy and younger and these groups had slightly lower achievement as expected nationally and 23% of the pupil premium group had achieved a good level of development.

Progress. 100% of the pupil premium group had made an expected level of progress in each of the 7 areas of learning with 64% to 91% exceeding expected levels of progress across the different areas. For the whole cohort 100% had made expected or above levels of progress in literacy and maths and 95% in the other areas where the 5% did not exceed age related expectations. HLH informed that those that had not made rapid progress had had lower starting points.

6.1.2 Year 1 phonics. (Key Stage 1 discussed at 6.1.5)

At 75.5%, this was an improvement on last year and it had also been an area Ofsted had noted as a next step for improvement. It appeared the actions taken had been of benefit.

6.1.3 Attainment years 1 to 5

- For years 1,3,4,5 reading was the strongest area. 72% of year one had attained age related expectations (ARE) which was a very good improvement as only 41% had achieved a good level of development in their previous year. is strongest,
- In line with the national trend achievement in writing was lower in every year group. The school was moderated this year. Bearing in mind the higher levels of need in the group, the current year 5 had done very well, with 62% at ARE (50% for the disadvantaged group) and those in the traveller group were making good progress.

6.1.4 Key Stage 2.

There were no real surprises in the results. 49% had achieved ARE in all of reading, writing and maths (predicted around 50%). The cohort comprised 43% with free school meals and 30% had SEN. Everyone we expected to achieve did, and the school had case studies for the rest.

1 child was being disapplied and results for the individual subjects were:

- Reading 68%
- Writing 68%
- Maths 66%
- Spelling and Grammar 73%

The fully calculated progress figure was not usually available until September but based on a rough points calculation it appeared the results were above floor standard for this year and also on a sufficiently positive 3 year trend.

The year group have had 2 extra teachers and lots of other resources had been directed there.

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	<p>6.1.5 Key Stage 1 The results in key stage 1 were much lower than expected at 40% ARE for reading, 46% for writing and 40% for maths. Two governors had been immediately alerted and actions had been taken to investigate and commence to recover the situation. Governor involvement would continue and although more general information was then provided to apprise and reassure the committee, care was taken not to 'taint' additional governors with detail. It was acknowledged that more resources would have been directed at year 2 and it was confirmed there would be extra support for this group in year 3 as accelerated progress would be needed for that group then and also in year 4.</p> <p>A governor pointed out that data is only as good as that you are given and confirmed difficult conversations had taken place and support mechanisms for staff were in place. The school partnership advisor had been involved and was confident all was being done to rectify the situation.</p> <p>Governors offered their assistance. HLH informed a valued member of the Edison team would be returning next year. In discussion regarding communications governors were satisfied and supported HLH and reminded that the children had worked very hard, not just in tested areas and shown resilience to be celebrated. In addition it was commented that the extra support in year 6 had enabled the cohort to be ready for the transition to high school, an outcome better than expected.</p> <p>6.2 QUALITY OF TEACHING HLH informed quality of teaching was at least good in nearly every year. Two years had seen improvements. She related the current method used to monitor teaching was to look at data, books and classroom environment along with a learning walk done in twos, dropping in 3 times in the course of two weeks. She had completed the performance management process for all staff. DH leaves 8.38 How has it been? It standardised how we did performance management. Everyone is very clear about their targets. They give me the data, I analyse and confirm it. It is time consuming and I will not do it next year but I will pass on my lessons. Will you retain any difficult areas? Yes. Next year I will do an observation and then as that has its limitations, if everything is satisfactory I will assess another way, a learning walk. I use the school improvement partner and someone from another school to provide external scrutiny and check my judgement.</p> <p>6.3 ASSESSMENT Process: Is it reliable and effective? No further information was provided but based on the outcomes governors considered it was apparent it had been reliable and effective in all but one year and thanked HLH for the information so far.</p>	
7	<p>Effectiveness of committee and review of TOR Governors had considered the existing terms of reference. Comments included:</p>	

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	<ul style="list-style-type: none"> • The increased involvement in book scrutiny and other external scrutiny and receipt of the information volunteered to ensure judgements are reliable. • Possibly including learning walks • Routine sharing of the school development plan and increased involvement from governors. HLH confirmed this would be welcome. • Review of named governors for focussed areas • Extending beyond maths and literacy • Attention to statutory policy evaluation <p>What are the overarching aims? These are the Ofsted recommendations. Governors agreed</p> <ul style="list-style-type: none"> • The science co-ordinator should be invited to give a presentation at the next meeting. • SB would check the website for compliance. • Policies would be reviewed. 	AM HLH SB
8	<p>Any Other Business</p> <p>A governor had attended the local authority's Children's Committee and reported the local authority was not doing as well as others in diminishing the difference so the focus on that would be increased even further. Carden did well in this area and another governor suggested the school's success story with the traveller group should be celebrated by a presentation at the committee. Admissions would be discussed by that committee.</p>	SB

Signature noted in minutes 6.12.18

ACTION PLAN

Item	Owner	Action	Due by
7	HLH/CLA chair	Science lead to attend next meeting	
7	SB	Carry out compliance check (contact JJ for checklist if required)	
7	AM	Take forward comments to next year's plan + TOR if applicable	
8	SB	Take forward as appropriate	