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CARE - THINK - INSPIRE - ACHIEVE

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**MINUTES OF THE 3<sup>rd</sup> EFFECTIVENESS, STANDARDS AND WELFARE  
COMMITTEE MEETING IN 2014/15 HELD AT SCHOOL ON  
TUESDAY 30 June 2015 AT 6.00pm**

**Present:** Jen Crouch (chair) **JC**, Clare Bladen (headteacher) **CB**, Susanna Pressel **SP**

**In attendance:** Andrew Roland (governor not on ESW) **AR**, Joey Potgieter (parent), Jenny Crewe (parent, from 7.15pm – item 6 onwards), Claudi Thomas (clerk) **CT**

**1.0 Apologies for absence - approved:** Matt Cuttle **MC**, Rebecca Huxley **RH**, Claire Maxwell **CM**

**Recommendations for the next full governing body meeting**

- CB to report on Pupil Premium developments at FGB4 under 'Update on WOSP'. To determine which governor will have responsibility for pupil premium.
- Early Years Foundation Stage Policies and Special Educational Needs Policy to be reviewed by staff and relevant governors, in time for approval at FGB4 (action CB, JC, RH)
- CB to include more evidence in SDP/SEF to measure impact more explicitly
- governors to discuss the focus of the SDP at FGB4
- staffing issues to be discussed at FGB4
- CB to seek nominations from all staff for the position of staff governor and arrange for an election if necessary (by FGB1)

**Summary of actions – to be carried out by the next ESW meeting, unless stated otherwise**

- CB to share behaviour reports from Integrus with governors
- AR and the new governors who will be joining in September to have a tutorial on data

**3.0 Procedural items**

**3.1 Quorum** The meeting was quorate.

**3.2 Declaration of Interests relevant to agenda** None

**4.0 Matters arising from the minutes of 05 May 2015**

- CB will report on Pupil Premium developments at FGB4 under 'Update on WOSP'. It should also be determined then which governor will have responsibility for Pupil Premium (**action CB, FGB4**).
- CB will be sharing behaviour reports from Integrus with governors from September, when there is enough data available to consider trends (**action CB**)
- JC noted that the parent and pupil surveys had now gone out but that she had not been given the opportunity to be involved in agreeing the questions. CB explained that CM had checked the questions.

Signed .....

Date.....

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- The Early Years Foundation Stage Policies and Special Educational Needs Policy will come to FGB4 (**action CB, JC, RH**)
- SP asked when report formats would be reviewed and CB explained that this had already happened but that the school was still deciding how to involve parents in their child's target setting.
- SP asked in what way the Local Authority (LA) was no longer able to assist in improving attendance. CB explained that assistance was available if procedures and fines were invoked, but not for less severe cases in which the LA would previously have sent out a letter of warning after the school's efforts had had no effect. CB confirmed that this support, if reinstated, would still be valuable. It was noted that current attendance figures were very good.
- In answer to a question from SP, CB explained that there had been no improvements in punctuality, even though a letter explaining the disruptiveness of lateness had gone out to all parents. SP asked whether other schools had found more effective methods. CB thought that the school was doing everything it could and needed to continue to remind parents and pupils about the importance of punctuality. Attendance and punctuality will continue to be on the agenda.

The minutes were approved and signed by the chair as an accurate record of the meeting.

#### **4.0 Review of pupil progress data**

#### **5.0 Priorities for the following academic year's School Development Plan (SDP)**

It was agreed to merge these two agenda items. It was noted that the data available was internal progress data for the whole year rather than validated RAISEonline data. The data group had looked at the internal data and sent some questions to CB prior to this meeting.

A general discussion on the data was held. The issues raised were as follows.

- Governors asked how progress and attainment were assessed. Attainment used to be levelled (1c, 1b, 1a etc.), and a new system has been agreed within the partnership, using the new Management Information System, Integris. Average Point Score (APS) progress is calculated by Integris from the levels entered by the school – these levels have been adjusted to take account of the new curriculum. The data for Age-Related Expectations (ARE) is based on where the child should be, which relates to both age and external targets.
- Expected APS progress is six points for Key Stage 1 (KS1) and four points for Key Stage 2 (KS2). It would be useful to add this to these reports as a reminder in future.
- Governors suggested the following priorities for next year: writing as a whole-school objective; the current Year 5's progress (especially writing); Special Educational Needs and Disability (SEND) and Pupil Premium (PP).
- Governors discussed initiatives for writing, including Every Child Writes, Talk Boost and Talk for Writing, and how this training should be disseminated across the school.
- Governors discussed the Year 5 statistics. This year group has a very high percentage of SEND and results have always been lower than in other year groups. Governors raised the concern that progress in Year 5 had not been as strong in 2014/15 as in other year groups. CB explained that there had been some issues with the levelling in this year group, with the Year 4, former and current Year 5 teachers' assessments not agreeing with each other. Governors discussed what extra resources would be provided to these pupils. CB said that they had recruited a teacher who had trained in the US to work as a Teaching Assistant (TA) for 10 hours a week alongside Pete Smith and Dorraine Brown-John from September. Also, sentence club would be re-introduced and maths club would be continued. These would be aimed at children with gaps, lack of confidence or who were otherwise not quite reaching their potential.

In answer to a question, CB explained that plans had not yet been finalised for covering Pete's teaching when he carries out his deputy head duties.

- JC asked how we could better measure impact, either as part of the SDP or on the Self Evaluation Form (SEF), in line with recommendations made in the risk assessment. CB said that the risk assessment had been intended just for the chair and should not have gone out to all governors as they were not party to any of the more detailed discussions. However, governors thought that the risk assessment was a very valuable and informative document. JC asked how best we could record impact

of PP spending. CB answered that the Senior Leadership Team (SLT) would be looking at this in their next meeting. JC asked what objectives would go into the SDP concerning SEND. CB explained that Suzie Batterton was new to the role and that she would get external input into a SEND audit next week. Points from the resulting action plan would go into the SDP. It was agreed that impact would need to be more explicitly measured in the SDP/SEF (**action CB**).

- Governors asked how confident the school was in their pupil progress assessments. CB explained that a lot of moderation was already taking place. Year 6 and Year 2 results had been externally moderated and the school had passed this test with flying colours. Everyone takes part in three moderation meetings a year during which teachers check and discuss each other's assessments.
- Governors discussed the large amount of red highlighting in the autumn term progress data. This is likely to be due to the 'summer dip' and time required for settling in with a new teacher. The school will start to carry out assessments in September to record the summer dip. This dip is likely to be bigger for the lower years, but will be made up by accelerated learning. JP asked whether it was better to let children run free over the summer or to give some homework. CB thought it was important that children had downtime over the summer as they are little for only a short time.
- There seemed to be some discrepancies in the pupil tracking data provided by the new system, Integris. Teachers felt that both the Foundation Stage data and the Year 6 data looked a little lower than it should. The school will be looking into these discrepancies over the next few days.
- Governors were pleased to see that progress for children with English as an Additional Language (EAL) was strong. This had been an SDP priority but would not need to remain on the SDP for next year.
- JP pointed out that the Mathematics percentages for the reception class did not add up to 100%. CB confirmed that it was just one child who had not achieved a Good Level of Development (GLD). It was noted that results for English (Literacy) were now very good for reception, which had been a focus area.
- JC asked whether the higher percentage of EAL in nursery would decrease as it did for the previous year when many EAL children had not made it into the catchment area for reception class. CB confirmed that a similar pattern was likely to happen this year.
- JP asked whether all teachers had seen the summer progress data as presented to governors. CB said that they would, but that so far only the SLT had seen the summary. Teachers had submitted their own data and reviewed it with members of the SLT.
- CB assured SP that the risk assessment recommendations would feed into the SDP, but that the recommendations had not come as a surprise as they were based on the data that CB had provided for the risk assessment (SDP, SEF, raw progress data etc.).
- AR suggested that CB may want to focus on just four main issues in the SDP, which was still currently too long. The advice was that targets should be aspirational.
- JC asked whether a version of the SDP would be ready in time to discuss at FGB4. CB replied that usually the SDP would be agreed at FGB1 in September and that staff still needed time to input into the SDP. It was agreed that governors could discuss the focus of the SDP at FGB4 (**action all**).

## 6.0 Update on Staffing

CB explained that a letter on next year's staffing would be going out shortly to parents and that governors did not need to be concerned about the details as staffing updates were just for information – it would be inappropriate for parents to query decisions with governors.

CB explained that resignations were not sudden, but that staff usually had asked for time off for interviews. CB explained that staffing changes were made public only when recruitment for a replacement had been completed. This was done in order to avoid any unnecessary anxiety or uncertainty for the children. There was a feeling that parents knew about resignations before they were announced, but CB said she didn't know how this was happening.

Governors agreed that staffing issues should be discussed at FGB4 (**action CM**).

CB reported that there had been some speculation that a member of staff who resigned during this year was leaving under a cloud. This was not true and CB would have liked this member of staff to stay on, but she had also given encouragement to them to search for a new job as this could lead to great things for them.

JC suggested that exit interviews should be carried out. CB confirmed that she did these. JC highlighted that the NUT suggested that paper questionnaires should be used that provided some anonymity. Some governors felt that

- exit interviews could give very useful information to the governing body about the strengths and weaknesses of the school, and whether, for example, there were financial reasons for leaving;
- feedback from exit interviews could usefully come to the HPR committee.

SP raised the issue of whether parents were worried about high staff turnover. CB did not see this as an issue, as some staff could not financially afford to stay for long or had grown beyond their job at the school. Resignations also allowed the school to grow its team.

### **7.0 Update on Governor visits**

The feedback from RH's governor visit was noted. SP queried whether visits should be done differently to provide a more comprehensive picture and to allow recommendations to be made. Governors discussed the fact that it would not always be appropriate to make recommendations, depending on the nature of the visit.

### **8.0 Succession planning for ESW chair and vice chair**

AR reported that he and CM had approached RH to stand as temporary ESW chair until Christmas, but had not yet had an answer. It was suggested that another governor may want to shadow the temporary chair. ESW members were encouraged to consider standing as chair.

It was agreed that AR and the new governors who will be joining in September would benefit from a tutorial on data (**action AR, new governors**).

### **9.0 Any other Business**

The clerk noted that there would soon be a staff governor vacancy and that all staff employed at the school (whether part-time or full-time, teaching or support staff) should be asked for nominations, followed by an election if there is more than one nomination (**action CB**).

CB noted that Pete Smith would like to attend full governing body meetings from next year, but that it would be better to have a separate staff governor. It was agreed that it would be useful for Pete to attend and that he could potentially become an associate member.

The meeting closed at 7.35pm.

**Date of next meeting:** tbc