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CARE - THINK - INSPIRE - ACHIEVE

Headteacher: Clare Bladen BA (Hons) PGCE, NPQH

**MINUTES OF THE 1<sup>st</sup> EFFECTIVENESS, STANDARDS AND WELFARE  
COMMITTEE MEETING IN 2015/16 HELD AT SCHOOL ON  
THURSDAY 26 NOVEMBER 2015 AT 6.00pm**

**Present:** Clare Bladen (headteacher) **CB**, Jenny Crewe **JC**, Kelly Faye **KF**, Susanna Pressel **SP**

**In attendance:** Claudi Thomas (chair, associate member) **CT**, Andrew Roland (non-ESW governor, joined during agenda item 4, at 6.40pm) **AR**, Lis Froggatt (clerk) **LF**

**1.0 Apologies for absence - approved:** Rebecca Huxley **RH**, Pete Smith **PS**

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

None

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

- CB to report back whether Integris is the right system for reporting behaviour incidents
- CT to ensure that the governor visits form will be circulated
- SP to email details of a couple of typos in the Governors' Behaviour Statement to CT

**2.0 Procedural items**

**2.1 Quorum** The meeting was quorate.

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

**3.0 Matters arising from the minutes of ESW3 (30 June 2015)**

- CB re behaviour reports, a slow start as we don't have behaviour incidents making it worth logging on and recording. Governors asked who did the recording and when – this should involve all staff. Will be able to look at reports in the summer. Need to consider whether Integris is the right system to record incidents; CB will report back at the next meeting (**action CB**). PS is leading on behaviour.
- The new ESW governor (JC) had a tutorial on data, but the other new governors haven't yet.

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

**4.0 Progress data (Autumn statement, RAISEonline, inspection dashboard, internal September baseline data)**

The Headline report had already been circulated. It was noted that the data was looking strong. The report was summarising the RAISEonline data (not yet validated) and it was noted that one additional child had passed the phonics test in Y1. The school was still having issues in Early Years Foundation Stage data but were aware of this and able to make necessary amendments.

The data group had circulated in advance some detailed questions (tabled paper) after considering the various sources of information (RAISEonline, autumn statement and inspection dashboard). Some answers had already been provided in advance. At the meeting, governors discussed initial and follow-up questions in detail.

Signed .....

Date.....

ESW minutes, page 1 of 3

The following points were raised by governors:

Governor question about any trend in levels of attendance for persistent absentees: there is a lot of history relating to the small number of families, giving an indication as to why the problem continues. SP asked 'can teachers send work to absent children'? Answer: yes, for an authorised absence work is always sent, but for unauthorised absences this is not possible because, the absence being unauthorised and therefore not known would happen, there is no point at which work could be handed over. CB explained that if the parents are involved it is often helpful to give a 'project'. Jeanette Scott is the home/school link worker and is available and consulted by the school. In answer to a question, it was explained that persistent unauthorised absence may result in the parent being fined with the ultimate sanction being prison. CB says that she knows the back-story and works with outside agencies. The school has 5-6 persistent absentees and also a child with a medical condition who is marked as absent when not at school.

Governor question about below national-average KS1 results for a group of children from Asian or partly Asian backgrounds and parental engagement: the backgrounds were explored, ranging from SEND, and new to English to having low attendance.

CB explained that there is no problem with parental engagement across the board but there are individual cases where the parents do not engage. The parents' experience of education must be borne in mind. Home visits for Nursery have been very successful: a booking for a nursery place is made and the teacher telephones to make an appointment to visit the home which is a great opportunity to see how the child engages in the home environment. This is best practice. Home visits, together with 'stay and play' sessions, give opportunities to explain how the school 'works' and provide information about local facilities.

Governor question about measuring progress/assessment without levels:

CB said she had had pupil progress meetings and considers the school has done everything it can, but it is difficult to know how to present exactly what the school is doing. For assessment, the school has been using PUMA (maths) and PIRA (reading), but the latter does not go deep enough. This is only the first full year without levels but a review will take place in the summer when the alternatives will be considered. There are on-going conversations between the teachers about proof of achievement/progress. Instead of levels, the school now uses the following terms:

Emerging Development Expected and Mastery

These are the 4 leaps over the school year, and there is a need to look at age-related expectations. The curriculum has changed and it is difficult to get a first/base line from which progress can be tracked. Previously the teacher just 'pushed on' but now each teacher has 'objectives'.

Since July last year we have been looking at different models to try and find what is best for this school alongside partnership schools.

Governors asked for clarification of the maths weakness highlighted by the Inspection dashboard. These concerned 'vulnerable' groups. The numbers were low, with 3 out of 4 vulnerable pupils making expected progress.

Governors asked why writing was not an SDIP priority, especially for Y3, whose Y2 SATs results had not been so strong. It was explained that this was not an endemic school issue, and was therefore contained in the Literacy co-ordinator's action plan rather than in the SDIP.

Governor question on Phonics, especially high rate of failure at the end of Y2: There was a Newly Qualified Teacher in Y2 which impacted adversely on the phonics teaching and there will not be a repeat of this situation; in the teacher's appraisal the difficulties became clear.

Governors discussed what measures were being put in place. Support for the current Y3 is done through intervention. It was worrying that 5/6 didn't pass in Y2; it was noted that 2 were high absentees (75.8% attendance). For the Y3 interventions, the school is making best use of a teaching assistant, who is very strong on phonics. Here synthetic phonics are used although in other countries a different system is used. It is only in the past 5 years that there has been a rigorous phonics check. One extra Y1 child passed.

Governor question on current use of maths and sentence clubs: Y6 maths club is continuing, as well as Y5. CB is keen to bring back the Sentence Club for punctuation and spelling. A study guide to help children be ready for secondary school has been ordered.

Governor question about marking policy and children's response to marking comments: the children do respond to marking comments, but the system still needs a more consistent approach and staff will have an INSET day on marking and feedback.

### **5.0 Plan monitoring of School Development and Improvement Plan (SDIP) and Self Evaluation Form (SEF)**

The updated SDIP was noted. Governors commented that there were no targets for years 3, 4 and 5 in the SDIP. This was all to do with changes in assessment because the predictors cannot be taken out of the tracker, but it will all be resolved. Governors were reassured that the targets existed in other action plans. CB explained that she was now using absolute numbers rather than phrases like 'the vast majority'. In answer to a question, CB confirmed that the school performance targets were aspirational and it was noted that these could be adjusted as necessary.

It was agreed that SP would take on behaviour, RH was already down for SEND and Foundation Stage. KF will look at KS2 and JC at KS1 for both the outcomes and quality of teaching objectives.

Governor visits will be linked to these objectives. CT will ensure that the governor visits form will be circulated (**action CT**).

### **6.0 Behaviour**

SP asked about proven good from introducing a daily run into the school day; but CB explained that this was not practical as there is no on-site facility for it.

The Governors' Behaviour Statement (tabled paper) was approved. This had already been shown to parents and no comments had been received back. SP will email details of a couple of typos to CT (**action SP**).

### **7.0 Any other business**

None. The chair thanked everyone for coming.

The meeting closed at 7.40pm.

**Date of next meeting:** 28 April 2016, 6.00pm at WOCPS