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**CARE - THINK - INSPIRE - ACHIEVE**

Headteacher: Clare Bladen BA (Hons) PGCE, NPQH

**AGENDA FOR THE 2<sup>ND</sup> EFFECTIVENESS, STANDARDS AND WELFARE (ESW)  
COMMITTEE MEETING IN 2015/16  
HELD AT SCHOOL ON THURSDAY 28 APRIL 2016 AT 6.00pm**

**Present:** Clare Bladen (headteacher) **CB**, Jenny Crewe **JC**, Kelly Faye **KF** (joined at item 5, 6.30pm), Susanna Pressel **SP**(left during item 6.2, 7.20pm), Rebecca Huxley **RH**, Pete Smith **PS**

**In attendance:** Claudi Thomas (chair, associate member) **CT**, Andrew Roland (non-ESW governor) **AR**, Ben Selby (non-ESW governor) **BS**, Joey Potgieter (non-ESW governor) **JP**, Cathy Mulhall (clerk) **CM**

**1.0 Apologies for absence and welcome**

There were no absences. The chair welcomed Cathy to the meeting and thanked her for volunteering to take the minutes. The chair thanked everyone for their involvement in the governor visits, especially members of staff for giving up their time to talk to governors. The chair apologised that only a minority of papers were sent out with 7 days' notice and requested that everyone try harder to get papers out in good time. In particular, the assessment information for the end of Term 6 would be needed as soon as possible, to allow enough time for the data group to meet before ESW3 (**action CB**), as the data analysis will feed into the review of the School Development Plan (SDP) and feed into the priorities for the next academic year. CB reported that it took herself and Peter Cox 28 hours to deal with the assessment information and that she put all the information on the system herself.

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

- Consider governor training in Curriculum awareness

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

- CB to provide assessment information for the end of Term 6 as soon as possible, to allow enough time for the data group to meet before ESW3

**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 ESW1 (26 November 2016)**

The action points from ESW1 were reviewed. Reporting on behaviour incidents is covered under agenda item 6.1. Other action points had been done.

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

Signed .....

Date.....

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## 4.0 Policy update

### 4.1 Existing policies

The chair gave an overview of policies linked to ESW:

- Equality Information was allocated to ESW but had now been taken on by HPR,
- the Governors Behaviour Statement was agreed in the autumn,
- responsibility for the Behaviour Policy lies with the headteacher, who reports updates to ESW,
- the SRE (sex & relationship education) Policy was reviewed in 2014, and is next due in 2018, and
- the final statutory policy for ESW is EYFS (early years foundation stage), which has come to this meeting. Regarding the EYFS Policy CT asked if a full-time place is from the term the child turns five or from the start of reception. CB answered that good practice is for the child to attend full time from September. The policy was approved. The chair thanked RH and Laura Cheeseman for putting the policy together so quickly.

The chair reported that there were quite a few non-statutory policies linked to ESW:

Marking and Feedback 2013, Humanities 2013, Maths 2013, Reading 2012, Handwriting 2011, Science 2009, Phonics 2011, RE 2011, AG&T 2012.

CT asked about the plan for these. PS explained that the school needed to decide whether these were still wanted. The key one was Marking and Feedback, which is being updated and had been discussed with staff at the last inset day (just after Easter).

### 4.2 New assessment policy for September

CT asked whether the new policies planned on: Assessment; Teaching and Learning; and Curriculum might replace the non-statutory policies above.

CB commented that a policy needs to be right for the school. PS indicated that some of these such as Assessment; Teaching and Learning and some subject policies could be merged into other policies.

## 5.0 Internal progress data (paper)

### 5.1 Impact of interventions (CB – report)

The chair explained that this item was added to the agenda before the governor visits had happened, and that this issue had been discussed during KF and CT's visit. CT thanked PS for clearly explaining during the governor visit how interventions worked at West Oxford.

At the time of the visit, a system for measuring impact of interventions seemed to be under development by the SENCO (Suzi Batterton). KF and CT thought that some form of intervention tracker that could be handed on from teacher to teacher would give a full overview of what had been tried and could help to highlight when something had been tried for too long with no results. [CT asked for an update on how the impact of interventions was being tracked across year groups.](#)

It was reported that an intervention tracker system was now in place.

### 5.2 Data analysis and questions (data group)

The chair asked CB to explain the categories used in the internal assessment information (which had been received as a paper for this meeting).

Special educational needs and disabilities (SEND) used to be split into School Action, Action+ and statements, but this was now split into the milder category K and the Education and Healthcare Plan (EHCP), the latter of which involves funding and is more difficult to get on to. CB reported that West Oxford currently had no children with an EHC plan.

Pupil Premium (PP) applies to children who are eligible for Free School Meals (FSM), who have been eligible for FSM in the last 6 years, Looked After Children (LAC) or service children (who can get support for counselling).

Children on Ever6 are entitled to Pupil Premium for the next 6 years (because they are currently on FSM and even if they came off FSM would still be entitled to PP for the next 6 years).

The Ethnicity category comprised the children who are not White British (for West Oxford the majority of these are Western European).

It was explained that Age Related Expectation (ARE) depended on the school term. A typical pattern would be:

Autumn – Emerging

Spring – Developing

Summer – Expected

Mastering: children who reach this level can apply the expected and even deliver it to other children.

Next, the governors' assessment information questions were discussed, with questions highlighted in blue below.

In Reading (except Y1), Writing and Maths across year groups, SEN and PP and FSM generally attain below their peers, but also their Term 2 to Term 4 progress does not seem as strong. It seems that we are not closing the gap (though there seems to be a success story for Reading in Y1) – how do we measure whether we are doing the best we can?

CB responded that for these groups we would ideally like progress to be in line with or better than their peers. Impact is measured through interventions, pre and post, which are overseen by the SENCO.

The head reported that the school is making sure that the SENCO is working with every child that has SEND, but that we need to work really hard on raising attainment within the SEND group.

Are teachers more involved now in teaching lower attainment groups for small group work, while TAs take higher attainment groups, at least some of the time?

Yes, this is happening. Teachers are working with all groups, trying to raise attainment. This is one of the questions used in recruitment now, as raising attainment for all groups is part of the teacher's responsibility.

While there does not seem much of a difference between gender attainment across the board, in Y1 the boys don't attain as well as the girls, especially in writing and reading. Boys' writing often develops more slowly than girls', and the gap does not seem to carry up into higher years. Do we expect the same to happen with the current Y1 as they go up the school? Is anything being put in place in KS1 to address this gap in boys' writing and reading?

The majority of SEN in Y1 are boys and the difference can also be attributed to age. So the gender gap is partly due to maturity and should narrow, especially if SEN is taken out of the equation.

The EAL results present a mixed picture with some strong and some weaker attainment and progress. EAL was a focus two years ago and 'Talk for Writing' and similar schemes were put in place. Are we continuing with the same sort of projects?

There has been a change in profile in EAL, i.e. there are more from a Western European background now. Teachers are continuing to teach vocabulary for both writing and maths. This will be looked at in more detail.

KF asked what the plan is for writing at a whole-school level.

PS explained that Talk for Writing is the main focus for non-fiction. Teachers also use 'magpie-ing' and good quality texts for developing narrative. Storytelling training is very good in Oxford. Y5 and Y6 have done really well with storytelling (as seen in the Harvest festival). Pie Corbett's material has provided great stimulus.

JC asked if we knew how many pupils to expect to be in the mastering category for this year.

CB answered that we did not know. Targets were set relating to the old levels. There are some measuring milestones on the SDP, which the school is working towards.

Some further questions and answer, from which individuals could be identified, were moved to the confidential appendix.

## 6.0 Headteacher's ESW update

### 6.1 Behaviour and attendance (use of Integriss and next steps)

No major incidents or patterns of bad behaviour had so far been spotted, as behaviour incidents were relatively rare or minor. So what are the next steps for developing behaviour and welfare?

CB and PS agreed that the school needed to think about this. PS had a meeting with TAs re behaviour and issues around children guarding equipment. PS is planning to talk to all involved, including the school council. CB reported that the sports grant for primary schools will double. We will be given £9,000 to specifically spend on sport. She suggested that some of this could be used for staff CPD on leading play and behaviour management.

### Punctuality

Punctuality is getting better. There are some issues with punctuality with certain families. In some cases it is related to distance from the school. Marking of lateness has improved.

## 6.2 Teaching quality and staff training (lesson observations, trends, impacts)

Data trends on lesson observations came to FGB. The chair noted that it seemed unusual not to have any outstanding lesson observations and asked whether the lesson assessment had been cautious, or whether this was linked to the many changes going on in education, or whether there were other reasons.

CB said that it had been due to the quality of the staff and that she was confident that when we start back in September we will be good across the board.

PS explained that it was due to a mixture of reasons, with a lot going on, a harder curriculum to teach and new things to learn. The school would like more teachers striving for outstanding.

CB reported on the INSET day, at which everyone had a voice, working together to decide what differentiation looks like at our school. We maybe needed to do more “golden moments”, as was successfully used by the SENCO among TAs. Staff needed to be open to being observed, making it ok for teachers to drop in. CB visits to see what the children are doing. The school would like all staff to be able to do learning walks. CB does not want teachers to feel judged or watched. CB gives general and individual feedback but is more interested in the general as it can be used for the whole school.

JC observed that dropping in needed to feel safe and noted that a culture needed to be developed to make lesson observations comfortable.

KF asked if staff targets are linked to the School Development Plan (SDP). Is this the focus for observations?

CB replied that appraisal targets were linked to the SDP and that observations looked at areas for development. Everybody has 3 target: 1 whole school, 1 professional and 1 personal target.

## 6.3 In-school enrichment opportunities (music, sport, art)

The chair noted that pupils were highlighting a lack of art in some year groups (KS2) in the pupil survey. Has art declined since Geoff Tearle left?

Geoff Tearle was still coming in for specific projects and was really good. CB said that the trouble with this was that some teachers became deskilled and lost their confidence. PS added that Liz Newman was the subject lead for Art and was working on this. In particular, she was giving encouragement and support to a teacher who had so far been reluctant to offer art.

We used to aim for every child to get involved in a club. Which clubs are currently free of charge and are there places on paid-for clubs for families who cannot afford the fees?

The free clubs are football, zumba, orchestra and lunch time clubs like drama and sewing (the latter happens three times a week now).

There are 2 Art clubs, but these aren't free. We are able to use PP as this is a means test, but it is otherwise hard to know where to draw the line. Governors suggested that the extra money from the After-school club could maybe be used to encourage uptake of clubs for those who wouldn't otherwise be able to afford them.

There seems to be a lack of parent awareness of what's available. Do we still send round lists, and if so when?

CB replied that this should be taken up with Jo in the office.

We used to have free recorder lessons in KS1. How do we currently encourage the uptake of an instrument and the joining of the school orchestras?

The music teacher continues to teach the recorder to the whole Y2 class free of charge for the summer term. Free brass lessons continue to be offered to Y5. The Orchestra will be performing on June 30.

Are there any plans for Forest school/outdoor learning?

CB explained that we had employed a TA in Nursery who was Forest-school trained but that she had left. The issue was the funding of the training and the provision, and retaining the staff who had been trained, as staff might move to better-paid positions at other schools, once they had completed the training. A second issue was where to take the children.

There are a lot of outdoor activities linked to sports. Mrs Whiting arranges many of these and PS for example took his class to look at the Davis Cup and get some free tennis lessons.

## 6.4 Curriculum awareness – training for governors?

This will be taken up at the next full governing body meeting (action FGB).

## 7.0 Pupil questionnaire

The initial analysis of this went to the Senior Leadership Team (SLT) and each teacher got their own class's feedback.

The chair highlighted some of the weaker areas:

- I feel I am listened to (38% strongly agree, 38% agree, 20% disagree, 0% strongly disagree, 4% not answered, QDP rating in bottom quartile and -15 compared to benchmark from similar schools surveyed)

This would be discussed at School Council and taken up in TA training to encourage listening to both sides.

- My lessons are interesting (percentages in same order as above: 28, 52, 13, 2, 4, QDP rating in bottom quartile and -13 for benchmark) and I find it easy to get on with my work in class (percentages: 27, 52, 15, 3, 3, QDP rating in third quartile and -7 for benchmark)

This provided a snapshot at the time of the survey. The school is working on teaching quality, which should have an effect on this data.

- Students in Y4 were very enthusiastic about their dance performance at the theatre, but there was nothing comparable from the other classes (just brass and playground equipment got a few mentions). We used to get many more similarly enthusiastic pupil comments: in 2011, for example, children mentioned the Egyptian project, Enterprise day, a rainforest trip, singing at Christchurch, forest school and other special events that had happened during the school year.

It was noted that projects like the dance performance, the maths challenge and the Davis Cup were taking place in Oxford and that it was a matter of finding out about them, finding the time and motivating teachers to take part.

**8.0 Governor visits**

The following visits happened, and visit reports were provided as papers for this meeting: KS2 (CT and KF), KS1 (JC), FS (RH), behaviour (SP). Follow-up visits would need to happen in Term 6.

PS made a plea for governor visits to be spread out more (as they all happened in the space of 1 week). It was noted that governors should co-ordinate amongst themselves when organising future visits and that they could arrange these directly with the teacher(s) involved, but that they also needed to let CB know in advance of the visit.

**7.0 Any other business**

CB reported on the recruitment process for the KS2 teacher post. There were 4 very good candidates interviewed (on 27/04/2016) by CB and PS. It was a tricky decision. An NQT has been appointed. CB and PS will consider teacher allocations for September.

The chair thanked everyone for coming.

The meeting closed at 7.50pm.

**Date of next meeting:** 6.00pm Thursday 7 July 2016 at WOCPS