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CARE - THINK - INSPIRE - ACHIEVE

Headteacher: Clare Bladen BA (Hons) PGCE, NPQH

**MINUTES OF THE 1st EFFECTIVENESS, STANDARDS AND WELFARE
COMMITTEE MEETING IN 2016/17 HELD AT SCHOOL ON
WEDNESDAY 28 SEPTEMBER 2016 AT 6.00pm**

Present: Clare Bladen (headteacher) **CB**, Rachel Goode (ESW chair, co-opted governor), **RG**, Kelly Faye (parent governor, until 7.10 pm – agenda point 6.0) **KF**, Rebecca Huxley (LA governor) **RH**, Susanna Pressel (co-opted governor) **SP**, Johnny James (staff governor) **JJ**

In attendance: Claudi Thomas (clerk, associate member) **CT**, Joey Potgieter (FGB chair, co-opted governor, non-ESW member) **JP**, Suzi Batterton (SENCO) **SB**

1.0 Welcome and Apologies for absence - approved: none

The chair welcomed JJ as the new staff governor. RG further noted that she and Jenny Crewe had swapped committees, so that this was RG's first ESW meeting and that, as chair, she would be asking a few questions and relying on help from the more experienced ESW members.

Recommendations for the next full governing body meeting

None

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

- ESW2 to follow up the replacement of PIRA and PUMA tests
- CB to consider whether a measure of progress could be included in the assessment information that goes to the data group for pre-ARE SEN and PP children, once the DfE has released a progress measure
- CB to consider whether the school could plan a whole day of Forest School and maybe an overnight stay at Hill End for a year group
- RG, JP to highlight to parents how to help with writing in the next governor newsletter
- CB to draw up a document that shows internal assessment targets for Years 1, 3, 4 and 5, which won't be part of the SDIP but which will help to track progress against expectations
- ESW governors to contact RG to coordinate governor visits (autumn and summer terms)

2.0 Procedural items

2.1 Quorum The meeting was quorate.

2.2 Declaration of Interests relevant to agenda None

Signed

Date.....

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3.0 Matters arising from the Minutes of ESW3 (07 July 2016)

The chair explained that the dates for this year's ESW meetings were chosen to be at the start of each term in order to review all data from the previous term. In particular, the ESW3 meeting that had previously happened in July would now be moved to September, which should allow us to fully review the previous academic year. Governors reviewed the action points from the previous meeting.

- The replacement of PIRA and PUMA tests should be followed up at ESW2 (**action ESW2**).
- The previous weeks' staff meeting had been CPD on writing, which forms part of a whole-school action plan. Writing will be moderated more regularly and peer-to-peer observations will also be carried out.
- Vulnerability indicators to be discussed under item 6.0.
- The DfE is due to release a measure of progress soon, at which point the school will be able to consider whether this could be used in the assessment information that goes to the data group for pre-ARE SEN and PP children (**action CB**).

RG asked for clarification on two points from the minutes as follows.

- The school now uses a scheme called Nature Detectives from the Woodlands Trust instead of Forest School. Governors discussed in detail the issues that caused Forest School to be stopped, including financial constraints, time constraints, the need for volunteers and training requirements. The school might investigate planning a whole day of Forest School and maybe even an overnight stay at Hill End, but resourcing and staffing could be an issue (**action CB**). The school was also planning a residential Y5/6 trip each year, with the additional trips being creative, academic/science-based experiences.
- There is now an intervention called a maths club in most year groups. This is aimed at children who are not achieving their potential. This is not SEND specific.

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

4.0 Assessment Information – review of last academic year's data, following headteacher analysis

The chair thanked the headteacher for her summary analysis of last year's data.

KF asked the head to explain from her analysis the key priorities and how they are reflected in the School Development and Improvement Plan (SDIP).

The headteacher responded that she thought governors already knew these. KF repeated her request. The headteacher highlighted writing and explained that the SDIP is underpinned by action plans and that the school is trying to unpick why we have such good readers but not such good writers. The headteacher will write up the notes from the inset day on writing, which will go into the action plan.

Governors asked at which point parents would get involved when the school identifies a child as falling behind.

The headteacher referred this question to SB, who explained that parents would be told about specific interventions. The school was rolling out to non-SEND children the scheme of taking a piece of their own writing and discussing improvements such as punctuation with the child. The headteacher added that Vulnerability Indicators were now used to target children and that there seemed to be a clear link between the number of indicators and the likelihood of a child working *towards* Age Related Expectation (ARE) rather than *at* ARE.

Governors asked whether any reasons were known for what was dragging the school down in writing.

The headteacher said that there were a variety of reasons. JJ thought that in his year group creativity was very good but punctuation was lacking.

Governors asked whether planned actions on writing were reflected clearly enough in the SDIP and who was currently responsible for writing.

The headteacher replied that every teacher would be involved in improving writing and that actions would be discussed as part of appraisals. The headteacher was currently responsible for the action plan for writing, which she would write up from the notes from the inset day. The plan for writing would later be taken on by Miss Palfreyman, after she had some time to concentrate on coaching and mentoring.

Governors asked whether parents could be more involved in improving writing and whether volunteer readers could help. Governors also asked whether parents had already during this academic year been informed if their child had been identified as falling behind in writing.

The headteacher felt that improving writing is part of teaching and that accessing proper training would be an issue for volunteers. Parents of non-SEND children would be told about any progress concerns at the next parent meeting. Governors decided that writing should be highlighted in the next governor newsletter to parents (**action RG, JP**).

Governors asked whether the pressure of tests at the end of Year 2 was likely to be an issue for some of the children.

The headteacher shared concerns that tests at the age of 6 or 7 were tricky but thought that no one had got upset about them this year. CT however had heard of at least one child being in tears because of the Y2 SATs tests. The chair felt that there was little we could do about the tests, but that we needed to be aware of them.

Governors noted that for the next ESW meeting governors would receive RAISEonline data and internal progress data for analysis.

5.0 Review of relevant sections of the School Development and Improvement Plan (SDIP)

The headteacher explained that the SDIP was based on the Self Evaluation Form (SEF), which she had looked at in detail with Pete Smith before the summer. The SDIP was just the top layer beneath which there were many other layers of action plans. Individual staff members would have responsibility for their subject and would present their action plans to the rest of the staff during the autumn term. JP confirmed that the SEF would be sent out to all governors before FGB1.

5.1 Outcomes for pupils FS, KS1, KS2

In answer to a governor question, it was explained that the percentage targets for achieving the expected standard were based on internal progress data, level of SEND, early year and KS1 results. The 'expected standard' was equivalent to Age Related Expectations (ARE).

Governors discussed that these figures were aspirational. For example, for KS2 SATs, all the children who had reached 'Developing' or above at the end of Year 5 were expected to reach ARE. The figures could be tweaked a little to indicate slightly the higher expectations for reading.

Governors asked whether we could get similar tables as for Y2 and Y6 for the other year groups based on internal assessment information, to show targets for Term 6.

It was agreed that this could be provided, but should not form part of the SDIP (**action CB**).

Governors asked whether the data in the SDIP was supposed to show whether we are closing the gap.

It was explained that closing the gap goes back to tracking Vulnerability Indicators and was addressed in the headteacher's analysis and in the Pupil Premium report on the website, as well as being trackable in the internal assessment information that comes to the data group each term.

Governors allocated governor visits as follows:

RH would continue with FS and SEND and had already arranged when to visit FS.

RG would take on KS1 and KF would continue with KS2.

ESW governors should contact RG to coordinate these visits (**action ESW governors**). There should be one before Christmas and one after Easter to track progress against the SDIP. Governors were reminded that they are very welcome to have lunch as part of their visit.

5.2 Personal development, behaviour and welfare

SP will do a governor visit linked to behaviour. SP plans to do this in January to see whether the end of Term 2 milestones have been achieved. CB remarked that the visit was primarily for observing behaviour in action, and that the headteacher's report will in any case address whether milestones have been achieved.

5.3 Quality of teaching, learning and assessment FS, KS1, KS2

Governor links would be the same as for 5.1.

Governors asked whether eSafety would be taken to the parent forum and checked that a governor would be attending the next parent forum meeting.

CB thought that parent forum should be kept separate from governors, but SP wanted to know that eSafety would be highlighted to parents as it is mentioned in the SDIP.

Governors agreed that it was very important to engage parents with the risks around eSafety. The partnership is running an eSafety event for parents in November, which is out of our control, but the next event within the school should be linked for example with a music performance to bring the parents in.

The headteacher gave a brief verbal update on assessment without levels. The DfE had recently released a baseline assessment benchmark, but there was no indication that this would not be changed in the foreseeable future. However, the new assessment indicators were very encouraging, as they required much more than a tick box exercise. There was now more scope for knowing the child and measuring individual, rather than generic, attainment.

6.0 Pupil Premium and Vulnerability Indicators

The tracking form for Vulnerability Indicators was noted. Governors had already talked about its use earlier during the meeting. The partnership was looking at how to measure vulnerabilities and which data to track.

[Governors asked whether this would be a standing item.](#)

The headteacher explained that she reported annually on Pupil Premium, with the report getting published on the website.

Governors discussed how information was shared between various agencies.

7.0 Any other business

SP asked about the cutting of the willow trees at the back of the school, but CB pointed out that this was an operational issue.

SP asked about the frequency of newsletters and whether there should be weekly ones. CB had been on communication training and learnt that this is not best practice. New parents had asked where they could find information and were told that dates go into the calendar on the school website. There is also a monthly newsletter and a termly governor newsletter.

[SP further asked whether there was now an action plan for those items on which the school had come in the bottom quartile as part of the pupil survey.](#) CB explained that this was recorded in the SDIP for whole school issues and that the pupil survey had also been analysed by staff within the individual year groups.

CB provided an update on the recruitment of a deputy headteacher. The school had received some queries about the role, which had been clarified. Three candidates had looked around the school, with two further visits planned. Interviews were scheduled for mid-October.

The chair thanked everyone and the headteacher thanked the chair.

The meeting closed at 7.20pm.

Date of next meeting: 6.00pm Thursday 26 January 2017, 6.00pm Thursday 11 May 2017 at WOCPS