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CARE - THINK - INSPIRE - ACHIEVE

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**MINUTES OF THE 1st EFFECTIVENESS, STANDARDS AND WELFARE
COMMITTEE MEETING IN 2017/18 HELD AT SCHOOL ON
TUESDAY 26 SEPTEMBER 2017 AT 4.00pm**

Present: Clare Bladen (headteacher) **CB**, Rachel Goode (ESW chair, co-opted governor), **RG**, Rebecca Huxley (LA governor) **RH**, Susanna Pressel (co-opted governor) **SP** (until 5.25 pm), Joey Potgieter (FGB chair, co-opted governor) **JP**

In attendance: Claudi Thomas (clerk, associate member) **CT**, Robin Rogers (associate member) **RR**, Suzi Batterton (SENCO) **SB** (until 5.30pm), Tessa Palfreyman (deputy headteacher, KS2 lead) **TP** (until 5.30pm), Liz Newman (KS1 lead) **LN** (until 5.30pm), Laura Cheeseman (FS lead) **LC** (until 5.30pm), Joanne Hamer (co-opted governor, non-ESW member) **JH** (until 5.30pm)

1.0 Apologies for absence - approved: none

The chair thanked everyone and in particular the teaching staff for attending. It was noted that the timing of ESW meetings had been moved to make this possible. Attendees briefly introduced themselves.

Recommendations for the next full governing body meeting

- CB to share the governor learning walk policy with staff
- CB to put together a data pack for all governors to know their school as soon as possible
- CB to move some of the objectives in the SDIP section Outcomes for children into the action plan and to streamline the objectives, e.g. by considering focusing on more specific groups

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

- CB to investigate new features of Integris and in particular whether progress for pre-ARE children can be extracted and shared with governors
- CB and RG to invite Fiona Bethel to next ESW meeting to discuss parental involvement in and wider plans for maths
- RG and CB to decide to which ESW meeting the longer-term PP trend data should go
- CB and RG to look at the online data tool together and agree a suitable format for ESW monitoring data
- TP to share her Writing Action Plan with governors
- SP to prompt the Council to help identify PP eligibility
- RG and JP to include a focus on maths in their learning walks
- all governors to circulate learning walk reports as they arise

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 ESW 3 (11 May 2017)

The action points not linked to later agenda items were discussed.

- PIRA was found to be inadequate in assessing writing accurately, as it was not providing enough evidence. This has been replaced by Rising Stars and Cracking Comprehension. The latter should help to develop deeper understanding, as only one child in KS2 SATs exceeded at greater depth in comprehension.
PUMA does not entirely link to the national curriculum, but teachers can still use it if they find it useful. Teachers should not rely on this but use professional judgement. The school is looking into purchasing the White Rose Maths assessment.
[Governors asked whether the continuing use of PUMA was effective.](#)
It was emphasized that this was just one of a range of assessment options for teachers.
- TP assessed whether Hill End could offer a positive experience for children from West Oxford, but found during her visit that the site did not seem very clean and that the leader did not seem as interested as one might have hoped. TP was using Compton Verney instead, which requires a longer coach ride.
LN reported that Years 1 and 2 had a very successful day at Hill End before the end of the summer term. However, the day had been quite expensive at £10-12 per child. The site is now run independently of the Council and has had to raise its fees. SP noted that the scout site at Youlbury might be another alternative that has lots of activities on offer.
[Governors asked whether plans were now being made for overnight stays for younger year groups.](#)
CB answered that it was still her plan for Y4 and even Y3 onwards to have an overnight experience, even if it meant sleeping in the hall.
- CB noted that she picked out data for BME to look for trends and would use this where relevant. However, the data relied on parents declaring ethnic origin correctly, which was not always happening.
- The governor learning walk policy had been updated but still needs to be shared with staff (**action CB**).
- Integris had become more powerful and new features will be investigated by CB, in particular whether progress for pre-ARE children can be extracted and shared with governors (**action CB**).
- The new Y6 teacher, Fiona Bethel, would be invited to the next ESW meeting to discuss involving parents in maths (**action CB and RG**).
- RG and CB still need to decide to which ESW meeting the longer-term PP trend data should go (**action RG, CB**).

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

[Governors asked staff what type of data they used and whether one format could be used by the senior leadership team as well as by governors.](#)

Staff explained that they tended to look at data for individual children, rather than at group trends, and that staff amended this data to suit them, such as using colour-coding to identify gaps and next steps, and adding additional information including EAL, date of birth and other relevant information.

RG noted that she had received example monitoring data from Rachel Casey that looked very useful for governors as it included targets, September baselines and colour coding for progress and attainment.

[Governors acknowledged the time that it might take CB to put this sort of data together, but that ultimately the right format was needed for governors.](#) Governors were keen to choose a format that would also be useful for staff, who agreed that colour coding was likely to be most useful as staff received no training in statistics.

CB noted that the online tool looked promising, but that the school currently had just one free login and would be charged for this from next year. It was agreed that CB and RG would look at the online tool together and agree a suitable format (**action CB, RG**).

Governors noted the data questions and answers that the data group had circulated before the meeting.

Governors discussed the issues around Writing.

It was noted that Oxfordshire’s Writing results were not strong and that Oxfordshire County Council were now providing additional help. After our dip in results last year, the school had been put in touch with Windmill School. It was professionally affirming to compare our Writing with theirs, which showed that Writing at West Oxford is good.

Governors asked how the poor Y6 SATs results in Writing had come about.

Partly, the moderation had been very strict, counting exclamation marks and carrying out similar tick-box exercises. Governors were concerned whether staff were able to teach creatively as well as allowing enough time to get all objectives ticked off. TP agreed that talking to teachers one-to-one was using a lot of her time to explain how best to link lessons to targets. The Power of Reading was helping a lot by providing exciting and rich texts. CB noted that the whole-school Writing attainment was 80% compared to Y6 SATs result of 50%.

Governors explained that they had a duty to challenge the Writing results and that this was not to be seen as demoralising, but that the governing body had confidence in the staff and needed to hear these explanations.

If the school had been allowed to use best-fit, then 79% in Y6 would have achieved the Writing target. Their teacher had been highly professional and had not “slipped in” reminders of targets as a warm-up to longer pieces of writing as he did not believe in playing these games. Governors nevertheless had to take the low Writing result very seriously and required this to be in the SDP with actions planned for how to raise attainment, such as classroom initiatives and the Writing Hall of Fame.

Governors asked whether as a governing body there was more we could do, e.g. in terms of resources.

The staff felt that the right resources were now in place. TP offered to share her Writing action plan with governors to show what had already been implemented (**action TP**). As noted at the recent FGB meeting, West Oxford would be going outside Oxfordshire to undertake peer-to-peer reviews with a school in Buckinghamshire that is strong in Writing. SP suggested that if teachers were looking for someone the children could write to, Councillors and Governors were always happy to receive such letters.

Governors next discussed vulnerable learners. The results were again relatively weak at West Oxford and also for Oxfordshire as a whole. Governors asked for a summary of where the school had got to on this.

CB explained that she used Pupil Premium as a measure of vulnerability, but that other indicators were also used such as poor housing, a breakdown in parental relationships etc. This information was used as part of the progress review meetings and could sometimes be directly linked to attainment, such as poor maths results for two students who were always late for maths, or attainment dips that corresponded with dips in the parents’ relationship. After engaging with the parents in the latter case, the situation had improved for the child. CB had written up a narrative on attainment for vulnerable learners for her upcoming appraisal. It explained some of the issues in more detail. Half of the school’s PP students also have SEND.

In response to a question, SB confirmed that the SEND children were already targeted for interventions if tests indicated this. LC noted that home visits provided useful information and allowed staff to take forms with them, e.g. to encourage the take up of Pupil Premium. It was hard to identify who might be eligible. SP said that she could try prompting the Council again to help with identifying PP eligibility (**action SP**).

Governors next asked how the targets had been obtained. Some seemed to repeat too frequently and others looked unachievable. While targets needed to be aspirational, they shouldn’t end up being demoralising.

CB explained that she had taken out SEND children to obtain the attainment targets of 94%. It was noted that the 100% progress target had already been discussed at FGB. CB felt that while she could argue for removing the SEND children from the ARE+ target, there was no other way for her to set an aspirational progress target. RG suggested looking at current class data and adding something on to agree an aspirational but achievable target. LC noted that targets need not be achieved for appraisal purposes, but would lead to a dialogue of why it had not been possible to achieve certain targets. For example in reception, targets were set for children joining the school and who thus represented an unknown quantity. Targets would be set to be above where we are now, to push us on. RG explained that the governors’ focus on targets was due to the fact that we would be monitoring progress and attainment against them and this work would seem senseless if the targets were unachievable.

An additional issue was the transitional children, such as of academics, who visited West Oxford for only a short period of time often in the middle of the year and with very little English. The University family housing block has now dropped out of our catchment area, and so this may no longer be so much of a problem, but we should still keep an eye on this and consider talking to the University about it, if issues continue.

Governors decided to keep the questions regarding Maths until next time, when the new member of staff with responsibility for Maths would be able to join us. For now, governors had the written response about the children who had not made expected progress and next time we could discuss how we would take this forward. JP and RG said that they would try to include a chat about Maths in their learning walk (**action JP, RG**).

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

RG noted that the data pack for all governors to know their school should be put together by CB as soon as possible, especially with three new members having recently joined the governing body (**action CB**). Governors had already looked at the SDIP section Outcomes for children at FGB 1 and agreed that there were too many objectives in this section. It was agreed that CB would move some of the objectives into the action plan (**action CB**). The four overall objectives were absolutely fine but some of the details could be streamlined. [RG asked how value-based education was being implemented.](#)

CB explained that a different value was covered each month and introduced in assemblies. Children could earn house points for being seen to be carrying out a value. Children started with class charters and the playground charter. Low Carbon West Oxford was for example invited to a recent assembly linked to responsibility. CB is aiming to get accredited via the Value-based Education Quality Mark. This work also links in well with British values and growth mindset ideas.

SP left at 5.25 pm.

[Governors asked whether the KS1/KS2 objectives were too “broad brush” and whether it was better to concentrate on specific groups in the SDIP.](#)

CB felt that the pupil progress review meetings would show that we are aware of all groups, but governors and staff generally agreed that it would be better to focus on specific groups and streamline the SDIP (**action CB**). RG noted that she really liked the new format of the SDIP.

The staff (TP, LN, LC, SB) and JH left at 5.30pm.

Sections of the SDIP were allocated to governors:

SP behaviour, RH foundation stage, RG KS2, JP KS1 and SENCO. RR and JH will do a general visit, possibly after the parent forum meeting on 13 October. Governors should plan to do two visits per year.

6.0 ESW policy review plan for 2017/18

The SEND policy is in hand, Early Years is likely to be due next spring – RH and LC are looking into this. The only other policy for ESW this year is the anti-bullying one, which is also in hand.

Governor learning walk reports can be circulated as they arise. RG has one to be circulated (**action all**).

7.0 Any other business

The recent advert for one TA vacancy attracted 15 applications. The school invited 5 candidates, but only two attended. We now have a full complement of staff. The school will gain staff experience in the fields of recorder teaching, dancing and choreography.

Governors thanked RG for chairing and RG thanked everyone for their contributions.

The meeting closed at 5.35pm.

Date of next meeting: 16 January 2018, 4pm