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CARE - THINK - INSPIRE - ACHIEVE

Headteacher: Clare Bladen BA (Hons) PGCE, NPQH

**MINUTES OF THE 3rd EFFECTIVENESS, STANDARDS AND WELFARE
COMMITTEE MEETING IN 2016/17 HELD AT SCHOOL ON
THURSDAY 11 MAY 2017 AT 6.00pm**

Present: Clare Bladen (headteacher) **CB**, Rachel Goode (ESW chair, co-opted governor), **RG**, Rebecca Huxley (LA governor) **RH**, Susanna Pressel (co-opted governor) **SP**, 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 Apologies for absence - approved: none

Recommendations for the next full governing body meeting

- CB and JP to ensure that the following policies come to FGB4: Equal Opportunities, Relationships and behaviour, Home School agreement and Supporting Children with a Medical Condition

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

- CB to update on replacement of PIRA and PUMA assessment tests
- CB and other staff to look for opportunities for whole days/overnight stays at Hill End
- CB to include assessment targets for Y1,3,4 and 5 in the assessment information for the data group
- CB and RG to investigate whether to have a BME category on top of EAL and ethnicity
- CB to share the Governor learning walk policy with staff
- RG to add the words 'if appropriate' to the notice period of 2 week in the Governor learning walk policy. Any further comments on this policy should be sent to RG (action all)
- CB to provide additional info for Equal Opportunities policy and SP to work with CB to finalise the policy
- CB to investigate whether Integris now allows pre-ARE progress data to be extracted and shared with governors
- RG to consider making maths vocabulary a focus as part of one of her governor learning walks
- CB to share PP longer-term progress trends more regularly with governors; frequency to be agreed with JP and RG
- Governors to continue co-ordinating governor learning walks through Ben Selby and RG – a visit to school council might be of interest

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 ESW2 (26 January 2017)

Most of the action points were done or are on the agenda for this meeting. Action points that remain outstanding are as follows:

- CB to update on replacement of PIRA and PUMA assessment tests
- CB and other staff to look for opportunities for whole days/overnight stays at Hill End
- CB to include assessment targets for Y1,3,4 and 5 in the assessment information for the data group

The maths action plan had been circulated to governors and RG asked about the plan for a parent meeting. CB replied that things had been so busy that this would now have to wait until the new academic year.

RG checked where SP's behaviour visit report had got to. CB confirmed that she had received this and would sign it off but that she had been busy invigilating SATs all week.

SP asked what the ethnicity data category included and whether we could have a BME one to guard against issues such as lack of role models and racial bullying. It was explained that the ethnicity category was set by Integris and included the 'White Other' category. It was agreed that we should investigate whether to have a BME category on top of EAL and ethnicity (**action CB and RG**).

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

4.0 Policy review update

It was agreed that the Governor learning walk policy should be shared with staff (**action CB**). It was noted that the notice period of a visit was changed from 1 week to 2 weeks. It was agreed that the words 'if appropriate' should be added to this point, as the notice would not apply if a governor was invited into school by staff (**action RG**). Any further comments should be sent to RG (**action all**).

Governors discussed whether a visit to a school art exhibition would constitute a governor learning walk. It was noted that Rachel Casey had mentioned during the recent governor training that such visits were recorded as such at her schools.

The Equal Opportunities policy is currently with SP, who asked whether there was an EO member of staff. It was noted that CB would fill this role. SP highlighted that any additions to the current version would need in-depth knowledge of the school. It was agreed that CB would provide these parts and that SP would work with CB to get the policy finalised (**action CB and SP**).

The Relationships and behaviour policy is on CB's to-do list but got delayed due to art week planning meetings. It is due to go to a staff meeting in 2 weeks' time. The Home School agreement has been with the Parent forum and just needs a minor edit. The Supporting Children with a Medical Condition policy needs refreshing. All of these should go to FGB4 in June (**action CB and JP**).

All statutory policies should then be up to date by the summer.

5.0 Progress data – review of internal Term 2 data

The data questions and CB's answers that were circulated prior to the meeting were noted and governors thanked CB for providing detailed answers.

[Governors asked whether there had been an update on getting progress information for children currently classified as below age-related expectation \(below ARE\).](#) The data is available in Integris and captured by SB for children with SEND and for those coming under the key lines of enquiry, but this doesn't cover all cases. CB extracted the data manually for the PP report. CB will need to investigate whether there has been an update to Integris that allows this data to be shared more easily (**action CB**).

[SP asked whether we are narrowing the gap for PP children.](#)

CB said that most PP children are making expected progress but that we are not managing to narrow the gap.

[Governors asked how the Power of Reading scheme was helping with improving writing.](#)

It was explained that it offered a very wide range of quality materials that opened up literature to the children. It was particularly successful for EAL learners and boys by capturing their interests and by introducing vocabulary using appealing themes. The texts have rich illustrations, which introduce cross-curricular links to the arts, generating a wider use of language. The texts are read out to the children so that they can access material that some children would not easily be able to read for themselves.

Governors were pleased to hear that peer-to-peer observations had now been embedded across KS2. It was acknowledged that there was still more work to be done across KS1.

Governors asked whether purchasing the Rising Stars programme had been included in the budget.

It was explained that the money would come out of curriculum funding. The school would be using Rising Stars to get progress data on Grammar, Punctuation and Spelling (GPS) from September and was trialling the Reading Comprehension scheme. It was noted that the next assessment round would be after half term and that this data would reach governors in time for ESW1 in September.

Governors asked whether there was targeted support for EAL on maths vocabulary.

This had previously been done as a whole-school approach, but CB and SB agreed that this might need another push. Tessa Palfreyman is asking teachers to make sure that children understand every word in their objectives and the same could be done for maths. RG said that she might make maths vocabulary a focus as part of one of her governor learning walks (**action RG**).

Some weaknesses in the EAL progress data were explained to be down to other factors, such as SEND.

It was reported that in March there had still been two Y6 children with high Y2 results that had not made expected progress. The school had done a lot of tutoring with these children. CB reported that the Y6 children had been 'taught rather than hot-housed' and that there had been some children sitting their SATs tests who seemed overwhelmed and stressed.

Governors asked whether these children would do better in a non-test setting.

CB agreed that this would be the case but that this isn't an accepted excuse. Y6 had the benefit of Sally Oliver alongside Mr Jacob Smith and Mrs Dorraine Brown-John, which allowed precision teaching and targeting children by splitting into three groups.

JP asked what could have been improved prior to Year 6.

CB answered that we could have had 'decent teachers': some teachers that have now left were very popular with parents but did not have the high standards in teaching and learning that we would expect.

JP commented that we would not want to see again children achieving high standards in Y2 SATs and dropping off by Y6 SATs. CB agreed with this.

Governors asked by when the term of birth should no longer have an impact on assessment data.

The school's expectation is that by the end of Year 4 the summer-born children should have caught up with their peers, but sometimes this can take longer. CT noted that research had shown that the attainment gap between autumn- and summer-born children still persists at A-Levels.

Governors asked that where targets had been met early whether the targets should be raised.

It was agreed that targets would be reviewed and, if appropriate, raised in September. It was also noted that if a target had been met, that this target would then be interpreted in a different way by asking how many children should progress to mastery.

Governors asked whether summer-born children should be targeted with interventions.

Interventions are being linked to underachievement, rather than term of birth. Summer-born boys for example are statistically more disadvantaged and premature babies also come into this category, but the school often does not have information on premature birth.

Governors asked whether children such as a group of underachieving summer-born boys were taken out of class for interventions and whether this was best practice.

It was confirmed that for this specific group interventions often took place in a separate quiet space with a well-qualified TA. The children were in class for most of the English and Maths lessons and in particular for any introductions to the topics. The school is very aware of the Sutton Trust report that TA interventions are often high cost and low impact and know that this practice needs observing and impact needs to be checked.

RG asked whether in this case impact had been checked.

CB replied that TAs would be observed over the next couple of weeks and that in general she wanted the teacher and TAs working as a team, rather than using just the TA for targeting children with SEND.

Governors discussed in detail the Pupil Premium progress data and asked whether we could get those who had been below expected levels to expected levels by the end of the year.

The school was confident that progress would be made, but probably not enough to get to ARE in these cases. Some of the PP children below ARE were only just below and for these cases Liz Newman was trialling new data categories of Emerging plus and Developing plus. It was noted that the Developing band in particular was quite wide and that a category of Developing plus in writing might be useful across the school.

SP noted that the government was paying the pupil premium with an expectation that this would narrow the gap. She asked whether there were other factors in the few cases in which we are not managing expected progress and whether the school provided appropriate advice and support.

It was confirmed that this was the case and that often the home school link worker would be involved. It was noted that there were children who had made better than expected progress since reception but that the current data did not show these longer-term trends. It was agreed that longer-term progress trends should be shared more regularly with governors (**action CB**). Governors discussed in some detail the impact of PP spending.

Governors asked how needs were being identified at an early stage for families new to the school.

It was reported that the home visits for Foundation Stage were very useful. Governors discussed whether the needs of a child could be so great that West Oxford would not be able to accept a child. It was noted that in some cases the necessary equipment may not be in place to satisfy health and safety requirements.

6.0 Update on relevant areas of the SDIP

This would be done in-depth at the next ESW meeting in the autumn.

7.0 Governor learning walks

SP's behaviour visit was already mentioned at the last FGB meeting. This just needs the report circulating now, which is currently with CB.

RH has been to visit Foundation Stage regularly and could fill in a second report, for example for the recent allotment trip. Governors were reminded of the importance of these visits to show governor involvement in the school and were asked to continue co-ordinating visits through Ben Selby and RG (**action all**). A visit to school council was suggested.

8.0 Staff well-being

It was noted at the FGB3 meeting that report writing would take a lot of staff time and that this should be addressed, but governors had not heard back whether anything had been done about this.

It was reported that staff had developed a much reduced format for the reports, which would no longer be as detailed but would still include information on progress and how to help at home.

There was usually a well-being inset day with a trip to the Ashmolean or the Pitt Rivers, but this year staff did brainstorming on what to do about India for arts week.

JP asked how staff were feeling – happy? Or stressed?

JJ thought that staff were stressed because there was currently a lot of work such as end-of-year results needed soon. But staff were taking pride in their work and were very dedicated and committed. CB added that it was nice to come into the staff room now to share a laugh, with everyone joining in.

When Caroline Meeks left, she had remarked how nice it was that there was no backbiting as had been the case at her previous school among the staff. Governors discussed how to get parents more involved, such as in the school finances and in how to help with maths and writing at home.

JJ noted that comments at the parent evening didn't fit with what was on the parent survey forms. CB replied that we needed to get more people who like the school to take part in the parent survey. JP responded that we wanted to hear as many views as possible.

It was noted that accepted entries for Reception were down in number and that we still had a small number of places. This seemed to be linked with a drop in birth rates and corresponded to lower numbers at both North Hinksey and Botley.

9.0 Any other business

JP, RG and CB had a conversation about the delay in getting action points published after governor meetings. It was agreed that these could be released much more quickly but that these would need chair's approval first.

The meeting closed at 7.50pm.

Date of next meeting: tbc (September/October 2017), 6.00pm at WOCPS