

Watcombe Primary School

Children and Curriculum Committee Meeting Monday 6th June 2016 at 4.15pm

Present	Apologies	Absence, no apology
<p style="text-align: center;"><u>Governors</u></p> Mrs Rachel Byford, Mrs Fiona Prior, Mrs Kelly Snell, Miss Jo Ley, Mrs Rachel Farrin, Mr Morris (Headteacher)	Mrs Suzanne Beasley Mrs Amy Fleet	
<u>In Attendance</u>		

4.30 Visit to CiC

1. To Receive Apologies and Sanction Absences

Mrs Suzanne Beasley sent her apologies for this meeting.

2. To Consider Pecuniary Interests

3. Agree minutes from the last meeting and matters arising

The previous minutes were approved and signed by Mrs Byford. The actions outstanding is the pupil survey, the latest section included in quality of teaching and learning. A full questionnaire has been circulated.

Staff, parent and pupil surveys used by Ofsted, the parent survey was very positive and included on the website. The staff survey was also positive. The pupil survey is completed via the school council with a weekly question. The school council discuss this and take this back to class and class staff facilitate the questioning. These discussions are then taken back to SLT and actions are then decided based on result.

GQ: Is this across the year groups?

A: It is from year 2 as this is when school council starts.

GQ: Would Ofsted expect the whole school to be included?

A: Yes, but they would expect the older children to be more articulate and therefore more likely to ask those children. The current arrangement allows more open dialogue and questions around learning, environment and curriculum.

GQ: Have there been any answers where action was required?

A: Yes, one child though bullying was an issue so staff took the time to explore the child's feelings.

GQ: How are the questions asked?

A: It is a discussion in class and with the school council so the child rep and staff can explain and unpick. Some schools will do cold questioning but here we allow

challenge and reasonable discussion and answer. The children can input to what can be done to improve the situation. It gives a clearer picture of attitudes.

GQ: Is there a risk the adult can steer the children's answer?

A: No, because the school council are also included they can lead the conversation to, adults are there to help support the understanding of the question not to direct the answer.

4. Data overview from Spring 2 Data

This data has been looked at in Children and Curriculum data meeting.

We are trying a new tracking document to look at what happens to a cohort over time, this will include any children that are entering and leaving the school and therefore we will always be monitoring 'live' children within the school to track what is happening over the course of a year. This process is currently being trialled with present Year 2. Our data is showing the reception FSM children are achieving below national average: for all subjects (reading, writing and maths).

The key areas for improvement have already been identified ready for year 1. The groups identified by RAISEonline from as needing to improve from reception to year 1 are FSM/boys/girls/SEN .

An additional child has come into the school and their phonic development has been tracked. If the cohort stays the same as it is we should see an improvement. The outcome from year 1 will then become a starting point for the next year.

Reading progress has increased from 42% to 66%. All pupil premium pupils are below ARE and all have failed phonics. The cohort is down by 3, there has been 3 in and 3 out in year 2, when this has been compared to target tracker it will be easier to see why figures for ARE group are down.

GQ: How will it be used?

A: To identify strengths and weaknesses. What are the key area for learning next year?

GQ: Isn't that the same as RAISE?

A: No, RAISE only tracks years 2 and 6 and is retrospective. This data will be 'live' and for all children across all year groups. It will show the starting points for each year based on the outcomes for each year. As long term data it will be useful.

GQ: Which groups will be included?

A: Year 1-4 will be included initially as there is too much data to monitor with older children.

GQ: Will Reception be tracked right the way through and will governors have access?

A: Yes, September will be the first time we will look at it.

5. Baseline data for EY- discuss implications of Formal Baseline Assessment

Governors were given an overview of the changes. All children should be baselined within Torbay and across the Country, different boards have offered different testing to go through statements for 1-1. Torbay have given schools the NFER test. We have always done baseline drops to meet the needs of children. The NFER test gave

examples of the standardised scores, the national average is 100 but allowed a wide range of difference. The government have withdrawn baseline assessments as the range of tests offered produced such a wide variance. Schools will continue testing. Tests were scripted so they took a long time to complete. A child that Miss Ley worked with scored poorly even though he was above the score given as it is artificial and doesn't allow scope to question as it is scripted. Therefore, it wasn't useful and it didn't provide anything more than our current assessments. Mr Morris sampled and compared to development matters document, learning journeys and assessments and this has evidenced our assessments are accurate.

GQ: Was scripted testing worse?

A: Yes, it's just about that child on that day and doesn't allow for picture building.

6. Definition of Floor Targets and Coasting schools

Coasting Schools is the latest categorisation. Mr Morris showed a video explaining what it means to primary standards. The floor standards have increased last year last year 60% were at ARE and this year 66% are at ARE. Coasting schools must fall below floor standards for 3 years running before there is an intervention

ASK ADAM FOR LINK TO THE VIDEO SHOWN

GQ: What is excellent attainment?

A: above 85%.

Governors are aware of coasting school criteria. We are in a strong position and based on 2015 results (which were above 85%) our next at risk year is 2019 even if we have two lower years.

7. Data Review of:

- **Exclusion-** 1 child has been excluded for 2 days for assaulting 2 staff members.
- **Racial Incidents/bullying incidents (inc. homophobic and transgender)-** 2 racial incidents have occurred, they have been dealt with and no repeats. 1 bullying incident that has been dealt with, no reoccurrence. Both name calling (inappropriate) they were young children not understanding what they were saying. The incidents have been recorded and parents have been informed.
- **Attendance-** This was presented in a slightly different report. It now tracks groups over time, there has been a slight drop but this is usual at this time of year when children get the winter colds and bugs. If attendance is below 85% there is a separate log internally with the individual identified and what action is being taken.

GQ: The 3% below 80%- are they the same children?

A: No, they are different children with different needs and the issues are being dealt with.

GQ: The lates- 39% of sessions?

A: No, this is the percentage with at least 1 late. The persistent lates.

Mr Morris pointed out the difference between FSM and non FSM.

GQ: Why has the figure for persistent lates improved? Is it to do with how we track those figures?

A: No, it is genuine improvement thanks to the interventions with specific groups.

- **New monitoring system-** We are buying into a new system to pull all logs into one place so we can cross reference CPOMS- it is a secure online system open to school members with user restrictions. It is more efficient and collates all sources into one record. We have only just bought into it so we will be trialling it this term with 2 classes and will be rolled out in full from September. This system will also allow us to track safeguarding.

GQ: Will you back date records?

A: No

GQ: Will that replace all paper records in class?

A: Yes, we will be able to access global reports or records by child.

8. Report of the standards of teaching and learning

This is still in the same format as previous drops and has the same methodology. Overall the judgement is that T, L and assessment is outstanding.

GQ: Has there been any external moderation of writing?

A: Not yet, it is planned to happen this term.

9. School blog up date

The school blog is on the homepage from all classes. It is a chance to share what the children are doing within school; each class also has its own blog. They are usually written by a school member; each class should be blogging once a week. The new system is much easier to manage.

Policies

- **Foundation Policy-** Updated to give correct policy names, otherwise unchanged and agreed.
- **Home School Agreement-** For pupil's growth mind set (I can do attitude)
Need to add: I have a can do attitude, for parents add time for arrival, for parents add 'up to date' contact information.
- **Local Offer SEND-** Not quite ready will be emailed out soon.
- **Attendance-** Unchanged, but internal operations are more robust
- **Behaviour Management-** amendments have been made to this policy and have all been agreed.
- **Accessibility-** policy agreed.

Meeting closed 7.05pm.

	Action Point	Who	When
1	Accessibility plan to go on website	Mr Morris/Mrs Fleet	ASAP
2	Local offer SEND to be emailed out	Mr Morris	ASAP

Impact of meeting

- Governors agreed several policies including accessibility plan outlining how the school promotes inclusion.
- Decision made not to carry out formal baseline assessment and continue with present practice building on nursery assessments.
- Next meeting to agree SEND local offer.
- Governors have a clear understanding of floor targets and coasting school criteria
- Governors understand the quality of teaching and learning over time is still judged as outstanding.
- Governors aware of new school blog and how this is used to share curriculum exploring across the school.