

A meeting of the School Development Committee of Carlton In Snaith Community Primary School was held at the school on 7 February 2017

Minutes

No	<p>Present – Jon Watson (Head), Helen Snowden (Committee Chair), Michael Thomas, Karen Longfield and Joanne Mackintosh.</p> <p>In attendance - Georgina Thomas (clerk), Hanora Habberjam, Danny Devlin and Andy Knight.</p> <p>A – Action R - Resolution</p>	
1	<p><u>Welcome and Introductions</u> All were welcomed to the meeting with particular welcome to potential new co-opted governors, HH, AK and DD.</p> <p>MT advised he would need to leave the meeting at 8pm. This was agreed.</p>	
2	<p><u>Apologies for Absence</u> None.</p>	
3	<p><u>Confidentiality and declarations of interest, pecuniary or non-pecuniary</u> Usual reminder of confidentiality.</p> <p>Nothing raised.</p>	
4	<p><u>Notification of Other Urgent Business</u> Due to the sickness absence of the Head last week, some pre-reading was not sent out in sufficient time for governors to fully consider prior to the meeting and so items will be deferred where necessary to allow adequate consideration of documents.</p>	
5	<p><u>To approve the minutes of the meeting of 22 November 2016</u> The minutes of the meeting were approved as a correct record.</p>	
Res	<p>That the minutes of 22 November 2016 be approved.</p>	
A	<p><u>Matters arising</u></p> <ul style="list-style-type: none"> • HS is progressing the purchase of the visual stress screen. 	HS
7	<p><u>Pupil performance and curriculum overview</u> The Head apologised for not having been able to send the pre-reading (docs A and B) before due to illness and it was agreed that any questions be brought to FGB meeting instead to allow governors time to consider.</p> <p>The Head talked governors through the teacher-assessed internal data and confirmed that it resulted from pupil progress reviews.</p> <p>Q. How do you externally moderate? A. There is planned moderation in years 2 and 6 within the Raise Alliance and additional network meetings with the STAR Alliance. We intend to implement more of this to ensure continued correct assessment of “age-related”.</p> <p>Q. If a child is assessed as below age-related, how do we communicate this to parents and demonstrate progress to reassure them? A. Sheffield Stat will show progress once sufficient data has been input. This is an ongoing work in progress.</p> <p>Q. How do we compare with other schools? A. We don’t know yet but we have started to share data collaboratively within Raise and so will be able to look at this shortly.</p>	

Q. What are your main areas of concern?

A. There is a high number of pupils who have not achieved age-related expectations (ARE) so these are a cause of significant concern and this is an area of strong focus.

Q. How are you addressing this?

A. We have put a number of strategies in place. The timetable has been rearranged to allow for more interventions and more specific 1:1 TA support. Each class now has three adults for guided reading which is working very well with children showing increased enjoyment and hopefully the data will reflect this as a positive and impactful strategy. Year 6 is also receiving extra whole class guided reading sessions. I believe that all these strategies are already impacting positively on the children involved. The provision map is in place and pupil progress meetings are much more robust and focussed on strategies and intervention specifics.

Q. Are we targeting mainly the children who are close to ARE but not quite there?

A. As a school, we target every child as every child is important but yes a sensible proportion of our focus is on these pupils.

Q. So do we expect improvement in this year's results?

A. Yes, the expectations around teaching and learning have been raised significantly and staff are working hard. I therefore hope that our target of 85% at ARE by the end of the year will be met.

Q. How confident are you with the moderation in place?

A. The assessment system is very new and we are aware of this plus being a small school also has its effect so we are aiming to do increased moderation as this year progresses to ensure that we can have total faith in our assessment.

Q. So this data is purely teacher assessed?

A. Yes and it incorporates testing. There is a lot of dialogue ongoing between staff and we use PUMA and PIRA to support teacher judgement.

Q. The reading and writing data for years 3,4 and 5 appears to be the most concerning. Why these year groups especially?

A. We cannot be totally sure hence the amount of strategies put in place. We do however feel that this data is probably cautious as it was done at the start of the year. It is an indication and shows that we are tracking and aware of the problem areas.

Q. When can we, as governors, be able to review this again in terms of monitoring?

A. Assessment week is the end of March and so you will be able to review again then.

Q. How well do the teachers know which children in their classes are below ARE?

A. Very well, in fact better than ever before and this is improving all the time. Teaching assistants also receive this information and this is the same for the children who are above ARE as well. As a Head, I am very keen on promoting knowledge of pupils, something that is supported by the provision map.

Governors got involved in a very robust discussion around testing and teacher assessment and resolved to keep a close eye on this data moving forward. Governors were strongly urged to incorporate this into their governor visits to ensure that what the Head is saying is being practised in the classroom.

Any further questions will be brought to the FGB meeting next or emailed to the Head.

The Head then handed round a list of points arising from dialogue with staff and governors re-the school approach to teaching and learning. The Head explained the four pillars: vision; agreed certainties; approach to t&l and characteristics and explained that these will form the basis of all lesson observations and learning walks with the intention being to incorporate them into governor visits also. The list will be further simplified and brought to the SDC meeting next.

8	<p><u>School Development Plan</u> The Head is meeting with Helen Snowden and Davinia Pearson next week to discuss the summary SDP. The Head handed round the summary of strategic priorities and outlined the salient points. A formal document will be ready for circulation to governors by the February half term.</p>	Doc D
R A	<p><u>Policies</u> The Home School Agreement was ratified. Governors discussed ways to maintain it's contents at the forefront of parents and children's minds and it was agreed that the Head will do an assembly on each aspect of it before re-issuing it to all families. The document will then be reissued annually.</p>	Head
A	<p>The Head will enquire into a policy for the use of epi-pens and will book epi-pen training for staff.</p>	Head
R A	<p>The following policies will be taken to FGB for ratification: Behaviour; EYFS; Administration of Medicines.</p>	Head
10	<p><u>Report on pupil premium progress</u> The Head updated governors on some changes in numbers affecting pupil premium (PP) funding. Historically, PP has been spent on staffing but, moving forward, will be increasingly pinpointed to interventions.</p>	
A	<p>The Head will arrange a review of the website to ensure it is compliant as regards PP information.</p> <p>Governors discussed the use of the education endowment foundation website in looking at parameters and ensuring effective feedback.</p> <p>Q. Are our PP children usually lower attaining? A. Pupil progress reviews recently carried out into reading, writing and maths show that generally our PP children are below ARE. This is a big line of enquiry for us moving forward.</p> <p>Q. How is PP pupil attendance? A. It is mixed. 22% of our pupils attract PP funding and a big chunk of these have poor attendance due to belonging to an ethnic minority group where attendance is often, culturally, an issue. As a school, we are doing a big push on attendance at the moment and we are working with the minority ethnic attendance team to implement strategies to improve this. It remains difficult though.</p>	Head
11	<p><u>Report on sports premium progress</u> KL updated on expenditure so far with particular reference to how the sports premium (SP) is being used to attract the children who are less interested in sport and are not accessing the clubs on offer. Money spent on equipment has led to children being more active at playtimes which has, in turn, promoted improved behaviours.</p>	
A	<p>The Head and KL will enquire into using some SP to buy some car seats for use in transporting the children to events.</p>	Head KL
A	<p>KL will ensure that the website is up to date re-the SP report.</p>	KL
12	<p><u>Feedback from link governor visits</u> MT updated on his safeguarding link visit. A record of visit (ROV) will follow. The Head and MT will meet to review the safeguarding audit. The Head will arrange an independent external review of the processes round the single central record.</p>	MT Head
A	<p>HS fed back on her link visit to look at guided reading. ROV circulated in advance. HS to return and do a follow up visit in one month.</p>	HS
	<p>Governors spent some time discussing ways of ensuring that their visits focus on impact. Staff members present gave examples of how feedback from governor visits is effected and progressed.</p>	

	<i>8pm MT left the meeting.</i>	
13	<u>Academisation – Aliances and Raise</u> It was agreed that this be discussed substantively at the FGB meeting next.	
14 A A	<u>AOB and Items Identified at items 3 and 4</u> Raise Online passwords have been sent to all governors so all were urged to access school data. JM is to review the website to ensure it's compliance against the updated requirements. The clerk advised governors of the requirement to sign acceptance of Keeping Children Safe in Education part 2. This will be signed off at the FGB meeting next.	JM Clerk
15	<u>Dates of next SDC Meeting</u> 19 June 2017.	