



|          |          | <b>Present:</b> Mrs Billington(AB),Mrs Hayes (CH), Mrs Murray (KM), Mr Pavey (DP), Mr C Thomas, Mr Wallace (IW) & Mrs Davey (JD) (clerk)   | <b>Action By</b> | <b>Time scale</b> |
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| <b>1</b> |          | <b>Apologies:</b> None received – all present  |                  |                   |
| <b>2</b> |          | <b>Pecuniary Interest:</b> Governors were invited to declare any relevant Pecuniary Interest at that point or if it became apparent that there was one later in the meeting.   |                  |                   |
| <b>3</b> |          | <b>Minutes of Previous Meeting 4<sup>th</sup> May 2017 &amp; Matters arising:</b><br>These were accepted as an accurate record. They were signed accordingly with matters arising discussed as agenda items.   |                  |                   |
| <b>3</b> | <b>1</b> | CT and IW have now met and discussed how to demonstrate progress. They will meet after SATs results and optional test results are known.   |                  |                   |
| <b>4</b> |          | <b>Headteacher’s Report</b>  |                  |                   |
| <b>4</b> | <b>1</b> | The Headteacher’s Report was distributed in advance of the meeting. Items discussed in depth were:   |                  |                   |
| <b>4</b> | <b>2</b> | <p>Governor visits –</p> <p>KM will come in and speak to the children and share their best piece of work next term. She will talk about the progress they have made.</p> <p>PA is coming in to see guided and independent maths.</p> <p><i>Governor question – CH – When will you (AB) have the monitoring information required for you to prepare for the SIP?</i></p> <p>AB confirmed that the curriculum teams are working on their final impact reports. The wellbeing team has completed it and this will be shared with governors. AB advised governors that we have been using curriculum teams for one year but it is a long term project and the full impact will not be seen yet.</p> <p><i>Governor question – CH – How is the Parent Group having an effect?</i></p> <p>AB confirmed that this is ongoing. An initial meeting has taken place with parents and this will be followed up in September.</p> <p>AB advised that the final report for the Language and Communication Curriculum Team cannot be received until after PA’s visit on Friday but AB believes the impact in class is significant. It has been agreed that maths teaching will focus more on core skills and maths basics throughout school.</p> <p>AB advised that the curriculum will change from September enabling all groups to spend a term on core maths skills. It was acknowledged that Year 2 and Year 6 children may have to start on other areas before the other year groups as they are SATs year groups. The idea is to completely embed the skills before moving on.</p> <p><i>Governor question –IW - How will the impact of this be measured?</i></p> <p>AB advised that data and teacher assessment will be used although the data will look different. The objective is that more children achieve the expected standard and greater depth. This is a long term strategy.</p> <p><i>Governor question – IW – As governors when should we expect to see an improvement?</i></p> <p>AB advised that the full impact would not be seen for 3 years. She advised that cohorts will affect the data anyway ie year 3 is a strong cohort and should produce better results anyway.</p> <p><i>Governor question – CH – How often do teachers come together to see progress?</i></p> <p>CT advised that teachers come together every term to talk about assessment but it is also ongoing.</p> <p>CH confirmed that progress can be seen by governors by monitoring visits and</p> |                  |                   |

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|   |   | <p>governor questions.</p> <p>AB commented that there is always a data lag with data always taking time to catch us with actual progress in tests. Staff team have already seen significant progress in teaching and learning in maths.</p> <p>The same can be said for wellbeing.</p> <p><i>Governor question – KM – Are you able to assess the impact of wellbeing by using methods other than data?</i></p> <p>AB confirms she has noticed a difference but it is difficult to quantify. The NSPCC are held an assembly today and all children agreed that they knew a trusted adult.</p>  |  |  |
| 4 | 3 | <p>School Improvement Plan 2016/7 – Priorities 2 to 5</p> <p>AB confirmed that the shelter had not been built until later than hoped and if it had we would have see further increase in outside learning.</p> <p>CH reported that on her EYFS visit, it looked like the 3 year olds were playing but they were actually learning maths.</p>  |  |  |
| 5 |   | <b>Data</b>   |  |  |
| 5 | 1 | <p><b>EYFS</b> – AB advised that all children except 2 achieved the ‘expected standard’. 2 children who had not because they had not reached the standard in 2 areas. AB and SH are not concerned about these children and they achieved well in other areas and made good progress. The data was stronger than last year. There were not very high or very low achievers.</p> <p><i>Governor question – IW – As all the children are in the middle, does AB think there may have been missed opportunities to stretch and challenge?</i></p> <p>AB advised that all the children had entered school at a similar level with none exceeding at that point. There were children attaining below on entry. Some children did exceed in some areas and she felt that no areas were missed.</p>   |  |  |
| 5 | 2 | <p><b>Phonics</b> – AB shared a breakdown on the results with governors at the meeting.</p> <p>AB advised that 4 children had not passed the Year 1 phonics test this year. 2 were expected to but did not achieve on the day. All 4 will be repeated next year.</p> <p>2 children in year 2 retook the test and neither of these achieved the pass mark. AB reported that she did not know why because we had expected both of these children to have done better than previously although they had in fact scored less than the previous year. 4 of the 6 have ‘passed’ a similar assessment since.</p> <p><i>Governor question – What will be done for the children who will need to retake next year and the year 2 children who still did not obtain the standard?</i></p> <p>AB advised that teaching teams have that information and those children will work on phonics in year 3. They are capable of passing the phonics but need to be more secure. Phase 5 needs to be repeated. AB advised governors that because of these results, she would like to see Phonics put on the SIP as a priority to ensure it does not happen again.</p> |  |  |
| 5 | 3 | <p><b>KS1</b> - AB shared a breakdown of the results with governors at the meeting. AB advised that there were a high proportion of children with SEN in that year group. She said she had looked at comparisons with EYFS data but it is not in a comparable format however that is what is nationally being used as a progress measure.</p> <p><i>Governor question – CH – As there are a high proportion of SEN children are any parents of high or middle achievers thinking that you are focusing unfairly on SEN children?</i></p> <p>AB said that she had not heard that and CT confirmed that as there had been an increase in children achieving greater depth this goes against this.</p> <p><i>Governor question – CH – Are there any children who have not achieved predicted levels because of their handwriting?</i></p>  |  |  |

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|   |   | AB said that this was not the case.   |  |  |
| 5 | 4 | <p><b>KS2</b> - AB shared a breakdown of the results with governors at the meeting. AB advised that she has checked all test scripts and will be requesting a remark of one as she considers that it may increasing the GAPS for this child from not achieving the standard to achieving it.</p> <p>This cohort has a high proportion of SEN children and AB showed figures disaggregating these children as well as for the whole group. Governors have been tracking 2 PPG children and although these children did not achieve the expected standard in the tests one achieved at Teacher Assessment in all areas and the other achieved in all areas except writing.</p> <p>AB advised that we are proud of the children we have and it is all about the individual children and not just the data.</p> <p><i>Governor question – IW – What is the percentage of SEN children in Year 5?</i></p> <p>AB confirmed that it is high again. In year 4 it is comparatively low with 2 out of 14 and a high % predicted as achieving Greater Depth.</p> <p>AB advised that this is the first year we have not hit the national floor standard and it is 3 years data that triggers an Ofsted inspection.</p> <p><i>Governor question – CH – How does with compare with teacher assessment?</i></p> <p>AB reminded governors that TA used to be done by best fit and now a child has to meet all the criteria for that assessment so TA in comparison is lower.</p> <p><i>Governor question – CH – Was the GAPS more difficult this year?</i></p> <p>AB said it was hugely challenging but this was the same for every child in the country.</p> <p>Governors recognised that maths is not as good as other areas and SEN children have cognitive difficulties that directly impact on maths thinking. Maths has always been a relative weakness but all have made strong progress within upper KS2.</p> <p><i>Governor question – CH – Did the maths curriculum get harder?</i></p> <p>Disparity between the average scaled score was discussed and IW suggested that some children got close to expected.</p> <p>CT said he would like to see the SEND group compared to national SEND group data. This data will be available in the autumn.</p> <p><i>Governor question – IW- Are we doing enough for the SEND group. Quite a few have funding, is this funding being used correctly?</i></p> <p>Timing of the maths SATs was discussed as it was at the end of the week but this is the same for all children.</p> <p>CT said we needed to look at what areas scored low and how teaching should be adapted to reflect this next year. Data will be available autumn 17.</p> <p>Staff have looked at the papers and have agreed that core skills should be focused on.</p> <p><i>Governor question – IW- Should we do more formative testing than we do presently so the children are used to the tests?</i></p> <p>AB said the children have regular SATS practice. CT said we could have more of a booster group for the SEND children. AB advised that the children have shown progress in other test papers – PiRA and PUMA.</p> <p><i>Governor question – DP – Is there a strategy that we can address this?</i></p> <p>AB confirmed that there is and we are and this is reflected in the improved standardised score for these children.</p> <p>IW thanked staff who have worked extremely hard with the children and parents. We must not get caught up with the data – it is about the individual child.</p> |  |  |

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| 5  | 5 | <p><b>Inhouse Data</b> – CT shared a breakdown of all year groups at the meeting. This shows progress over time and now includes the ‘wellbeing’ group as requested by governors.</p> <p>AB said that she had noticed that ‘wellbeing’ within maths. Parents needed to be addressed as parents often said things like ‘I was rubbish at maths’. This is seen as culturally acceptable, even though reading and writing does not have the same stigma. We need to change this as it feeds negatively to the children.</p>   |    |       |
| 5  | 6 | <p><i>Governor question – DP – Are there any other areas which stand out?</i></p> <p>IW highlighted that writing in Year 2 could be a concern. AB confirmed that we have been following this group and there are 5 out of 11 children with SEND. At every governors’ meeting we question this group and the 2 children in Yr 6 who are PPG.</p> <p>CT said that year 5 had not made as much progress in reading and writing. CT said that maths is a concern and CT has asked teachers to update him as to how the children have improved since half term as the figures he has been working on were produced then.</p> <p><i>Governor question – CH – Are there big differences in the curriculum for year 5 and year 6?</i></p> <p>CT confirmed this, eg the year 6 children learn algebra.</p> <p><i>Governor question – IW – What areas should we feel really pleased?</i></p> <p>CT said year 1 maths and year 2 reading.</p> |    |       |
| 6  |   | <b>School Improvement Plan – 2017/18</b>   |    |       |
| 6  | 1 | <p>Following examination of the data AB suggested the following as possibly being included:</p> <ul style="list-style-type: none"> <li>Phonics</li> <li>Maths</li> <li>New SIAMS</li> <li>Wellbeing</li> <li>Further development of teaching teams</li> </ul> <p>AB said that governors needed to think whether these things are embedded in planning and would be carried out anyway or whether they needed to form a priority in the SIP. What are the things that are not yet good enough?</p> <p>This will be discussed at FGB meeting later in the week.</p>  |    |       |
| 7  |   | <b>Visits – triangulation</b>  |    |       |
| 7  | 1 | CH visit sheet will be sent to all governors.  |    |       |
| 7  | 2 | PA will be visiting later this week to monitor maths and the visit note will be shared with governors as a follow up to IW previous visit.   |    |       |
| 7  | 3 | JD will email governors an invitation to the non-pupil day in September.   |    |       |
| 8  |   | <b>Governor Training</b>   |    |       |
| 8  | 1 | RS has attended the Babcock Governors’ Induction course which she found very useful.   |    |       |
| 8  | 2 | CH has taken part in a Better Governor Webinar which has been reported to governors.   |    |       |
| 9  |   | <b>Policies</b>  |    |       |
| 9  | 1 | All curriculum policies are up to date. IW asked JD to check the SEND policy on the website as the review data has passed.   | JD | 07/17 |
| 10 |   | <b>What has been the impact of the meeting for the children?</b>   |    |       |
| 10 | 1 | The understanding of data and the impact on what we have planned for the SIP priorities will be for the benefit of the children.   |    |       |

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|    |  | Governors thanked CH for her contribution to the Curriculum Committee during her time as an Associate Governor. |  |  |
| 11 |  | <b>Date of next meeting:</b><br>To be set at the first FGB meeting in September.                                |  |  |