

## Ashley Junior School

### Curriculum Standards and Pupil Welfare Committee Meeting

**Wednesday 17th October 2018 at 6.00 p.m.**

**Present:**

Fiona Wood(FW)	Chair	Partnership
Ian Rix (IR)		Headteacher
Isabelle Pennycook(IP)		Parent
Naomi Hutchins (NH)		Parent Acting Chair
Elizabeth Ward(EW)		Partnership
Val Twiss		
Lara Witney		Staff

**Apologies:**

Norman Bullen (NB)	Partnership
James Hutson(JH)	Parent
Rachel White	Partnership
Fiona Wood	

**In Attendance:**

Lindsay Ratcliffe	Local Authority Clerk
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**Meeting was quorate at all times.**

Challenge    
 Support    
 Impact    
 Action  
Minutes

<b>1.</b>	<b>Welcome and Apologies</b> As Chair had sent apologies, it was agreed that NH would chair the meeting. All were welcomed and apologies as listed above were accepted.	
<b>2.</b>	<b>Declaration of Pecuniary Interests</b> (relating to this agenda) None	
<b>3.</b>	<b>Minutes of last meeting</b> (25 <sup>th</sup> April, 2018) It was agreed that the minutes were a full and accurate account of the meeting and were signed by the Acting Chair.	
<b>4.</b>	<b>Matters arising</b> (not dealt with elsewhere on this agenda) None	
<b>5.</b>	<b>Progress against School Development Plan and Pupil Progress</b> HT thanked all for the work they had done in his absence and wanted it recorded that the support of the staff had been excellent. The work completed and extra roles taken on by the DHT and AHT had ensured a smooth start to the academic year and that both had done an excellent job. HT had asked them about the positive and negative aspects of the extra work they had both undertaken. <ul style="list-style-type: none"> <li>• Both had gained a wider picture regarding the running of the school and</li> </ul>	

	<p>had input with PTA, Office and Health and Safety as well as raising their profiles with parents, staff and pupils.</p> <ul style="list-style-type: none"> <li>• Being a visual presence at the start and end of day and around school was time consuming.</li> <li>• They were both surprised by the number of parental enquiries</li> <li>• They had opportunities to write the newsletter</li> <li>• Liaison with the Local Authority and other agencies</li> <li>• Dealt with Staff Absences</li> <li>• Risk Assessment</li> <li>• School Tours</li> <li>• Admissions</li> <li>• Met with Site Manager</li> <li>• Organised Fire Drill</li> <li>• Attended Governing Body Meetings and prepared for these</li> <li>• Completed Policy Reviews</li> </ul> <p>It was noted that as the AHT is also the SEND Co very little work in this area was completed.</p> <p>DHT teaches daily, is responsible for Safeguarding, assembly and teacher meetings. The outcome was these colleagues were not able to take lunch breaks and this situation could not have been sustained long term.</p> <p>Governors questioned leadership opportunities within the school. There was a statement that the HT leads from the front, maybe opportunities should be taken to build up new leaders, giving more opportunity for staff to lead assemblies, meet with parents as part of their development? Do teachers need to take on more responsibility?</p> <p>Governors were informed that</p> <ul style="list-style-type: none"> <li>• All teachers have the opportunity to lead assemblies if they wish; during this time many staff lead interventions.</li> <li>• All have a leadership target within their performance management. An example was shared of a colleague who is completing an MA and will be coming along to a Curriculum meeting to report to governors.</li> <li>• Those who want leadership responsibility are encouraged to take on as much as they want.</li> <li>• Subject leadership is strong.</li> </ul> <p><b>5.1 Priority Areas</b></p> <p><b>1. Raise standards:</b></p> <p>Reviews regarding Y3 have taken place - Language.  New targets: achievement for all  Learning walks have resulted in positive feedback.  Y3/4 Good evidence of speech, language and communication needs being met. This should move through to Y5. This will take place with a Y3 LSA supporting Y5. Lexia a phonics reading programme is in place. SEND numbers are reducing but these children are not all ARE at present.</p> <p>Governors enquired about the gap for SEND pupils and there potential to achieve ARE.</p> <p>This area needs addressing quickly. Some children are unable to access SATs and subsequently struggle when they reach secondary school.  Progress is being closely monitored.  There was an explanation about the use of quality questioning. Bloom's taxonomy and how this should help progress was explained. Bloom's taxonomy</p>	
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<p>helps teachers focus on higher order thinking.</p> <p><b>2. Leadership:</b></p> <p>It was mentioned that all members of the school – Governors, pupils and teachers are leaders.</p> <p>DHT met Safeguarding Governor to complete the audit.</p> <p>Pupil Voice elections will be held after half term</p> <p>Reflection resources: helps children lead their own learning.</p> <p>AJS Learning Powers need to be revisited to ensure all have a consistent understanding. These will be re-launched.</p> <p>Visits by governors (See Item 7) take place.</p> <p><b>3. Maths/Spelling (SATs)</b></p> <p>The use of Mathletics continues: teachers are trained in this.</p> <p>Governors asked about how pupils access this resource from home?</p> <p>HT explained most are good at accessing this resource and those who are unable are encouraged to use homework club. The attitude to this is positive.</p> <p>A governor confirmed this explaining that during a visit to the school children were engaged and working whilst music was playing. Children make a choice to stay at homework club.</p> <p>Questions were asked about the cost of the programme and was it good value and being used by most pupils?</p> <p>All have the opportunity but from time to time there needs to be a push to encourage further use.</p> <p>Strategies used to teach and test spelling were described including the mention of the Salford spelling test which is used for some SEND children.</p> <p>A governor asked what is the Salford test?</p> <p>The workings of the Salford Spelling Test were explained.</p> <p>HT also informed governors that each year parents were invited to listen to expectations for the year with explanations for example how to use and complete reading journals.</p> <p>Governors enquired if this was useful?</p> <p>It was seen as useful but was poorly attended.</p> <p>It was noted that the opportunities for reading and writing are greater than those for Maths this led to a reminder for the governors that STEM sentences and the use of STEM sentences is encouraged.</p> <p>Governors were given examples of STEM sentences and how they work. Research shows this extends vocabulary.</p> <p><b>5.2 Whole school data:</b></p> <p>Fischer Family Trust (FFT Aspire) documents were shared</p> <p>FFT Aspire Self Evaluation dashboard allows schools to quickly and comprehensively evaluate attainment and progress.</p> <ul style="list-style-type: none"> <li>• Outcomes and challenges</li> <li>• Progress of groups of pupils: SEND/Pupil Premium</li> <li>• Outcomes SAT's against targets</li> </ul> <ul style="list-style-type: none"> <li>• Two documents had been produced. One including data for all pupils (Appendix 1) the second set of data had filtered out pupils who are resourced provision (Appendix 2).</li> </ul> <p>Governors were able to compare the two sets and HT gave an overview and explanation of the data. The data gives evidence of progress over 3 years and although there is less progress in Maths pupils are making progress.</p>	
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	<p>Questions were asked about the number of Pupil Premium Children who are also SEND (7/9). There was a full discussion around this data. The two reports have been included to be filed with the minutes as Appendix 1 and 2.</p> <p><b>5.3 Ofsted Inspection Targets</b></p> <p><b>Attendance:</b></p> <p>Issues around attendance were discussed. It was noted that some groups had higher (PP, FSM, EHCP)</p> <p>Persistent absence is a cause for concern as it is above the national average.</p> <p>Governors asked about requests for holidays and is the issue similar at other schools in the area? Is it sometimes a family issue with siblings absent at the same time?</p> <p>Holiday requests are not reducing and these are always logged as unauthorised absence. There are issues with absence at Secondary school. Siblings are often absent at the same time.</p> <p>The system/steps in place to follow up on absence was explained</p> <ul style="list-style-type: none"> <li>• Two colleagues responsible for this area meet weekly and analyse attendance data trying to identify any patterns for example.</li> <li>• Invite parents to have a conversation</li> <li>• Letters sent</li> <li>• Firm request sent to attend a meeting in school</li> <li>• Track Fresh Start</li> <li>• Rewards are in place to improve attendance.</li> </ul> <p>Pupil welfare was discussed and data was shared around incidents logged on CPOMs.</p> <p>There are 77 ongoing concerns</p> <p>A total of 193 incidents have been logged.</p> <p>One child has been excluded during the current academic year.</p> <p>Governors enquired if the incidents were high when compared to other schools and have these increased?</p> <p>It was considered that perhaps with improved awareness around safeguarding and other training this could lead to better reporting of incidents. HT said that to compare with other schools he could have to bring this up at a Pyramid meeting with other heads in the area.</p>	
6.	<p><b>Report from :</b> There was no report to be presented at this meeting.</p>	
7.	<p><b>Governor Visits:</b></p> <p>Update/report on visits</p> <ul style="list-style-type: none"> <li>• Safeguarding and DBS have been completed.</li> <li>• 21<sup>st</sup> September 2018 DBS visit/meeting</li> <li>• 25<sup>th</sup> September Safeguarding</li> </ul> <p>To Be arranged:</p> <ul style="list-style-type: none"> <li>• Pupil Premium Spending: EW to contact DHT</li> <li>• Parent Questionnaire, Pupil Questionnaire : NH</li> <li>• Meeting with Mental Health lead: IC will arrange this</li> </ul>	<p>EW to contact DHT</p>
8.	<p><b>Policy Review:</b></p> <ul style="list-style-type: none"> <li>• Teaching and Learning</li> </ul> <p>It was noted this is a practical document only amendment is to the date.</p> <p>PC to amend date on website</p> <ul style="list-style-type: none"> <li>• Child protection Policy:</li> </ul> <p>This is the MOPs policy and has been adapted to suit AJS</p> <ul style="list-style-type: none"> <li>• Child Protection Report</li> </ul>	<p>PC to amend date on website</p>

	<p>See above</p> <ul style="list-style-type: none"> <li>• Equality</li> <li>• No Change</li> <li>• Written Feedback</li> </ul> <p>This is no longer an individual policy and has been written into Assessment policy.</p>	
9.	<p><b>Correspondence</b> None received.</p>	
10.	<p><b>AOB</b></p> <ul style="list-style-type: none"> <li>• Arts week has been successful and work has been produced to a high standard. There will be a showcase in the hall at 3.30.</li> <li>• Sale of the house has been completed and contracts will be exchanged on 24<sup>th</sup> October, 2018.</li> <li>• Land: still awaiting planning permission, there were queries about the fence.</li> <li>• Surveyor has looked at the Y5/6 toilets. They will be refurbished during the Easter holiday.</li> </ul> <p style="text-align: center;">Meeting closed at 7:14 p.m .</p>	
	<p><b>Minutes approved by:</b>.....</p> <p><b>Signature:</b>.....</p> <p><b>Position:</b>.....</p> <p><b>Date:</b>.....</p>	