

## Ashley Junior School

### Curriculum Standards and Pupil Welfare Committee Meeting

Wednesday 25<sup>th</sup> April, 2018 at 6.00 p.m.

#### Present:

Fiona Wood(FW)Chair	Partnership
Ian Rix (IR)	Headteacher
James Hutson(JH)	Parent
Isabelle Pennycook(IP)	Parent
Naomi Hutchins (NH)	Parent
Elizabeth Ward(EW)	Partnership

#### Apologies:

Norman Bullen (NB)	Partnership
Paul Cousins (PC)	Co-opted
Rachel White	Partnership

#### In Attendance:

Lorraine Henville (DHT) (LH)	Associate Member (Arrived 6.03)
Lindsay Ratcliffe	Local Authority Clerk
Val Twiss	Applied to become a Governor

#### Meeting was quorate at all times.

**Challenge**      **Support**      **Impact**      **Action**

**Minutes**

<b>1.</b>	<b>Welcome and Apologies</b> Meeting opened at 6.00 p.m. Apologies had been received and were accepted from: NB, PC, RW Val Twiss was welcomed. VW has completed an application to become a co-opted governor. She had been invited along to the meeting to help gain an understanding of the role of the governors.	
<b>2.</b>	<b>Declaration of Pecuniary Interests</b> (relating to this agenda) None	
<b>6.</b>	<b>Report from Inclusion Leader/SENCO/Assistant Head Achievement for All and its impact. (AFA)</b>  <b>This item was brought forward to allow SW to make her presentation and then leave the meeting.</b>	

Within the School Development Plan (SDP) raising standards of 'rich' language is seen as key. With this in mind, the AFA project has been introduced.

- SW is the Champion for this development and the purpose of this is to screen pupils and put into place an intervention programme.
- The programme has started initially in a small way (Y3/4) and will expand.
- There are 5 x Y3 and 5 Y4 pupils involved.
- Performance Management: All LSA's have a target linked to AFA,
- Families have received training from DHT and SEND Co. The outcome of this is that there is a greater awareness of the needs of children.
- The issues the children have in class such as failure to understand words, adults speaking too quickly were discussed as well as the resources which are being trialed.

**Governors enquired about the responses from the parents.**

The parents' response has been positive and they have enjoyed using the resources loaned to them by the school with their children. Some have commented that it has helped with younger children too as they were able to model speech.

- Pupils views have been sort
- This has been discussed in staff meetings
- Child friendly Speech, Language and Communication checklists are in classrooms including a child friendly version.
- SW has monitored the effect within the school. Y3 has embraced it quickly.

**Success:**

Year 3: children have a good understanding.

Parents engaged well.

Joint Planning.

Parents of targeted children meet with Home School Liaison Worker.

Reading Comprehension has shown the biggest improvement.

**Questions were asked about all parents having access to resources.**

This will happen later as the scheme spreads through the school. There will be a second screening of pupils in June (9 months after start date).

**Next Steps:**

- Y4 monitoring shows that more input is required. A colleague will work with teaches modelling good practice.
- Parent Support Group
- Y5 team to share with Y4 as the children progress through the school.
- New Y3 pupils will be screened in September.

	<p>Home learning activities were shared with the governors. The governors had an opportunity to use the activities and gain first- hand experience of how these worked and are used.</p> <p>The governors were overall impressed with the resources and appreciated the opportunity to use them during the meeting.</p> <p>There was an explanation of standard scores achieved and how screening highlights gaps in pupils’ knowledge and understanding.</p> <p>The complete presentation will be made available to all governors.</p> <p>SW was thanked for her time and her enlightening presentation.</p> <p>SW left the meeting .</p>	
3.	<p><b>Minutes of last meeting</b> (17<sup>th</sup> January, 2018) Minutes were accepted as a full and accurate record of the meeting and were signed by Chair</p>	
4.	<p><b>Matters arising</b> (not dealt with elsewhere on this agenda) Item 7: CPOMs a question was asked about the information being shared under Data Protection Regulations. It was confirmed that this is a reporting system. That children’s names can be removed so if information is requested the details of individuals are not shared. GDPR : Champion has been appointed.</p>	
5.	<p><b>Progress against School Development Plan and Pupil Progress</b> <b>5.1 Priority Areas:</b> Improving leadership including the role of Governors and Pupil Voice. Pupil representative groups: <b>Environment group:</b> discussed new play resources with play leader. <b>Wellbeing Group:</b> discussed mental health including the sexual relationships policy, behaviour and are leading an assembly during Kindness Week. <b>Learning Group:</b> looking at good learning in the classroom. Targeted progress meetings are in place. These are mini progress meetings to help teachers in areas where improvement is necessary. For example pupils who were ARE at KS1 and may no longer be ARE. Questions asked about why they have not made progress. Teachers sharing knowledge and understanding: How to move writing on to a good standard, ensuring consistency. Data is shared with teachers and they are asked to comment on trends. Raising standards in Maths:</p> <ul style="list-style-type: none"> <li>• Prompt sheet for Assessment for Learning (AFL)</li> <li>• Two moderation tasks take place during staff meetings</li> <li>• Y6 interventions: groups re-arranged.</li> <li>• Extra support for Y4.</li> <li>• STEM sentences.</li> <li>• Maths Passport: lots are achieving certificates however standards are not rising in relation to this.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Moderation of Year groups</li> <li>• Maths leader will look at high attainers and ensure there is sufficient challenge.</li> </ul> <p><b>5.2 February whole school data:</b></p> <ul style="list-style-type: none"> <li>• Outcomes and challenges</li> <li>• Progress of groups of pupils: SEND/Pupil Premium</li> <li>• A governor had suggested this data be shared (it had been circulated prior to the meeting) and questions asked around it. The data was displayed on white board throughout this section of the meeting.</li> </ul> <p><b>Year 3:</b>  Questions were asked about the progress of pupil premium children when compared to non-pupil premium students.  It was noted that the standards achieved in reading were similar and that in writing PP had achieved more than non PP.  It was noted that some groups have only a small number e.g. SEND 7 pupils: when looking at percentages one child can make a huge difference.  HT explained the use of Venn diagrams as this better highlights children who require targeting.  SEND pupils do not appear to be making progress however when compared to KS1 assessments there has been progress.</p> <p><b>Year 4:</b>  CFGB : Gaps exist between boys and girls  Governors queried some areas: PP children are a concern regarding progress, and how much has boys' writing improved since last data drop?  Teacher Assessment illustrates that boys writing has not improved; however at this time of year there is some reluctance on the part of teachers to state pupils have achieved ARE.  <b>PP:</b> 8 ARE at the end of KS1  <b>Now:</b> Writing 10; Reading 11; Maths 12.  This illustrates an improvement  SEND appears to be very low  It was explained that children are moved on and off the SEND register according to progress. However due to staffing, some interventions have not been in place.  Tracking children with interventions + SEND support: 5 out of 7 have made significant progress in reading.</p> <p><b>Year 5:</b>  This cohort appears to be stronger  Boys writing: pp/Non PP is more comparable  Gap between FSM/Non FSM Programme shows progress . There is a clear view of the amount of progress made by children.</p> <p><b>Year 6</b>  Data regarding Y6 was displayed. It was explained that the data included all pupils. (7 pupils: RPU).  Without this group the figures are significantly better.  This cohort has a high ratio of boys to girls.  Governors enquired if this inhibited girls' progress?  HT considers that this does not happen. Behaviour/attitude in lessons is good.  18% of the cohort have joined the school since Y4. Many with SEMH difficulties.  Questions were asked about progress if the children with resourced provision were not included.  It was noted that progress had been good.</p>	
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	<p>ARE Writing has improved since end of KS1 64% at ARE currently 79%. Boys Reading: 81% Writing 86%. Governors were directed to Conversion Graph 9: illustrating progress made since KS1. High Achievers in Maths are making excellent progress, especially in Arithmetic. Governors noted that the data has been entered in a meaningful manner</p> <ul style="list-style-type: none"> <li>• There is a high level of moderation</li> <li>• Data is accurate and reliable</li> </ul> <p><b>5.3 Ofsted Inspection Targets</b></p> <ul style="list-style-type: none"> <li>• Regularly look at higher attainers and the challenge that is in place within English and Maths</li> <li>• Opportunities for writing are very good.</li> </ul>	
7.	<p><b>Governor Visits:</b> Update/report on visits Pupil Groups:</p> <ul style="list-style-type: none"> <li>• Teaching and Learning</li> <li>• Environment</li> <li>• Wellbeing</li> </ul> <p>A number of governors have visited the school and meet with pupils from the above groups. Governors were impressed with the sessions held and the attitude and input of the pupils.</p> <p>There are 17 students in each group from all classes across the school including Robin Class. Meeting dates for the next term will be emailed to governors. DHT</p> <p>HT asked if governors could come into school during the summer term: NB English; EW Maths; IP and NH Attainment and Progress VT Higher Attainers.</p>	
8.	<p><b>Policy Review:</b></p> <ul style="list-style-type: none"> <li>• Complaints Procedure</li> <li>• Home/School Agreement</li> <li>• Governor Visits</li> <li>• Home Learning</li> <li>• Collective Worship</li> <li>• Positive Handling</li> </ul> <p>Information had been shared prior to the meeting. Changes in Positive Handling policy had been made using the Hampshire Model. All policies were reviewed and accepted.</p>	
9.	<p><b>Parent and Staff Questionnaire Analysis</b> <b>Parent Questionnaire:</b> Governors were thanked for their help with the questionnaire. Governors had been present in school and had ensured parents had questionnaires to complete and were on hand to give support if needed.</p> <ul style="list-style-type: none"> <li>• 200 responses were received.</li> <li>• EW was thanked for her help analysing the results.</li> <li>• The sample is a representative sample. (There are a total of 262 children in school)</li> </ul>	

	<ul style="list-style-type: none"> <li>• Comments made on questionnaires by parents were positive and will be shared on the school web site.</li> <li>• Improvements requested: Communication. HT has spoken to teaching and admin staff about this. Texts are sent to inform parents that there will be letters sent.</li> </ul> <p>It was acknowledged that issues with communication for Y3 families could have arisen early in the year: this has been addressed.</p> <p>A governor noted that sometimes there is an assumption parents have knowledge about the running of the school and events.</p> <p><b>Staff Questionnaire:</b> The results of the staff questionnaire were also examined and discussed. Some staff had spoken directly to HT and explained their responses to the questionnaire.</p>	
10.	<p><b>Update : Public Meeting (Drug Use)</b></p> <ul style="list-style-type: none"> <li>• Outcome of the meeting was positive.</li> <li>• 180 attended.</li> <li>• Secondary schools are responding to the issue.</li> <li>• Police were very good sharing information.</li> <li>• There was a request for more vigilance within the community.</li> <li>• Useful information shared about spotting signs/websites and terminology.</li> </ul>	
11.	<p><b>Correspondence</b> Letter from GAP club will be dealt with by Resources Committee. HT has nominated staff for Hampshire Teacher Award.</p> <p><b>Dates Shared for upcoming events:</b></p> <ul style="list-style-type: none"> <li>• SATs Breakfast 14<sup>th</sup> – 17<sup>th</sup> May at 8.30 a.m.</li> <li>• Fun Run May 24<sup>th</sup> (a.m.) Presentation Assembly (p.m.)</li> <li>• Enterprise week June 25<sup>th</sup></li> <li>• Activity Sports Day July 3<sup>rd</sup></li> <li>• Transition afternoon 6<sup>th</sup> July</li> <li>• Year 6 Production July 11<sup>th</sup> (afternoon and evening)</li> <li>• Traditional Sports Day July 19<sup>th</sup></li> <li>• Farewell Celebration Assembly 20<sup>th</sup> July at 2.00 p.m.</li> </ul>	
<b>Meeting Closed : 8.04</b>		
<p><b>Minutes approved by:</b>.....</p> <p><b>Signature:</b>.....</p> <p><b>Position:</b>.....</p> <p><b>Date:</b>.....</p>		

