

STANDARDS & CURRICULUM COMMITTEE MEETING

Monday 22 nd January 2018		14.00	Dartington C E Primary School		DRAFT MINUTES			
<i>Attendees</i>	<i>Initials</i>	<i>Category of governor Any office held</i>	<i>Time they joined/left if not present for full meeting</i>	<i>Attendees</i>	<i>Initials</i>	<i>Category of governor Any office held</i>	<i>Time they joined/left if not present for full meeting</i>	
Tony Gregg	TG	Foundation (Chair)		Jill Mahon	JM	Headteacher		
Amina Abdellaoui	AA	Staff		Lucy Woollett	LW	Parent		

Apologies	Initials	Reason (Category of Governor)
Martyn Johnson	MJ	Foundation
Michael Potter	MP	Co-opted
Amelia Poore	AP	Co-opted
Joanne Tisdall	JT	Co-opted
Abigail Read	AR	Parent

Absent without Apology	Initials
Ashley Ford	AF

In Attendance	Initials	(anyone who is not a governor/associate)
Yvette Elliott	YE	Clerk
Maz Foucher	MF	Maths Leader

Minutes to
All Governors
School Web Site

Documents shared or referred to:

- Keys to Success Programme - 11/12/17
- Agreements from non-pupil day, 2nd January 2017
- Marking Policy (for info only)
- "My learning books" - poster for children
- SIP strategic priorities sheet
- Termly Safeguarding Data Collection - Autumn 2017
- Attendance Codes Monthly Review - to end December 2017
- Admissions policy - Nursery & childcare
- Policy for Exclusions
- Volunteers in School (DCC, August 2013)
- Volunteers in School leaflet

Agenda Number	Details of discussion	Decision or action
1 & 2.	Apologies.	Accepted
3.	Declaration of Pecuniary or Business Interests.	No new interests declared.
4.	Minutes of the last meeting, held on 6th December 2017. Reviewed and approved.	Approved and signed by the Chair.
5.	<p>LA Visit - feedback, actions taken/planned and evidence</p> <p>JM shared the "keys to success" evaluation form from 11th December and reported that the staff team had reviewed these slides on the non-pupil day at the beginning of the Spring term. Positives of pupil behaviour and the calmness of the school were highlighted. There were also some really good examples of good teaching demonstrated. The inspectors recognised the challenges faced by the school, such as inward mobility, low attendance and mixed starting points for new pupils.</p> <p>Areas for improvement included the quality of books as evidence of outcomes - staff have been more focused on planning and this area has slipped. A set of consistent requirements was agreed and time is being set aside for book moderation, for example. <i>TG asked if it was a fair assessment that book standards have slipped?</i> JM confirmed that this is the case, but last year's books were worked on by a consistent and well-established staff group and she reminded Governors that we have many new members of staff and although there were clear and good expectations for much from September, including behaviour, there is work to be done on this area.</p> <p>Leaders questioned some of the feedback and felt it was inaccurate or unfair (and have been able to check that they are correct, since the report was issued). However, it was agreed that there is a need for clarity about class positions within teaching sequences and this should be documented in planning files. Class files also need to show sequencing so that teachers can demonstrate when and why they are differentiating work.</p> <p>Maz Foucher joined the committee briefly and gave an example of a lesson that was judged harshly by the inspectors, despite it being targeted at an identified weakness amongst children - staff were given no opportunity to explain why they were teaching what was observed and no direct feedback was given to staff after the inspection. <i>LW asked if lesson plans were taken by the inspectors?</i> MF confirmed that they were not and indicated that Ofsted would not be expected to take them either. JM stated that Leaders and staff need to be clear on their strengths and be able to say "we are doing this because..."</p>	

MF agreed and added that 5 minute lesson plans can be good to support this.

Next steps and areas for improvement were identified as clarification of marking procedures and missed opportunities to address misconceptions. JM confirmed that staff will clarify marking expectations and display these in "child friendly speak" in classrooms. MF also stated that it is useful to go back and look at processes and areas for improvement. TG asked if MF felt it was a fair comment in the report regarding the split of time between whole class and independent working in maths? MF confirmed that there has been some evidence of not getting this split quite right, but lesson timings are really helpful to keep it interactive and this is being monitored.

JM explained that during the inspection, staff presented data with information from the last and current year and were able to present expectations. Questions quickly moved onto "what are you doing about it?" and Leaders responded that this was the first opportunity they'd had to start making these decisions. TG stated that Governors need to keep asking these questions. JM stated that there is an acceptance that good quality first teaching is essential as resources are so limited. AA reported that staff meetings are a great way to help structure lessons and plan differentiation of work.

JM explained a new strategy for allowing staff to assess their differences in marking, monitor pupil progress, see where misconceptions are fixed etc - each teacher now monitors 6 pupils' books (a top, middle and low achiever out of the class and the same for pupil premium children). These books will be used throughout the year for a consistent review process. As the accuracy of teacher assessment is a focus and gaps need to be identified, these class books will help staff to identify this. There will be key objective sheets that get marked off and this will allow for moderation and corroboration of judgements between staff, which will tie in with feedback from learning walks which staff are undertaking.

MF also introduced Governors to the new Llama Learning (neat & tidy!), with a lunchtime club each Tuesday to encourage good presentation in books. JM stated that this provides a positive strategy for benchmarking learning behaviours and expectations.

JM reported that with regard to standards and expectations for the end of the year, 'cusp' children are key. These pupils have been identified by class teachers and data is being recorded on key objectives and EGG sheets to monitor reading, writing and maths outcomes and the impact of these pupils reaching expected levels or not.

	<p>JM shared "agreements from non-pupil day" which demonstrates good teachers developing their consistency. LW asked if it is written into professional development plans for teachers to observe their colleagues? JM confirmed that this is an expectation and that this can be through quick visits or at key times. Teachers will be required to evidence this work.</p> <p>AA reported on a staff meeting which Jamie Wright led on Neopod - a computing curriculum set up over 5 sessions. This was considered very beneficial as it is so interactive, can link with Forest Families and provides opportunities for home-learning.</p> <p>A booster group has been set up for Year 6 pupils by invitation for an hour after school on a Friday, to focus on maths. This forms part of a bank of resources for tackling misconceptions.</p> <p>TG asked how staff are addressing the teacher assessment shortfall from last year? JM confirmed that accuracy is key and EGG sheets are a big part in this process, along with working with other schools and use of Rising Stars and Star Maths to provide data to corroborate teacher marking.</p> <p>TG noted that Governors need to have clear evaluation activities and he has a plan in place to meet with Hannah Calder to agree these and start gathering evidence. Other Governors will also need to make visits and should focus on looking at the 6 books per class, asking how visits to observe other classes has been helpful, ask for examples of differentiation, look for evidence of support for cusp children, talk to children, have discussions with Leaders. By feeding this information back to committees at meetings, insights can be shared with all. LW asked if Leaders could be invited to give short talks at committee meetings or if further Strategic Away Days are planned for Governors? JM confirmed that another day in the early Summer Term is being considered but with a focus on the direction of Governance rather than the LA visit objectives. It was agreed that Governors need to be proactive this term before the next LA visit.</p> <p>TG confirmed that he is confident that strategies are being developed by the school in picking up and dealing with key points from the LA report, but acknowledged that outcomes will be the critical factor. JM stated that children are more test aware, there are better benchmarking opportunities, improved procedures for recording progress and attainment - all of which lead to better predictions for outcomes.</p>	<p>Lead Governors to make visits with clear evaluation activities - see text for focus areas</p>
<p>6.</p>	<p>School Improvement Plan</p> <p>Priorities for this committee are dictated by the LA visit report and actions have already been identified. TG agreed to complete the SIP strategic priorities on behalf of the S&C</p>	<p>TG to complete SIP strategic priorities for the S&C Ctte</p>

	committee.	
7.	<p>Christian Distinctiveness</p> <p>TG reported that an Ethos Committee meeting will take place in the next half-term.</p> <p>JM reported that the current focus in school is on reflection - trust, faith and belief. CAP workshops will also be running this term and this is all about trusting the self and others in keeping safe. Open the Book and the lead up to Easter will think about those who kept the belief.</p>	TG Ethos Ctte meeting
8.	<p>Safeguarding & Attendance</p> <p>1 <u>Safeguarding:</u> JM reported on the recent Safeguarding Audit which includes suggestions for ways we can improve, including</p> <p>2 having a single page on our website for everything to do with safeguarding, using red lanyards for all visitors and visible lanyards / hi-vis for staff on duty outside. LW highlighted that Governors should be asking staff safeguarding questions as part of their visits in school. JM shared an anonymised termly safeguarding report and drew attention to the fact that fixed term exclusions have been used for the first time in a long time as a result of physical assaults. A new SENCo is now in place. Operation Encompass is now being used, which links the school and police with regard to any incidents involving pupils or families, through information sharing. Parents are encouraged to tell us about these incidents themselves.</p> <p><u>Attendance:</u> JM shared the monthly review. This is an ongoing focus area and the current illness in school will impact on our yearly percentages. Parents are liaising with the school, as seen by relatively low levels of unauthorised absence although lateness is still a persistent problem. Becky Edwards is the new Education Welfare Officer (EWO).</p>	
9.	<p>Policies</p> <p>1. <u>Admissions (early years):</u> Ratified</p> <p>2. <u>Exclusions:</u> Ratified.</p> <p>3. <u>Volunteers in school (DCC, August 2013):</u> Ratified. JM to update names in the school's leaflet.</p>	YE to update & file JM to update leaflet
10.	<p>Matters Arising</p> <p>1. Update & file ratified policies - Done by YE.</p> <p>2. Inform Gov's of meeting time change - Done by YE.</p>	
11.	<p>Evaluate impact on School Improvement</p> <p>Various strategies have been put in place immediately since the LA visit and these have been very positive. It was agreed that staff made great use of the non-pupil day at the beginning of term. JM and the staff were thanked.</p>	
12.	<p>The next meeting will be held on Friday 2nd March at 1.30pm.</p> <p>The meeting closed at 3pm.</p>	YE to inform absent Governors of meeting

DARTINGTON C E PRIMARY SCHOOL AND NURSERY

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