



DIOCESE OF CHESTER

ASTBURY ST MARY'S

CHURCH of ENGLAND PRIMARY

Date	Time	Venue
19th January 2017	4:00 pm	Astbury St Mary's CE Primary School
Committee: Teaching and Learning Committee		
Chair	Dr C Tickner	
Governors Present	Mrs. K Moore (KM) Mrs. P. Worswick, Headteacher (HT) Miss J Irwin (JI) Mrs. C. Astins-Ward, (CA-W) Mrs C Hocknell (CH) Mrs M Aimes (MA) Mrs S Morris (SM) Mrs B Cooke (BC)	
Clerk	Mrs Alison Knowlson Mrs Sue Lambeth Clerk observing	

MINUTES

Item	Topic	
1.	The meeting opened with a prayer.	
2.	To accept or note apologies for absence. No apologies were received from Mr R Goodwin.	
3.	To note any AOB and declare any pecuniary interests. Governors were asked to declare any potential pecuniary or conflicts of interests that may occur during the course of the meeting. None were	

	<p>declared.</p> <p>AOB.</p> <ul style="list-style-type: none"> • Raise online Training • Coasting School Letter • Fair Funding Formula 	
4.	<p>Actions and Minutes from last meeting.</p> <p>The minutes of the meeting of 29th November 2016 were approved and accepted by the governors and a copy signed by the Chair.</p> <p>Matters Arising: Apologies were not received from Mr R Goodwin – Clerk to amend.</p> <p><i>Maura Aimes joined the meeting at 16:08hrs</i></p> <p>Actions Log reviewed</p> <p>The action log was reviewed and all actions completed.</p>	Clerk
5.	<p>Strategic School Development Plan</p> <p>The Head teacher gave a <i>verbal</i> report to governors from the Teaching and Learning section of the School Development Plan.</p> <ul style="list-style-type: none"> • Review of Writing action plan <p>Interventions for writing – class Jacob and Joseph; no interventions have been actioned as Teaching Assistants (TAs) are being deployed elsewhere in the school.</p> <p>Class Noah interventions are actioned after break. The student teacher has actioned hand writing interventions.</p> <p>Class Moses; the TA responsible for the intervention has been moved to work with another child.</p> <p>Mrs Lamb and Mrs Douce have completed interventions although the focus has changed from writing to reading as some children are not reading at home.</p> <p>Phonics teaching year 1-3 has been reviewed and teaching spaces allocated.</p> <p>TAs are focused in specific classes; although due to poor behaviour and SEND children they are unable to support interventions as planned in the classroom.</p>	



- Phonics homework is set each week by the group the child attends and is targeted to support learning.
- Spelling rules are taught in classes on a Thursday and Friday in Key Stage 1. Parents are to be informed of the results of the spelling tests.
- Good examples of writing are to be displayed in each classroom to support learning.
- Book scrutinises are reviewed at staff meetings, to improve impact on children's learning.
- Monitoring of reading – not all classes are monitoring if the children have read at least three times a week at home and parents have signed the reading diary. If not, the child stays in at break time to read for 5/10 minutes.
- Miss Hall is very effective at implementing the reading strategy and staff members are encourage to observe this good practice.
- End of KS2 75% at age related expectations in June 2017 Nov 16 47%
- End of KS1 87% at age related expectations in June 2017 Nov 16 75%
- Y6 53% at or above expected (S2) Nov 16 47%
- Y5 74% at or above expected (D1) Nov 16 63%
- Y4 40% at or above expected (S2) Nov 16 27%
- Y3 50% at or above expected (D1) Nov 16 0%
- Y1 83% at or above expected (D1) Nov 16 94%

Question: Why are the TAs not kept in the classroom to implement interventions? What's the reason for this? And do these children have funding?

Response: One child is very disruptive in class and has to be removed from the class room; the virtual school is trying to access extra funding for the school. Therefore the TA has been removed from the class to support the child.

Question: What are the next steps to support the class?

Response: Mr Robinson has to cope without a TA and ensure the children aren't affected by the loss of the TA.

Question: SATs club - is there a good uptake of children for this and have we notified the parents of the importance of their child attending?

Response: Mr Robinson ran the first club last night but it clashed with a sports event and he only had one child attend. Mr Robinson is contacting all parents to ensure their child attends and it will be on the newsletter again next week.

Question: What are you doing about the children that don't read three times a week?

Response: Mrs Lamb speaks to the parents and writes in the diary when the child has read to her. This has encouraged parents to listen to their child read.

Question: Spelling tests, do the results go in the child's homework book?

Response: It's a conversation with the child, how did you practise the spelling rules or other ways to learn your spellings.

Question: Do the teachers record the spelling marks?

Response: I'm not sure how the teachers record the spelling results.

Action: Clerk to make Reading log and Spelling results an agenda item.

Question: What percentage is the aspirational target? 21;46

Response: The Head teacher has reviewed the Age Related Expectation (ARE) at the end of June 2016 and predicted where the children should be in a years' time. The progress should be 5 or 5.5 points for the year

Question: Year 3 progress is particularly bad – what is the strategy for improving the data for this class?

Response: The SATs at the end of the summer term 2016, showed only 25% of the children achieved ARE, but using the school's tracking grids which are more robust, the children actually achieved only 5% ARE

Currently no child is at the expected level in writing. This is due partly to the curriculum being harder and the behaviour issues in the classroom, which are impacting on the children wanting to learn. The Head teacher informed governors that this is a real concern for her. Six of the children, (which equates to 30 % of the children) are near the level they should be, however, this was not achieved before Christmas.

Question: Year 4 was another Year group that didn't make progress – what are the reasons for this?

Response: Lack of TA support in the class has had a great impact. The TAs are deployed as a learning mentor and have specific tasks for them to complete with the children to impact on their learning.

Question: On a positive note, Year 1 is above ARE?

Response: The children left Reception class with ARE at 83% and had met the *expected* level required.

Question: Is there TA support in Year 1

Response: No there is no dedicated TA for the class, although there is a one to one support TA who will work with a child and a group of children. There has been parental support in the class for reading and a student

Clerk

	<ul style="list-style-type: none"> • Bullying in the autumn term. • Racism • Health Eating • Drugs and Medicine • Road safety • Lesbian, Gay, Bisexual and Transgender <p><u>RE Scheme of work</u></p> <p>The Head teacher showed governors the draft Diocesan scheme of work for the year. The key concepts in religion build the children's understanding, year by year, at age appropriate level.</p> <p>The scheme of work has assessment grading's which are the same as the curriculum grading's.</p> <p>The Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspection noted the school was unaware of the assessment levels of the children in Religion.</p> <p>Action: The RE and Ethos committee are to review the content and agree the curriculum plans and review the topics for the PSHCE.</p> <p>Clerk to add to RE and Ethos agenda.</p>	 Long Term Plan DRAFT 14 min us xp.c RE and Ethos Clerk
8.	<p>Attendance</p> <p>The governors are concerned about the late arrival of pupils and the disruption to the class.</p> <p>The Head teacher showed governors examples of children arriving late from September to January 2017</p> <p>The Head teacher is monitoring the late arrival of children and challenging parents for the reasons why and will analyse the data for the summer term.</p> <p>The presence of a member of the teaching staff on the playground as the children arrive at school has an impact on the parents getting the children into school on time.</p> <p>Action: Clerk to add Attendance to the summer agenda.</p>	Clerk
9	<p>Overview of Progress Attainment</p> <p>The Senior Leadership Team (SLT) has reviewed the data on the tracking grids.</p> <p>The SLT have discussed the data with staff members and will share the anonymised data grids with governors to show how the children have progressed from September to January 2017.</p>	 vulnerable groups data Dec 16 no name

	<p>Action: Head teacher to send to governors tracking data.</p> <p>Vulnerable Children</p> <p>The Head teacher explained to the governors the data for Pupil Premium and Looked after Child/ren and their scores on the new tracking system. The children should achieve 1.5% progress data.</p> <p>Question: The four elements of writing that you are averaging do they vary significantly?</p> <p>Response: Not significantly there is a child whose spelling is really poor and this may need further investigation, but most of the children a standard 4 on the tracking grid.</p> <p>The progress of the pupil premium group is strong. Their attainment level data was not available for governors to view.</p> <p>Action: Head teacher to send governors the attainment level for the Pupil Premium group of children.</p> <p><u>SEN Pupils.</u> 53:14</p> <p>The children are below 1.5 points progress level in both reading and writing.</p> <p>The School Focus Plan showed, for these children the extra support needed in school.</p> <p>Action: Head teacher to send anonymised data to Clerk</p>	<p>HT</p> <p>HT</p> <p>HT</p>
10	<p>Teaching</p> <p>Plan to improve teaching levels</p> <p>Teachers are planning for differentiation within year groups. The teachers show in their planning <i>working towards</i> and <i>meeting</i> expected levels.</p> <p>Question: Are you seeing evidence of differentiation and stretching of pupils within the teachers' planning of lessons.</p> <p>Response: I am seeing it improving; I have seen planning for different year groups, with teachers using the interim assessment framework for 2017. The planning is specific and we are aware if the children are going to be <i>working towards</i>, or at the <i>expected</i> level at the end of the academic year, (for Year 2 and 6) but also for the rest of the school.</p> <p>All planning should have three objectives and assessing against the criteria from Chris Quigley essentials in maths.</p> <p>Question: How do we improve the level of teaching and maintain that consistency?</p> <p>Response: The Head teacher has feedback to the teaching staff, the assessment of teaching by Brian Padgett and the SIP adviser Fiona Burke-Jackson, with points that need addressing.</p>	

	<p>Question: How have the Learning walks reflected the teaching that needed improving</p> <p>Response: I have Learning walks planned out but due to emerging priorities I haven't been able to action them.</p>	
11.	<p>Interventions</p> <p>The Head teacher does not have the data on how effective the interventions are for the children that attend.</p> <p>Anecdotally the staff felt that one-to-one interventions worked well with maths; Handwriting is effective in larger groups; and daily reading with children who haven't read at home.</p> <p>Teachers and TAs are actioning interventions as much as possible. The Head teacher has informed the staff members that interventions can also happen in the classroom at the beginning of fix it time.</p> <p>The Head teacher would like to recruit a learning mentor for two mornings a week to do focus learning with certain children/groups. This will be dependent on the budget meeting on the 13th March 2017.</p> <p>The school have a SEND child that requires two adults to support them; however the school receiving funding for one adult. The Head teacher has written to the SEN reviewing officer at Cheshire East (CE) requesting more support financially.</p> <p>A child is temporarily attending a school in Crewe with a TA from Astbury St Mary's supporting them. The governors asked about the responsibility of the TA and if they were ill or had an accident at the school who would be responsible for her well-being.</p> <p>The Head teacher reassured governors that the relevant paperwork to cover the child and TA working in another school had been completed.</p>	
12	<p>Reports</p> <ul style="list-style-type: none"> • Pupil and Sports Premium – Summer agenda item • SEND report from SENCO –Reviewed by Head teacher item 9 • SIAMs Inspection Report. – This has been sent to governors <p>Action: Clerk to add Pupil and Sports premium to the summer agenda</p> <p><i>Jl left the meeting at 5:20pm</i></p>	Clerk
13	<p>Policies</p> <ul style="list-style-type: none"> • EYFS Policy • SRE Policy • NQT Policy <p>The teaching staff members and SD have reviewed the policies. SD informed governors of the points on each of the policies that needed altering.</p>	

	<p>Action: SD to notify Head teacher of the changes required to the policies and action.</p> <p>Subject to the alterations the governors agreed to the policies.</p>	
14	<p>Link Governor Report - nothing to report.</p> <p>Raising Attainment Group The first meeting is on the 10th February 2017 at 3:45 pm. The attendees are Astbury St Mary's SLT, Chair and Vice chair of governors, Dioceses representatives, Mike Harris and Fiona Burke-Jackson.</p>	
15	<p>Residential Visit</p> <p>Year 3 and 4 are to visit Standon Bowers in September 2017.</p>	
16	<p>AOB</p> <p>Coasting School KM gave an overview to governors of the letter she has received from Christine Quinn the Regional Schools Commissioner (RSC) stating the school is a 'Coasting School'.</p> <p>The Chair of governors is to respond to the RSC by 2nd February 2017 and gave the governors a précis of the response.</p> <p>The main highlights as to why the school is coasting are:</p> <ul style="list-style-type: none"> • Inexperienced Governing Board • Long standing Chair and no succession planning • Poor school leadership and unprofessional conduct by the previous Head teacher and Deputy Head teacher. • Poor help and advice from external partners. <p>The school has identified how they can improve their status by:</p> <ul style="list-style-type: none"> • Appointing a new Head teacher • Independent Governance review • Appointing Fiona Burke-Jackson as the School Improvement Partner (SIP) adviser. • The Head teacher and Chair have regular meetings. • School Development Plan is in place. • The forming of the Raising Attainment Group. • Details of the recent SIAMS Inspection. • The governors' thoughts on Academy Conversion • The recent progress data. <p>The school are to inform the parents of the "Coasting School Status" after the Raising Attainment group have met.</p> <p>Raise online Training The Raise online data training is on the 25th April 2017 at Mossley Primary School from the Congleton School Partnership 5-7pm.</p>	Govs.

	<p>Action: Governors to notify Chair if they would like to attend.</p> <p>Funding Formula Due to the fair funding formula reducing the school's budget, the Head teacher is to send a letter to parents explaining the actions required to notify Parliament of the effects of the budget cuts.</p> <p>The Clerk notified the governors of the Director Briefing on 26th January 2017 at Holmes Chapel School and representatives from the Finance team at CE will be available to discuss the fair funding formula.</p> <p><i>The Head teacher left the meeting at 5:35pm</i></p>	
17	<p>Teaching and Learning committee meetings</p> <ul style="list-style-type: none"> • 4th May 2017 at 4pm. 	
18	<p>Impact Statement.</p> <p>The Governors have helped move the school forward in this meeting by:</p> <p><u>Ensure clarity of vision, ethos and strategic direction</u></p> <ul style="list-style-type: none"> • Reviewed the SDP for Teaching and Learning • Reviewed the SES for Teaching and Learning • Raising Attainment Group meeting <p><u>Hold the Head teacher to account for the educational performance of the school;</u></p> <ul style="list-style-type: none"> • Reviewed the school data • The deployment of TAs • Progress data for vulnerable groups <p><u>Oversee the financial performance of the school, ensuring value for money;</u></p> <ul style="list-style-type: none"> • Reviewed the budget of two TAs supporting a SEN child and receiving funding for one. • Discussed Fair funding <p><u>Promote the highest possible standards for Safeguarding.</u></p> <ul style="list-style-type: none"> • Reviewed the policy for EYFS. • Questioned the safeguarding of a pupil and TA working in another school. 	

The meeting finished at 17:49 hrs