



DIOCESE OF CHESTER

ASTBURY ST MARY'S

CHURCH of ENGLAND PRIMARY

Date	Time	Venue
4th May 2017	4:00 pm	Astbury St Mary's CE Primary School
Committee: Teaching and Learning Committee Meeting		
Chair	Mrs. K Moore Chair	
Governors Present	Mrs. P. Worswick, Headteacher (HT) Miss J Irwin (JI) Mrs. C. Astins-Ward, (CA-W) Mrs C Hocknell (CH) Mrs B Cook (BC) Mrs M Amies (MA) Dr S Drage (SD)	
Clerk	Mrs Alison Knowlson	

MINUTES

Item	Topic	
1.	The meeting opened with a prayer.	
2.	To accept or note apologies for absence. Apologies were received and accepted from Chris Tickner.	
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 declared.	

	<p>AOB.</p> <ul style="list-style-type: none"> • Governors Monitoring day • Stretch targets <p><i>Maura Aimes joined the meeting at 4:10pm</i></p>	
4.	<p>Actions and Minutes from last meeting.</p> <p>The minutes of the meeting of 19th January 2017 were approved and accepted by the governors and a copy signed by the Chair.</p> <p>Matters Arising:</p> <ul style="list-style-type: none"> • Susan Walters is the School Improvement Partner not Fiona Burke-Jackson • Sally Drage was in attendance. <p>Clerk to amend.</p> <p>Actions Log reviewed</p> <p>The action log was reviewed and all actions completed.</p>	
5.	<p>Overview of Progress</p> <p>The Head teacher explained to governors the Senior Leadership Team (SLT) have reviewed the tracking grids and evaluated each year group with:</p> <ul style="list-style-type: none"> • The percentage of children who are on track. • The percentage of children exceeding the target Age Related Expectation (ARE). • Children that have made no progress • A notation at the end of the grid. <p>The SLT have feedback the information to staff. Mr Robinson feedback on maths; Miss Irwin on reading and the Head teacher feedback to staff on writing.</p> <p>All children are expected to make 1.5 points progress per term.</p> <p>Year 1</p> <p>5 out of 18 children are on track; 3 out of 18 children (17%) are exceeding their target.</p> <p>The children are tracked from EYFS data and are expected to show the same level of attainment in Year 1. 88% of children achieved Good Level of Development (GLD) at EYFS, currently in Year 1 only 28% are at the ARE.</p> <p>The 3 most able pupils are making progress and have reached the ARE of</p>	

D1.

Question: Progress wise, did the children start at E3?

Response: The children left EYFS and weren't on this curriculum; so they have moved 4 points with a term left in the academic year. The end of EYFS is the bottom of the national curriculum.

Question: Would some of the higher ability children in EYFS not show in the bottom of the Year 1 data?

Response: Yes they do come into the emerging data. They have already shown the level of progress for this year.

The feedback from the staff meeting on the data was to refocus the delivery of guided reading. The teachers are hesitant scoring the children on their reading and should be more confident in their assessment.

Teachers are to pinpoint the focus in reading; review the planning and plan to fill in the gaps in the guided reading lessons. Identify the next objectives for next the lesson is also a criteria.

The Head teacher stated that she could make expectation to the teachers clearer about completing the reading diary, using Miss Hall's recording system.

Question: Can the reading bands be uploaded on the website so the parents understand the levels?

Response: Yes, that can be actioned.

The governors asked for the general trend on the core subject to identify which year groups are not achieving and the children not on target.

Question: In general where do you think we are going?

Response: In general we still have large gaps in the data, and some of it is still poor.

Question: The pupils left EYFS with GLD of 85%, does this equate to D1 or better in the tracking grids? And should we expect this progress through the data?

Response: Yes.

Question: Why was there a slip in the autumn data for reading with the children achieving E1?

Response: The curriculum in Year 1 is broader and to achieve the emerging level in reading is very difficult.

Question: Why has 5 out of 11 pupils, haven't progressed in Year 1 on the data?

Response: These 5 children have issues moving from a class of 18 with a Teaching Assistant (TA), to a class of 27 without a TA; one child has emotional issues; one child has Speech and Language issues; and many of

these children don't read at home three times a week.

Question: How many children will achieve D1 at the end of the term?

Response: Some children need to achieve E2, and will need to make 2 points progress this term.

Question: Could we use the parent mornings to highlight the importance of reading with their child?

Response: Yes we could use the parents morning to show parents how to use the reading diary.

SD offered to ask members from the church community to help with reading in schools at set times of the school day.

SD

Year 2

The reading data showed, 2 out of 11 pupils are on track for ARE, with one child exceeding their target. S1 is the lowest target, with all children aiming to reach S2.

Question: Why are there 7 children not making progress from the autumn term?

Response: The issue with Year 2 is that we had a teacher on maternity leave and a new teacher joined the school, which hadn't been trained on the assessment system and was too generous when assessing the pupils, which went unmonitored. Therefore, the teachers in Year 2 are struggling to show progress.

Year 3

The children should achieve D1.

Question: There are 7 children at Year 1/2 level in Year 3, what are we doing to support these pupils?

Response: Writing was an issue at the end of Year 2, none of the boys achieved ARE and only 4 children achieved the ARE at the end of Year 2.

Question: Why do you think these children have struggled from Year 2 to 3?

Response: The new curriculum that wasn't implemented into Astbury St Mary's correctly.

The Head teacher is still concerned about this year group and has identified that the whole school needs to focus on Spelling Punctuation and Grammar (SPAG).

Year 4

S2 level for the Year 4 children.

Question: In all subjects the Year 4 data shows that they will struggle to get ARE. What is being done for these children?

	<p>Response: Using the RAG action plan; maths problem solving, bar modelling and fluency. Of the 10 children in reading writing and maths, 8 of these children didn't achieve 2B on the old curriculum and this curriculum is harder, therefore their starting point is low and harder for them to achieve ARE.</p> <p>Year 5</p> <p>Writing – D1 level</p> <p>This year group had high mobility, with 8 children out of 11 having joined the school from 2015. However, this year group are making progress</p> <p>Question: Is there any pattern in the progress these children are making with the children being taught in two different classes?</p> <p>Response: No.</p> <p>Question: Is there any mileage in letting the children see their progress?</p> <p>Response: I have started to do this with a child in Year 6, due to their emotional problems their progress and attainment has dropped. I do think pupil progress meetings would be a positive motivator.</p> <p>Year 6</p> <p>The Head teacher stated, the SAT results will be better than these data grids are predicting. She is reviewing the data of last year 6 pupils on the grid and what SATs level they achieved to see if the current Year 6 is on track.</p> <p>Question: Can you explain why the children are not working at the same level in writing in Year 6 as they were working at Year 5?</p> <p>Response: 4 out of 18 pupils are on track, with 2 children exceeding. Mr Robinson has been very cautious with his assessments; however, the best Year 6 writers have left the school.</p> <p>Question: Has SATs club attendance been well attended?</p> <p>Response: 5 out of 18 pupils have attended so far. The Year 2 SATs club has had 8 children out of 11 attending.</p> <p>Action</p> <p>HT to upload the book band levels on the website.</p> <p>HT to implement pupil progress meetings.</p> <p>SD to advertise at church for parent readers to come to school at set times.</p>	<p>HT</p> <p>SD</p>
<p>6.</p>	<p>Review Ofsted/RAG Plan</p> <p>The updated RAG plan will be sent to governors by the Headteacher after her meeting with Brian Padgett on 5th May 2017.</p>	

	<p>Action:</p> <ul style="list-style-type: none"> • Head teacher to send to governors the RAG plan. • Chair to send to Clerk the RAG March report • Chair to write to Mike Harris requesting an update on the funding grant application. • Chair to send the funding grant application to governors <p>The governors asked when the Head teacher would inform parents of the class structure for September 2017. It was felt that some parents are waiting to see which classes their child is in before deciding as to whether to keep them at Astbury St Mary's school. It was decided the Head teacher and Chair would draft a letter explaining the plans for September and to send it to parents as soon as possible.</p> <p>Action:</p> <p>Head teacher and Chair to write to parents informing them of the class structure for September.</p> <p>The Head teacher informed governors that on Fiona Burke-Jackson advice she has engaged the services of an independent SENCO. She is helping the Head teacher to ensure the paperwork for the SEND children are correct and up to date. She is also delivering to staff the SEND code of practise and teachers responsibility for SEND children. Although this is an expense the Head teacher feels the money is well spent.</p>	<p>HT</p> <p>Chair</p> <p>Chair</p> <p>Chair</p> <p>HT/</p> <p>Chair</p>
7.	<p>Self-Evaluation Summary</p> <p>The SES has not been updated since the Full Governing Board (FGB) spring meeting</p> <p>The Head teacher is planning lessons observations for this term. SD requested to attend the Spelling Punctuation And Grammar (SPAG) learning walk when being reviewed.</p> <p>Action: Head teacher to notify SD when the SPAG lesson observation is due to take place.</p>	<p>HT</p>
8.	<p>Reading Logs / Spelling Tests</p> <p>The Head teacher showed governors an example of a reading diary with a reading log and spelling tests grid inserted. This gives a clear indication to the teacher if the child has read at least three times a week and what their spelling test data is.</p> <p>The Head teacher will collate this data for the FGB summer meeting.</p> <p>Action: HT to collate for FGB meeting</p> <p>Question: Are the reading log and spelling tests having an impact on the children.</p>	<p>HT</p>

	<p>Answer: Yes, it is having the desired effect.</p> <p>The governors discussed the benefits of the rewards scheme, the children presently have. It was decided that children will receive an award for attendance and achieving the academic levels set.</p> <p>Action: HT to review positive rewards for children who have achieved their academic levels and attendance over 99%.</p>	HT
9.	<p>Attendance</p> <p>Jl shared with the governors the data for children with attendance less than 95%</p> <ul style="list-style-type: none"> • Class Noah had 6 children: 1 is a SEND pupil; 1 had bereavement; 1 a traveller child; 3 pupils had no explanation for their absence. • Class Joseph 7 children; 3 are traveller children; 4 children had no explanation for their absence. • Class Jacob 12 children with no explanation for their absence. • Class Moses 5 children; 1 had a bereavement, 1 a SEND child; 2 children travellers; 1 child no explanation for their absence. • Class Jonah 5 children below; 2 are SEND children; 2 are travellers, 1 child no explanation for their absence. <p>Action:</p> <p>HT to review the children not achieving 96% attendance or lower and to send a letter to parents.</p> <p>HT to note absence level on the tracking grids.</p>	HT HT
10.	<p>Pupil Premium and PE and Sports Premium</p> <p>The Head teacher is to prepare a report on the Pupil Premium and PE and Sport Premium.</p> <p>Action: HT to prepare the reports and present to governors.</p>	HT
11	<p>Directors Report</p> <p>The Clerk highlighted to governors the item on the Directors Report and advice with reference to visits to London.</p>	
12	<p>AOB</p> <ul style="list-style-type: none"> • Stretch Targets <p>Governors raised the issue that some children are disillusioned with their spelling lists.</p> <p>The Head teacher explained to governors that the children not only have to learn the spellings but also the spelling rules. A child in Year 3 is having Year 4 high frequency words to learn. A Year 5 child is getting the</p>	

	<p>appropriate challenge and work is being sent home.</p> <ul style="list-style-type: none"> • Governors Monitoring Day - 28th June 2017 am only. • Vision and Strategy day for governors - 5th June 2017 • Advert for Assistant Head teacher and teacher vacancy. <p>The Head teacher explained to governors the re-organisation planned for September 2017, and the advert to recruit an Assistant Head teacher and a KS2 teacher. Staff members requested a re-organisation of class teachers. This has enabled the Head teacher to gain a clear idea of the staffing structure for September and where the recruitment of the two new teachers would be placed.</p> <p>There has been good interest in the adverts and the Head teacher has shown candidates around the school.</p>	
17	<p>Teaching and Learning committee meetings</p> <ul style="list-style-type: none"> • 3rd October 2017 at 4pm. • 18th January 2018 • 3rd May 2018 • Safeguarding meeting - 14th June • SEND meeting - 13th June. 	
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"> • Planned the vision and strategy day • Reviewed the RAG action plan • Evaluated the Ethos and wellbeing of pupils <p><u>Hold the Head teacher to account for the educational performance of the school;</u></p> <ul style="list-style-type: none"> • The governors have reviewed the tracking grids data <p><u>Oversee the financial performance of the school, ensuring value for money;</u></p> <ul style="list-style-type: none"> • School Improvement grant from Cheshire East. • Reduction in class sizes and the financial impact. <p><u>Promote the highest possible standards for Safeguarding.</u></p> <ul style="list-style-type: none"> • Meetings planned for safeguarding and SEND governors. • Directors report on visits to London. • Attendance data 	

The meeting finished at 6:25pm.