



MINUTES

Committee	Curriculum Learning and Achievement
Date/Time:	10th December 2015 3.00 pm
Location:	Carden Primary School
Distribution:	CLA committee, Governing body, Website (when approved)
Quorum:	3
Attendees:	Governors: Karen Wicker (KW) Chair Margaret Garrard (MG) Jeff Nixon (JN) Helen Longton-Howorth (HLH) Headteacher Sophie Wadleigh (SW) Other: Catriona Lane (CL) Deputy Headteacher Janet Johnson (JJ) Clerk

	DISCUSSION AND DECISIONS	ACTION
1	Welcome and apologies for absence KW opened the meeting which had been rescheduled from 1 st December. There had been no apologies and SW had already informed she would be late.	
2	Declaration of Interest in items on the agenda No new declarations were made when invited. No withdrawals from the discussion were required.	
3	Minutes from The minutes were agreed to be an accurate copy and signed accordingly.	
4	Matters Arising if not covered elsewhere 4.1 What was the national average for EYFS? This was not to hand at the moment. 4.2 Had the play therapy taken place and was it value for money? Both members of staff have had training and the nurture group had been going for a few weeks. The first tranche of impact data was due just after Christmas. Anecdotal evidence is good so far. Governors requested an up-date for the next meeting. 4.3 Governors noted the actions are moving forward and all other actions had been completed.	JJ CL
5	Agree scope and powers of committee for recommendation to FGB The Terms of Reference were extended, for review in summer term.	KW
6	Achievement: How do we know all our children are making good or better progress? 6.1 ASSESSMENT 6.1.1 Early Years and Foundation Stage (EYFS): Baseline Inset and new intake EYFS visit	



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Governors had already considered KW report. In brief, governors had attended the inset day which extended their knowledge of the school and deepened relationships with staff and the whole EYFS team had been present. Governors had participated, revisiting timelines and the new Ofsted expectations were checked. Data had shown for Early Years those reaching a good level of development was low still and plans were refocussed to address this. CL confirmed the differences between good and outstanding practices had been made clear and had been revisited.

Have issues identified have been addressed? Yes.

The report was accepted.

6.1.2 Early Excellence

Governors had been keeping a watching brief on the development and implementation of the new assessment system and now wanted an interim review to consider whether it would meet the requirements of the school and its stakeholders. CL gave an informative presentation on Early Excellence, the assessment process that had been selected by Carden in common with all but one school in Brighton and Hove.

Baseline

Previously the school had been rated as satisfactory. CL confirmed the action points from the last Ofsted had been addressed; however, there had been difficulties due to high staff turnover. The school had identified there was a danger of overlooking the need to prepare for Key Stage 1 and was addressing this by making sure practitioners knew about Year 1 and Year 2.

SW arrives 15.33

Wellbeing, involvement – the quality of human activity

Early Excellence does not involve testing, it is just about observation. Then based on the profile it produces pedagogically useful information. It also uses the Leuven [rating] scales and was practitioner led. The school had based their settling in procedures around this scheme this year. Governors were pleased to hear the settling in had been much better, levels of well-being were higher and better progress has been made as a result. Existing parents were now so impressed they were recommending the school to prospective parents.

Characteristics and areas of learning.

Training had been introduced training and the school had followed procedures and sent off the observations. When the outcomes of the data had been released from Early Excellence showing comparisons to National it was clear there was a problem in that for some of the areas results varied widely from that anticipated and, it being impossible to do a baseline assessment at this late stage, the school had to re-input all the data manually. CL considered it seemed as though the algorithms were not right yet.

Are the results based on evidence from your own assessment? Yes.

So it is their interpretation that is wrong? Yes and there has been a national outcry.

There has not been one child here that has come out at age related expected (ARE).



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<p>What did they say about the feedback you gave? A standard reply was given. How do we know all our children are making good or better progress? We know because we have ensured, doubly, that the baseline is right and the autumn 2 data being analysed next week will show progress. There have also been key conversations particularly around the more able showing what we are doing for them. There are a significant number who come in below and the target GLD was 54% for one class and 56% the other whereas last year it was 45%. The targets for the teachers are that 100% make at least good progress. All are very clear.</p> <p>CL was thanked for her input and reminded that the attendance information required (for HSW?) should be split by groups and be over a comparable time period. CL leaves 15.46</p> <p>6.1.3 Assessment And Marking Governors had received the presentation and handwriting, assessment and marking policy to enable them to be informed when coming in to the school. At the latest review by the School Improvement Partner (SPA) inconsistencies had been found and review of books had now reverted to SLT remit.</p> <ul style="list-style-type: none"> ❖ The policy was agreed and delegated to headteacher. New exemplars were to be included. Amendments were to be advised to governors who would continue to be guided by teachers regarding judgements; however would be able to confirm what they saw was consistent with the policy. <p>It was recommended the policies be read by all governors, particularly the assessment for the purpose of work scrutiny and booklets. KW will send overviews for each committee.</p> <p>6.2 MAKING GOOD OR BETTER PROGRESS</p> <p>6.2.1 PHONICS: KW had already submitted her report for consideration and now confirmed she had seen the books when she attended with the SPA. KW confirmed the issues had been followed up and upon revisiting, the improvements were evident. Areas for development were in the spring term school plan. The report was accepted.</p> <p>6.2.2 ENGLISH: A governor had missed attending the scrutiny this term and would attend during the spring term. SW had provided a report and confirmed that the games and parent involvement was taking off and that she had seen full engagement of pupils. Improvements in spelling punctuation and grammar may not have been as good as expected and initiatives had been put in place to find the cause. This would be a focus of the next visit. HLH confirmed analyses of past papers were in hand and CPD might be required. SW was thanked for her report which was accepted.</p>	<p>CL</p> <p>KW KW</p>
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	<p>6.2.3 MATHS: JN had attended the staff meeting which was very informative as had been the Edison review on 9.12.15. He confirmed the teachers were well aware of the current issues and plans to address them. The report was accepted.</p> <p>6.3 Do we need more information from any particular group of stakeholders? Due to time constraints this item was not addressed.</p>	KW
7	<p>How do we know quality first teaching is at the forefront of classroom practice? The teaching and learning policy had not been received and it was agreed this would be a focus for the next meeting with governor visits in the meantime to include close attention to outcomes.</p>	KW
8	<p>Single Plan KW reminded governors to check on the overview prior to visits.</p>	
9	<p>Confidentiality report This item was deferred for the next meeting.</p>	KW
10	<p>Agenda for next time: Work scrutiny reports and follow ups from previous visits would be required. KW would do the overview. In the absence of any further business the meeting closed 4.15</p>	

..... signed dated

ACTION POINT SUMMARY

ITEM	OWNER	ACTION	DUE BY
4.2	CL	Provide up-date on play therapy impact for next meeting	Week before
5	KW	Check the work on the TOR has been scheduled	Jan 16
6.1.2	CL	Note attendance information required for appropriate committee	
6.1.2	KW	Take forward any action	
6.1.3	KW	Circulate information for governors to read as appropriate and the overviews	
6.3	KW	Take forward	
7	KW	Co-ordinate	
9	HLH KW	Report back on confidentiality document	