

**CARDEN PRIMARY SCHOOL  
GOVERNING BODY  
MINUTES**

<b>Committee</b>	<b>Curriculum Learning and Achievement</b>
<b>Date/Time:</b>	6 <sup>th</sup> March 2018 8.00 am
<b>Location:</b>	Carden Primary School
<b>For:</b>	CLA committee
<b>Distribution:</b>	Full governing body Website
<b>Quorum:</b>	3 excluding headteacher. The meeting was quorate until 8.27. Any decisions after that time would need to be ratified by the full governing body.
<b>Present:</b>	Governors (voting) Kevin Cunningham (KC) Daniel Holmes (DH) Helen Longton-Howorth (HLH) Amanda Mortensen (AM) Other (non-voting) Janet Johnson (JJ) Clerk
<b>Apologies:</b>	Jeff Nixon (JN)

	<b>DISCUSSION AND DECISION</b>	<b>ACTION</b>
1	<b>WELCOME AND APOLOGIES</b> KC opened the meeting and apologies were considered.	
2	<b>DECLARATION</b> of Interest in items on the agenda No new declarations were made when invited and all governors could take full part throughout the meeting.	
3	<b>MINUTES and MATTERS ARISING</b> The minutes were agreed to be an accurate record of the previous meeting and signed accordingly. There were no matters arising.	
4	<b>SCHOOL IMPROVEMENT PLAN</b> <i>is it on track?</i> HLH gave a verbal report for items 4.1 and 4.2 together. 4.1 Outcomes for children and 4.2 Quality of teaching, learning and assessment <ul style="list-style-type: none"> <li>• Progress meetings were in course and full data could be provided at the next meeting.</li> <li>• Observations this year so far included: one round of formal observations in maths; a phonics learning walk (attended by a governor) and a guided reading learning walk.</li> <li>• The planned fortnightly observations schedule had changed due to problems rooted in the reduction in teaching assistant numbers. Some issues had arisen in year one, including children not being ready for formal teaching from the very beginning of the year. As a</li> </ul>	

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	<p>result the year 1 curriculum had been reviewed and drawing from ensuing visits and feedback from other schools an adaptation of the 'Explore and Learn' model had been adopted to aid the transition which had been successful. In addition from book scrutinies and observations it was clear there were some challenges with working as job-shares.</p> <p><b>Does each teacher in the job share have a different standard?</b> No, it is that there is not yet a seamless transition.</p> <ul style="list-style-type: none"> <li>• There had been a good number of good teaching lessons with a few outstanding. For all these learning walks would take the place of observations this year. Those that might not have been at least clearly securely good would continue with formal observations and for no more than 3 visits. Evidence from the Edison books would continue to be scrutinised and individual and overall feedback given.</li> <li>• Book scrutiny. A stringent marking policy was in place. A number of different methods of book scrutiny had been undertaken in previous years but as there were several new staff this year it would be done by the senior leadership team examining one year at a time and referring to the checklist. The main action so far from scrutiny was that some work on English planning was required, for example, although progress in English was seen in the books there was scope to ensure increased content in lessons and best use of objectives. HLH and Paul Harrington would review this. Maths planning was looking really good and triangulated well.</li> <li>• Pupil progress meetings had taken place the day before and it was evident children were making progress as were most year groups. A lot of intervention work continued and volunteer readers also came in. From data, writing was not progressing as well as the rest. As had previously been identified, the current year 6 continued to have difficulties and for that group there were 3 weekly meetings.</li> </ul> <p><b>Are nearly 50% of that group pupil premium or SEN?</b> Yes. We have been successful in resolving behavioural issues; however, the delay in them being ready to learn means a delay in transferring to academic achievement so results will not be high; although progress should be satisfactory. DH leaves 8.27</p> <p>There were no other questions and HLH was thanked for her frank report.</p>	
5	<p><b>ANALYSE SCHOOL PERFORMANCE (ASP)</b> A governor had attended training on ASP which included examination of the data for Carden and would circulate her report. In brief;</p> <ul style="list-style-type: none"> <li>• The progress results were above the floor standard, and particularly for reading and maths. The upward trajectory through the quintiles each year for maths was evident, consistently in the top 20 per cent of schools for reading for all groups (top 10% for disadvantaged).</li> <li>• The school was not coasting.</li> <li>• Context. The school was in the 2<sup>nd</sup> quartile for deprivation. In 2017 38% were eligible for free school meals in the last 6 years (national average 24%). Those needing SEN support continued to reduce from 34% in 2015 to 21.2%. 6.8% had a statement or EHCP.</li> </ul> <p>Areas for investigation:</p>	

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	<p>Key Stage 2 – The success in reading progress for all levels of prior attainment over two years. For middle prior attainers, reading writing and maths were above national.</p> <p>Key Stage 1 – Reading. Disadvantaged met or exceeded standard in reading over 2 years. Maths was in the bottom 20% of similar schools for 2 years. Phonics average mark for those not passing was 11.</p> <p>Absence – overall absence is high for all pupils over a 3 year period.</p> <p>Governors considered Carden had much to celebrate, particularly for progress and reading and were already keeping a close check on absence elsewhere. <b>What had happened with maths in Key Stage 1?</b> It was a one off for that year, usually maths is good.</p> <p>Further discussion was scheduled for the full governing body meeting the next week.</p>	
6	<p><b>EQUALITY POLICY</b></p> <p>Governors had already received the existing equality policy and the item prepared by JJ outlining governors’ responsibilities regarding equalities. In discussion they now considered the questions raised and how they could monitor equalities and reduce the effect of any unconscious bias.</p> <p><b>Do we do equalities learning walks?</b> Yes, we have done one and also an EMAS walk.</p> <p>Governors recalled they had a specialist on the governing body. Another was a trainer for Stonewall. They would be able to advise or be asked to accompany an equalities walk.</p> <p><b>What about data for evidence?</b> We receive a workforce data set from the HR team but it does depend on disclosure. Achievement and progress data is already reviewed re gender, SEN, disadvantaged and ethnicity. Other information can go to HSW committee.</p> <p><b>Do you have applications from black minority ethnic groups or those with disabilities?</b> Very rarely/ occasionally.</p> <p>Governors recommended for recruitment to make it explicit that applications from all groups were welcome and that it was put on all documentation. They were content with the existing policy but recommended it be updated to reflect current posts and terms.</p>	KC
7	<p><b>ANY OTHER BUSINESS</b></p> <p>7.1 A governor had attended the Children, Young People and Skills Committee as a parent governor representative.</p> <ul style="list-style-type: none"> <li>• Westdene was now a computing hub. Continuing professional development would be offered for teachers.</li> <li>• Areas for improvement for the local authority included Early Years, maths and the disadvantaged. Progress in secondary schools was also an issue.</li> <li>• 10 schools had been selected for pupil premium reviews.</li> <li>• The two week half-term holiday had now been dropped.</li> <li>• Admissions had not been on the agenda</li> </ul> <p><b>Have you got a coding club?</b> No; however, we do teach coding.</p>	

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	<p>7.2 Visit report</p> <p>A governor gave a verbal report from a recent governor walk during which a number of lessons had been attended. Behaviour had been exemplary, including when moving around the school and in practical activities. The school vision had been seen to be in practice and all children had been very well engaged.</p> <p>A special unit learning walk had also been undertaken with Jacqueline Coe and the report would be circulated upon receipt.</p> <p>The next meeting, 11<sup>th</sup> July 8.00 am would focus on consideration of performance data.</p> <p>There being no further business the meeting closed 8.55 am.</p>	<p>HLH/KC</p>
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