

Minutes of Red Oaks Primary School
Full Governing Board Meeting

Tuesday 6th February 18:00 - 20:00



Present:	Kath Abercrombie (Vice Chair) (KA) Khyati Bailey (KB) Ian Burgess (IB) Fred Child (Chair) (FC) Craig Clements (CC) Nicole Deacon Willis (NDW) Gary Donnelly (GD) James Lee (Deputy Head Teacher) (JL) Tracey Lynam (TL) Emma Maddison (Clerk to Governors) Jackie Peterson (School Business Manager) (JP) John Robinson (JR) Victoria Robinson (VR) Mangala Sekhar (MS) Rachel Surch (Head Teacher) (RS)
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1.	<p>Staff Presentations:</p> <p>Dyslexia Team Update 2017-18- presented by Nicole Deacon Willis Following the presentation, Nicole took questions from the board.</p> <p>FC: Can you recognise children who are special needs through dyslexia? NDW explained that Dyslexia is classified as a need in itself, however there are also many co-occurring difficulties that Dyslexia shares with other needs (ie Dyscalculia and Dyspraxia). As well as this, a child may have dyslexic tendencies and require extra support, however may not end up being classified as 'SEN'.</p> <p>As part of the general discussion RS pointed out that, as demonstrated in Nicole's Power point, non- white screens are used in school, all readers benefit from this, not just students with dyslexia.</p> <p>MS asked if IEP's (Individual Education Plan) are issued at the start of the academic year? NDW explained that there is a process of continuous assessment and pupils would normally be flagged early in school by data assessment. Interventions are used where appropriate but if there are no improvements an IEP would be put in place. NDW added that sometimes children can grow out of their difficulties as sometimes it may have been due to social/emotional difficulties. NDW added that she has reviewed the IEP, that they will be working documents</p>
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	<p>moving with each child through the school and this will help with transition. CC asked about the proportion of children affected, NDW responded that it can vary, depending on the cohort.</p> <p>NDW finished the Q&A's by inviting governors to the Dyslexia Staff Meeting on the 13th</p>
2.	<p>Apologies and Declaration of Interest in any Agenda Item:</p> <p>Apologies were received and accepted from Tracey Lynam and Heather Campbell, who was originally scheduled to be presenting with Nicole.</p> <p>FC welcomed new Parent Governor Craig Clements & new Co-opted Governor Mangala Sekhar.</p> <p>There were no declarations or conflicts of interest declared in any agenda items.</p>
3.	<p>Notification of Items for AOB:</p> <p>No additional items were put forward at the meeting.</p>
4.	<p>Adoption of Minutes From:</p> <p>FC invited adoption of the minutes from the FGB on the 5th December and the Special Board Meeting on the 9th January.</p> <p>These were accepted as an accurate record of the meetings and signed.</p>
5.	<p>Outstanding Actions:</p> <p>There were no outstanding actions from previous meetings.</p>
6.	<p>Finance Report:</p> <p>The Minutes from the Finance Meeting on 25th Jan are awaiting approval but the School Business Manager's report was taken as read. There were no questions.</p>
7.	<p>Raising Standards:</p> <p>The most recent SIP and minutes from 18th January were taken as read. There were no questions.</p>
8.	<p>Head Teacher's Report:</p> <p>The following questions had been submitted by governors to Rachel in advance of the meeting. There were no further questions on Rachel's responses:</p> <p>Question asked by Governors in relation to the Term 2 – 2017/18 SIP review Answered by: Rachel Surch with some contributions from other SLT members</p> <p><u>Questions from Fred:</u></p> <p>Q: What progress have the staff made and are we in the right position to deliver 'Greater Depth'?</p> <p>A: This is not a question of position, it is the aim of all primary schools to have a proportion of their children reach the standard of 'Greater Depth'. Greater Depth is not something we deliver as such but more that our teaching broadens and deepens understanding of the year group objectives which will enable pupils to achieve a particularly high standard – higher than expected. The national average figures on this have been reported to governors for 2016/17 and these will change in 2017/18 but we won't know what these figures are until the national picture is formed after the SATs 2018.</p> <p>Q: What were the results/interpretations from Term 2 assessments, what area is of key</p>

concern?

A: It really is too early in the year to tell as at this point of the year we would only expect a handful of children to already be achieving at greater depth. If you look at the percentage of children currently working at and working within the year group objectives, in most year groups and in most subjects this is what we would expect (and in some instances better) for this time of year. We would therefore hope that a proportion of these will tip into 'Greater Depth' later in the year but this is not an 'exact science' and we cannot say for sure at this point in the year.

Q: Are there any concerns with Pupil Premium progress from assessments?

A: For the first round of assessments (Term 2), we cannot measure in year progress, only attainment. In most year groups in reading and maths, there is a gap between the % of children working towards, working within and working at the expected standard for PP and non-PP children. This is due to the high proportion of SEND children in every year group who are also PP (as acknowledged by Ofsted). This doesn't mean that they cannot make expected progress from their starting points. We are currently in the process of producing these reports and can give more accurate details on this when they are complete. However, a high percentage of the PP children had very low starting points and have made linear or better progress to the present time. We continue to monitor individual progress and attainment for PP children and regularly review their interventions and support in the light of the most recent assessment data.

Q: Are there any signs of progress 'better than expected' for our SEND pupils?

A: For the reasons given above, we cannot measure in year progress at this point. We do track raw scores on assessment papers for all groups of children. In year progress, progress in comparison to cohort average and progress from starting points can be shared after term 4 data. All SEND children are tracked rigorously and interventions and support matched according to need.

Questions from Kath:

Q: Page 4 Developing Greater Depth...Please can you explain what impact these changes/actions have had on working towards GD and how this is monitored?

A: We have a More Able co-ordinator (Teresa Griffiths) who has created a 'More Able and Higher Achievers' register. These children are tracked to ensure their attainment and progress from starting points remains higher than expected. This group of children is also tracked on our data sheets and individuals are discussed in progress meetings. At this point in the year, we would expect very few children to have already achieved GD which is the case (although you will see from the data that we do have some!). The introduction of a different approach to teaching (Mastery approach) was presented at the last Raising Standards group. This approach has meant a great deal of 'unpicking' and 'gap filling' to enable the children to fully understand the mathematical workings behind the methods. This understanding will be the foundations on which to build a deep understanding and mastery of maths. This process will take some time to embed – much like we saw with the writing and grammar when expectations were lifted nationally. Mastery in maths is the focus for all lesson observations in term 4, book looks and scrutiny of planning continues and NQTs are monitored more regularly. There have been several staff meetings on maths mastery and the maths team continue to work hard to develop this area across the school. So far SLT are very pleased with how the staff have grasped the Mastery approach and NQTs are very strong.

Questions from Nicole:

Q: Is there a plan for dyscalculia training to be delivered to teaching staff? Have these dyscalculia assessments taken place yet? How are the results going to be fed back to staff and parents?

Following the term 2 progress meetings, a list of children we would like to screen for

Dyscalculia has been developed. As soon as Kathy has capacity, the screening for this will begin. Results from this will of course be shared with the child's teacher and parents.

Question from Ian:

Q: With regard to the times table targets...how are the SLT monitoring the work taking place in classes. What observations are taking place?

A: Times tables and counting (lower down the school) are a non-negotiable every day. These are seen and heard regularly on learning walks by SLT. I have registered the school to be part of a trial for the compulsory times table test in year 4 starting next year. This will allow us to see the format of this test prior to its release. We are planning a parent workshop on maths and times tables in the summer term and we are also currently trialling a times table app which, if successful will be purchased across the school and also shared with parents. This will allow learning to be monitored on line by parents, SLT and parents. There has been a staff meeting to demonstrate the use of counting sticks for times tables. Each teacher has a counting stick and these are in use daily and are very evident across the school. The school will be taking part in a local schools times table competition in the summer term.

Questions from Khyati:

Q: How are we ensuring that children are being challenged in maths whilst the mastery approach is embedded?

A: Children are being challenged as this approach generally 'drills' much deeper than previously. There are more opportunities for problem solving which allows the children to apply their knowledge and understanding on a regular basis and in a variety of contexts. Work is carefully differentiated by all teachers to meet the needs of the children and their abilities.

Q: What checks are in place to ensure there are no inconsistencies in marking & assessment?

A: Book looks take place on a regular basis to ensure there is consistency with approach to marking. Obviously not all books can be subject to these 'checks' but SLT can get the gist of the approach that the teacher is using and check this is in line with policy. Any issues are taken up with the individual. There has been an assessment guide developed and disseminated to all teachers in relation to the administration and marking of tests. During assessment week, SLT 'invigilate' around the school ensuring these agreed practices are adhered to. Samples of papers are double marked and evidence compared with our data collection on the spreadsheets.

Question from Vicki:

Q: Why do you think we are below the national average at the end of KS2 in science as stated in priority 4?

Science is not formally tested, it is a teacher assessment result that is submitted. The teacher's assessment is based on the child's knowledge and understanding of the whole KS2 curriculum – 4 years worth. The children have only been learning this curriculum for 2 years. Some schools have submitted results of up to 100% of their children meeting the expected standard and some thought this was a complete farce and submitted 0%. The national results are therefore fairly unreliable at this stage. We submitted what we genuinely had evidence for and we have seen a rise between 2016 and 2017 results. As the children learn more of the 4 year curriculum, we expect there to be a continuing upward trend.

(This concludes the submitted questions)

	<p>Maths Mastery: KA expressed how impressed she was by Teresa's delivery of 'Maths Mastery' on a recent visit to the school and how she thinks this approach works well. RS added that there will be a 'Maths Mastery' workshop for parents with a class visit afterwards during the Summer term.</p> <p>Health & Safety: IB added that in his role as Health & Safety Link Governor he had been impressed with the recent fire drill procedure.</p> <p>DSL: KA asked RS about maternity cover for the DSL. RS said that principally JL would cover this and RS would cover him in his absence. RS added that a TA who is a trained counsellor would take on the pastoral afternoon cover.</p> <p>NQT's: In response to Vicki's question ref: progress of the NQT's RS said there were no concerns.</p>
9.	<p>Confidential Matters: Update & Proposal</p>
10.	<p>AOB: SEND Policy Kath: Following KA's invitation, there were no questions on this from governors.</p> <p>Early Finishes: KA queried how early finishing at the end of term can be justified if Parent's Consultation can no longer be held during the school day? RS explained that it's a policy that Parent Consultations cannot take place during the school day.</p>
11.	<p><i>Date of next meeting:</i></p> <p><i>March 13th 2018 (start time TBC)</i></p>

The meeting closed at: 19:45

Accepted:

Date:

Full Governor Board Meeting Dates 2017/18 On Site
19 th September 2017 @ 18:30
5 th December 2017 @ 18:30
9 th January 2017 @ 18:00
6 th February 2017 @ 18:30
13 th March 2017 @ 18:00
10 th May 2017
26 th June 2017
Off Site
10 th October 2017 @ 09:00- 14:30
12 th July @ 09:00 - 14:30