



ST EBBE'S C.E. (AIDED) PRIMARY SCHOOL

Whitehouse Road, Oxford, OX1 4NA

Tel No: 01865-248863 Fax No: 01865-248817

Email: office.3833@st-ebbes.oxon.sch.uk

Website: www.st-ebbes.oxon.sch.uk

Headteacher: Mrs Susie Bagnall MEd

Minutes of the Full Governing Body Meeting held on Thursday 8th October 2015 at 7.30pm at the School

Present

Janet Rayment (Foundation Governor) (JR) – Chair
 Susie Bagnall (Headteacher) (SB)
 Pete Wilkinson (Foundation Governor)
 Step Gilroy Lowe (SGL) Staff Governor)
 Hugh Starkey (LA Governor) (HS)
 Ben Haydon (Parent Governor)
 Simon Bridson-Jones (Parent Governor) (SBJ)
 Simon Potter (Foundation Governor) (SP)

In Attendance

Clare Whyles (Associate member) (CW)
 Jo Horn (Associate member) (JH)
 Zarina Thapar (Associate member) (ZT)
 Terry Georgeson (Clerk)

Apologies

Andrew Godley (Foundation Governor) (AG)
 Elizabeth Crawford (Foundation Governor) (EC) – Vice Chair

MINUTE	ACTION
Procedural Matters The meeting started at 7.30pm. The meeting was quorate.	
1. Welcome and Apologies The Chair welcomed governors to the meeting and introduced the new associate governor Zarina Thapar SH opened the meeting with a prayer. Apologies were received and accepted from EC and AG.	
2. Declaration of any business interests. There were no declarations of interest.	
3. Notice of Any Other Urgent Business	

Signed.....Date.....

<p>The chair noted some items of any other urgent business</p>	
<p>4. Minutes of 24/09/15 and matters arising For clarification, the chair explained that Associate Members do not have full voting rights as per the terms of the Standing Orders.</p> <p>Item 8: 6 Statutory pupil attainment and assessment data: The Head explained that there have been issues with the Fischer Family Trust website and as such the data is not yet available. It will be looked at by the Curriculum Committee once available.</p>	<p>SB to send to Curriculum & Standards Cttee</p>
<p>5. Monitor SIDP to evaluate impact of actions 2014-15 This document was not distributed by the clerk prior to the meeting so the chair gave governors some time to read through.</p> <p>The main points from the paper were:</p> <p><i>Aim 1: To increase the rate of progress of children receiving PP, children with EAL and SEND.</i> The in-year progress is very strong. The percentage of children in most vulnerable groups in most years was higher than Na 2014 levels for BTE. The two highlighted exceptions were in Y2 and Y4. In Y2 these 3 children had been on 'P' scales at the end of Y1 which meant they made 3 pts not 4 pts expected progress in Y2. The child in Y4 made good progress this year, and the assessment is now accurate.</p> <p><i>Aim 2: To ensure middle achieving children (2b, 2a at end of KS1) make same levels of progress in KS2 as LA and HA</i> The data shows middle achieving children are at least in line with Na 2014 percentages, and mostly exceeding, except cumulative progress in Y5 maths; the KS2 Coordinator has identified that most of these children were in the lowest achieving maths group during 2014-2015; emphasising the need to evaluate the impact of our maths groupings and to change the model if we identify an issue. Clare Whyles and Gawain Little are due to report to Curriculum Committee on this issue.</p> <p><i>Aim 3: To ensure all Y6 children convert from KS1 to KS2 in maths</i> Transition matrices reported to governors in June 2015 showed % of children making expected and BTE in Y3-Y5 in line or exceeding Na 2014. In Y6 93% of children made expected progress based on broad grades (one LA child missed converting); this was above the NA2015 level of 90%. 30% of Y6 children (12 children) made BTE in Y6 compared to 35% nationally (Na 2014). This is disappointing and will be seriously considered by Clare Whyles and Gawain Little as part of their evaluation of the UKS2 maths groups.</p>	

Aim 4: To continue to develop and implement the curriculum for spelling punctuation and grammar in KS1 and KS2

20% of Y2 attained L3+ which is higher than the Na 2015 18%.

13% of Y1 attained L2c+ and 64% attained L1a+; although below the success criterion, this is a good outcome considering 81% of children made BTE progress in writing in Y1.

90% of children attained L4+ in SPAG, 81% attained L4+ in writing which is a reversal of the previous year's writing and SPAG results, but due in part to the poor outcome of the external writing moderation last July. Julie Hawkins (LA literacy adviser and moderator) worked with all teachers on Tuesday 15th September to ensure teachers are assessing writing accurately and providing appropriate opportunities for children to produce sustained pieces of writing across a variety of genre.

In Y2 8/11 children who attained L2+ achieved L3+, of which 6 (55%) made 6 pts which is BTE, and all the others made expected progress which overall is a good outcome.

In Y1, 4 children had made GLD 3 and all four made 6 pts progress (BTE) which is an excellent outcome.

Aim 5: To continue to improve the quality of teaching and learning across the school, and to ensure that all lessons are good and outstanding

Average progress is mostly BTE and at least expected (5 pts in KS1 and 3 pts in KS2) in all other year groups, except Y6 in writing following the poor external moderation. Broadly, this indicates strong teaching and learning across the school.

Aim 6: To embed our marking system so that children act on and respond to marking and feedback

Teachers' marking was consistently rigorous throughout last year. However, this was not sustainable and the marking policy has been modified to reflect a more manageable approach to marking that is appropriate and relevant rather than legalistic. SLT will share examples with the curriculum committee, and the impact of the changes will be closely monitored through termly Book Looks by teachers and Book Scrutinies by SLT.

Aim 7: To embed the positive behaviour policy (including anti-bullying)

Evidence suggests that behaviour is mostly good, bullying is at a minimal level and taken very seriously by all adults; all stakeholders adhere to the positive behaviour policy and this is revisited with staff and children at the beginning of each long term.

Aim 8: To continue to strengthen the impact of all leaders including governors

The impact of all leaders has developed strongly during the past year. The membership of SLT has changed, with Tara Pullin and Alec Leslie coming on board, and as we build a new team we constantly focus on strengthening our impact. SB has booked the next SLT away afternoon at Harris Manchester College on Tuesday 20th October. This afternoon will be used to build leadership capacity.

Aim 9: To develop our school curriculum and assessment system incorporating the new national curriculum whilst maintaining the quality and strength of the creative curriculum in line with our school aims

Learning Walks and Appraisal observations have provided strong evidence of an exciting and rigorous NNC and positive learning behaviours from children. Our Science, Art, Writing and Maths curriculum days were very successful and well supported by parents; these will be repeated in 2015-2016. Next we want to develop a set of curriculum graphics to encapsulate our plans for parents on the website.

'Life after Levels' is proving a challenge. The new focus is on formative rather than summative assessment, but we need a parallel system of summative assessment in order to be able to monitor and evaluate progress and report to governors. We have delayed the launch of our new system as the DfE have still not published the performance descriptors promised nor published how Y6 children will be graded in their 2016 SATs.

Aim 10: To drive through the school expansion to two form entry including increasing staffing capacity at all levels.

We are delighted with our new environment and the additions to our staff team. Apart from extending the hall, all the success criteria have been met.

Aim 11: To strengthen links between school and the parent community

Generally staff feel there is a very positive atmosphere around the school, and there is a strong sense of working together in partnership with parents. Feedback from Parent Council at the last meeting in July was appreciative and positive about school listening and responding to parents.

6. Present FT data dashboard and LA School Position Statement.

As mentioned above, FFT website has not been available and so the data will be passed to the curriculum committee.

The Head explained that the LA school position statement is a fairly crude and blunt tool and explained that it is the performance in Y6 writing which has caused a number of the 'red' categories. Governors asked for clarity regarding the number of pupils detailed as being 'disadvantaged' and it was explained that the figures are based on last year's Year 6 Pupil Premium and Looked After Children numbers.

<p>7. SEF Summary</p> <p>The Head explained that this is to be used as a reference document by governors and is a useful tool in the event of an OFSTED inspection. Governors should understand the detail behind it for their link areas, but all governors should be familiar with this document for the overall picture of the school.</p>	<p>ALL</p>
<p>8. New School Improvement Plan (SIP) – draft</p> <p>The Head explained that the senior leadership team looked at the data and evaluations from last year’s SIDP (School Improvement Development Plan) and felt this year there needed to be a more concise, streamlined SIP (School Improvement Plan) rather than a combination of Improvement and Development plan. There are four key areas for improvement:</p> <p><i>1: Vulnerable Groups</i></p> <p>The Head clarified that Iris Connect (one of the actions in the SIP) is a monitoring system which can record the delivery of a lesson using cameras and tracking software. These can then be uploaded to a secure website to view and upload. This is part of a virtual community of teachers who can then review / advise / discuss techniques and practices as part of an online learning community for teachers to develop and share best practice.</p> <p>It was noted that ZT will provide support to Geerthi Ahilan who is both champion for children with EAL and those who receive Pupil Premium. She attends the school once a week to provide support to pupils with English as an additional language. The chair noted that it is good to see the amount of work that is going into working with their families too.</p> <p><i>2: English</i></p> <p>It was noted that this is a major focus for the school this year.</p> <p><i>3: Mathematics</i></p> <p><i>4: Leadership and Management</i></p> <p>The chair explained that this is crucial to the school’s good OFSTED judgement. The Head has met with SBJ to discuss the best way to manage the SIP and make the outcomes ‘SMART’.</p> <p>Overall governors received the document very well, but requested that an abridged ‘at a glance’ version be created for a snapshot view at any time.</p>	<p>SB</p>
<p>9. Governor links</p> <p>In addition to the previously agreed allocations the following were agreed:</p>	

<ul style="list-style-type: none"> • Early Years Foundation Stage – BH • English – SP • Maths – JR • EAL – ZT <p>Additionally, the chair requested that governors regularly monitor assemblies. This was agreed and the Head and chair will draw up a rota.</p> <p>The Head and senior leadership team will draw up some guidelines around governor visits to the school and bring to the December governing body meeting.</p>	<p>JR & SB</p> <p>SB (+SLT)</p>
<p>10. Annual report to parents on the use of Pupil Premium This is due to go to the Curriculum and Standards Committee next week and will then be shared with governors and posted on the school website.</p>	<p>SB to Curriculum and Standards Cttee</p>
<p>11. Annual report to parents on the use of PE and sports premium It was noted that a large expenditure was for the coach to Cherwell (approximately two thirds of the funds). It was also noted that overall it is not too different from last year, however Alec Leslie has tightened up the success criteria in the report since then. Governors said that it would be useful to know how many pupils and groups take part in activities and if there is any possible cultural trends in the participation of different sports and activities.</p> <p>The governors agreed the report and it can be shared on the school website. Document agreed.</p>	
<p>12. Health & Safety The Head explained a new sign has been purchased and sited outside the school asking visitors politely to ‘think before you park’.</p> <p>The Health & Safety link governor has contacted Thames Water regarding fitting a chain across the entrance to their equipment area. There has been no response yet, but he will continue to follow-up.</p>	<p>BH</p>
<p>13. Training: Confirm Oxford Diocese training programme The Chair thanked all governors who contacted her to express an interest in the modules on offer. The chair recorded which governors are attending which module and as there are 17 of the 18 modules being taken up it was agreed to be good value and the Head will make the necessary payment and arrangements via Sarah Thomas at the Diocese.</p>	<p>SB</p>
<p>14. Any other business</p> <ul style="list-style-type: none"> • The chair asked if governors were happy to have their photos and pen-portraits on the website: all agreed. 	

<ul style="list-style-type: none"> • The chair reminded governors that committee meetings start next week (w/c 12th Oct) and that each committee needs to appoint a chair and a clerk and agree terms of reference. • It was agreed that the Curriculum and Standards Committee could be held at JH's house. • The Head distributed a document with a snapshot of 'gaps' in the school role and of attendance rates. This will be regularly presented at future meetings. 	
<p>15. Date of next meeting The next full governing body meeting will be held on Wednesday 9th December 2015 at 7.30pm at the school.</p> <ul style="list-style-type: none"> • 	

The meeting ended at 8.55pm