



Meeting 3 – Part I Minutes – Teaching & Learning

Date/Time	Tuesday 14th May 6.30pm	Location		Whimple Primary School			
Attendees	Initials	Category	Committee	Attendees	Initials	Category	Committee
Carole Shilston	SJ	Head Teacher	F&R/T&L	Matt Brown	MB	Staff	T&L
Gail Martin-Davies	GM	Co-opted	T&L	Gill Seeley	GS	LEA	T&L
James Terrett	JT	Parent - Chair	T&L Chair	Linden Best	LB	Parent	F&R/T&L
Julia Green	JG	Associate	T&L				

Apologies	Initials	Category - Reason
Julia Green	JG	Personal commitment

Absent without Apology	Initials

In Attendance	Initials	
Cathy Culshaw	CC	Clerk

Minutes to	Papers to
Attendees	
Apologies	
School Noticeboard	
School Website	

	Agenda	Led by
1	Apologies	JT
2	Business Interests	JT
3	Minutes of the last meeting – 22nd January 2018	JT
4	Matters Arising	JT
5	SEF/School Improvement Plan	CS/MB/LB
6	Ofsted	CS
7	Assessment	CS
8	Updates	CS
9	Policies	CS
	Date of Next Meeting: TBC	

Ref	Action or Decision	Owner/ Decision	Date Due
1.1	<u>Apologies</u> Apologies have been received from Julia Green who had a commitment on this date from before taking the associate role.		Complete
2.1	<u>Business Interests</u> None to report.		Complete
3.1	<u>Minutes Of The Last Meeting</u> The Part 1 Minutes of the meeting held on Tuesday 22nd January 2019 were agreed	Decision	Complete



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	and signed as a true record.		
4.1	<p><u>Matters Arising</u></p> <p>5.5 - Linking of Activity passport to the Fantastic Friday programme - CS reported that this is still ongoing.</p> <p>8.1 - E Safety - CS reported that year 5 delivered an assembly on E-safety to the rest of the school.</p>	CS	Ongoing
5.1	<p><u>SEF/School Improvement Plan - SIP Actions 1-3 (data update)</u></p> <p>CS reported that the school has looked more closely at certain children to follow their progress.</p> <p>MB talked through the Data:</p> <p>Strengths in maths</p> <ul style="list-style-type: none"> · All those who achieved level 3 in maths at KS1 are on track for GDS at the end of current Year 6. · 4 children in Year 4 are on track to make better than expected progress at the end of this year (expected at EYFS to GDS). · 85% of children in current Year 3 and 91% in current Year 2 are on track to make expected progress or better this year. <p>Priorities for development in maths</p> <ul style="list-style-type: none"> · Only 60% of children who were exceeding at EYFS are on track for GDS in current Year 5 (6 of 10 children). · 5 children (of 20) who were expecting at EYFS are not on track in current Year 4. · Only 1 child (of 7) who were assessed as emerging at EYFS are on track to make expected progress across all year groups. <p>Strengths in reading</p> <ul style="list-style-type: none"> · 10 of 12 children in current Year 6, who were assessed at level 3 in KS1, are on track for GDS at the end of the year. · 100% of children in Year 2 are on track to make expected progress or better. · 9 children (of 10) who were assessed as exceeding at EYFS are on track to achieve GDS in current Year 4. <p>Priorities for development in reading</p> <ul style="list-style-type: none"> · 4 children (of 9), who were assessed as exceeding at EYFS, are not on track in current Year 3. · All 3 children, who were assessed as emerging at the end of EYFS, are not on track to make expected progress in current Year 1. · 6 children (of 26) are not on track to make expected progress in current Year 4 (from various starting points) <p>Strengths in writing</p> <ul style="list-style-type: none"> · 23 (of 25) children are on track in writing – from various starting points. <p>LB asked - Now you have identified children of concern what is being done about it? Intervention is already in place and we have brought in a language assessment</p>	LB Challenge	



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	<p>programme.</p> <p>LB asked - Do we know what impact the half intervention of inference has had? Most make one terms progress so you are keeping them progressing but not closing the gap. They wouldn't had made that level of progress without intervention.</p> <p>Are the pupils in year 4 who are not making progress in the same class - no they are in Oak and Beech. Of the 4 pupils, 3 were kept with year 3 as were already working at a lower level and two are SEN.</p> <p>LB asked if interventions are continued even if it is felt that they are not working - yes they would be, but generally you can't see the development until the end.</p>	LB Challenge	
5.2	<p><u>SEF/School Improvement Plan - Inspection Data Summary Report (ISDR)</u></p> <p>LB handed out an example version of the ISDR and explained how it worked. In groups the Governors were asked to look at the example ISDR and establish concerns and what the school was good at.</p> <p>The governors were then given the ISDR for Whimple school from the last academic year to analyse. Opinions were fed back. Overall the results are mixed. Whimple is not significantly above or below the national average. In many areas we are not showing consistent progress but it was agreed that small cohorts can skew the results.</p> <p>LB then handed out the attainment report which shows a different picture as attainment was good in all areas (above national average).</p> <p>CS handed out a Pupil Groups former attainment 2018-19.</p> <p>There was a discussion about attainment and progress. MB expressed concerns that there is a drop off on the scale at KS2. CS feels that cohort sizes could be a factor in this.</p> <p>If children perform well at KS1 this affects our progress. Attainment at KS2 is high enough.</p> <p>JT asked if we are expecting too high standards in KS1 and should focus more on art/drama etc. The high attainment in KS1 makes our progress look poor despite attainment in KS2 being above national average.</p> <p>GMD - could argue that a sound grounding in KS1 is very important and although it affects progress it ultimately gives the results in KS2</p> <p>CS notes that on our last inspection, Ofsted were happy with our answers in relation to progress.</p> <p>There was a discussion about early years teaching and impact on statistics.</p> <p>To summarise, the meeting looked carefully at the numbers and the governors are not overly concerned about the data. We know the children are making progress and that the high standards achieved lower in the school makes it almost impossible to achieve</p>		



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	the expect progress in year 6.		
6.1	<p><u>Ofsted - Update on Changes</u></p> <p>CS has been to several meetings that have discussed the recent updates on Ofsted.</p> <p>Headlines:</p> <ul style="list-style-type: none"> • Big influence on the promotion of early reading. More on shared reading. • Talking about The Three I's - Intent, Implementation and Impact • Ofsted will still be visiting 'Good' schools assuming they continue to be good. • Ofsted will continue to grade on four areas. • Reduced focus on data. • Curriculum is at the heart of their ethos. <p>LB suggested that CS reviews this information first and bring back the governors.</p>	CS	Next meeting
7.1	<p><u>Assessment - SATs - KS1 and KS2</u></p> <p>MB updated governors on the ongoing KS2 SAT's.</p> <p>Monday: 45 min grammar test. Generally OK but there were some very tricky questions. Spelling test also completed.</p> <p>Tuesday (today): Reading test.</p> <p>Wednesday: Arithmetic and reasoning</p> <p>Thursday: Reasoning</p> <p>LB visited the school on Monday and thought the children coped really well. They had brought soft toys with them to help them keep calm.</p> <p>KS1 have also started their tests.</p>		
7.2	<p><u>Assessment - SATs - EYFS</u></p> <p>CS reported that assessments are ongoing.</p> <p>KS2 writing will probably be moderated this year.</p>		
8.1	<p><u>Updates - Fantastic Friday Feedback</u></p> <p>The school has had feedback from the children in relation to the Spring term FF programme.</p> <p>CS updated the survey to include feedback relating to the 6R's to find out which of these skills the children felt that they used.</p> <p>CS talked through the feedback.</p> <p>LB suggested feeding back some of this information to parents as it shows how much benefit the children are getting from these sessions.</p>		



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8.2	<p><u>Updates - Parent/Pupil Survey</u></p> <p>LB has researched other school questionnaires and put forward some suggestions of questions we could add: Online safety, Would you recommend this school? Is the school well lead and managed?</p> <p>Once school had equality questions which we have considered adding as this is something we have already identified. LB to email the questions to CS.</p> <p>CS also ran through the proposed classes for next year:</p> <p><i>Willow:</i> Year 6 (25)/Year 5 (6) 31 <i>Beech:</i> Year 5/Year 4 28 <i>Oak:</i> Year 3/Year 4 24 (this is because year 3 is a small year. An increase into this class would make a class with three year groups in it) <i>Ash:</i> Year 1/Year 2 30 <i>Elm:</i> Year 1/Reception 30</p> <p>As the two youngest classes will have 30 in each the class support will move to support these classes.</p> <p>CS reported that we currently have waiting lists for most year groups.</p> <p>Most splits are based on age with a few exceptions where we feel the child would benefit being in the class with the younger year group. CS will explain this to the individual parents by letter.</p> <p>There has been agreement across the staff that this is the best set up.</p>	LB	ASAP
8.3	<p><u>Updates - EH4MH Plan</u></p> <p>CS reported that we are on track with the EH4MH plan. The actions are being developed. The PSHE policy is being deferred to a time when it can be fully reviewed as it is a long and important policy.</p> <p>CS reported that there was an external Mental health workshop last term for KS1</p>	CS	Next meeting
9.1	<p><u>Policies</u></p> <p>Collective Worship There was a discussion about the changes made to the policy. The Policy was unanimously agreed and signed by the chair</p> <p>PSHE The policy will be reviewed at the next meeting.</p>	Decision	Complete
The meeting finished at 8.12			
Date/time of next meeting	TBC	Location	Whimple Primary School