

# SIC Minutes May 2014

## London Borough of Richmond upon Thames

Minutes of the meeting of the School Improvement Committee of Chase Bridge Primary School held at the school on Tuesday 6 May 2014 at 5.30 p.m.

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**Present:**

Governors	Mr Will Arnold (Chair)	Mr Andrew King (Headteacher)
	Ms Una Blair	Miss Francesca Prior
	Ms Rebecca Hill	Ms Pippa Prior

**Also attended:** Ms Laura Jeffery (Early Years and Senior Management Team Leader)  
Miss Beryl Hawkins (Clerk to the Governors)

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- 1. Apologies** Apologies were accepted from Claire Debney and Eleanor Wright. The absence of Katrina Haberfield and Lloyd Hatch was noted.
- 2. Declarations of Interest** There were no declarations of interest.
- 3. Presentation of the Tapestry Online Learning Journal by Laura Jeffery** Laura Jeffery was welcomed to the meeting. The Committee received a self-evaluation report on a meeting led by Pippa Felsing, School Business Manager, with Laura Jeffery and parent representatives to gain a parents' perspective on the use of Tapestry (copy in the minute book) and were pleased to note parents' positive comments. The action being taken to address concerns and areas for improvement were also noted and the Committee noted the headteacher's report on use of the journal, highlighting key strengths and areas for development.

Laura Jeffery gave a presentation on use of the journal, which had replaced paper journals for recording the learning journeys of children in Reception since September 2013. The Committee noted that:

- Mini ipads were used by staff to record videos, take photos, create slide shows, add instant observations and assessments, receive comments and photos from parents, and access a website with more information.
- Staff were able to track progress against age-related expectations.
- Staff were working to ensure consistent use across the age range.
- Additional logins could be added for grandparents and absent parents.
- For 2014/15 the school would offer presentations on how to upload a photo, photos would be more specific to the individual child; use of the programme for data analysis in conjunction with Integris would be considered with Andrew King.

Andrew and Laura answered governors' questions about parental response, accessibility, possible drawbacks or concerns, and plans for the future:

- All parents had logged into the programme at least once; parental use was being monitored to ensure that any barriers to its use were addressed; parents found the programme to be a useful form of two-way communication.
- Performance data had to be recorded by the school, but if progress was not as expected the school had discretion on whether to include data in the uploads.

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- 'Next steps' were often included in the uploads.

*Eleanor Wright arrived at this point.*

- Although uploading to the online journals was less time-consuming than making paper journals, the work was being done by teachers rather than teaching assistants (TAs) and consideration was being given to training TAs to help with whole class uploads.
- There was a cost saving – the programme cost £70 per year for the whole of the Early Years against the cost of paper and printing for individual paper journals.
- Because of the age of the children peer pressure was not an issue; the purpose of the journal was to share and celebrate steps in learning rather than being an academic record.
- Plans for opening individual blogging accounts for pupils moving into Year 1 had been discussed with the Senior Management Team (SMT); the link between home and school would be less interactive than with Tapestry, but teachers' ability to moderate blogs would help the school to address issues with children's online presence; parents would be able to operate the accounts and they would be used progressively as a learning tool for pupils as they moved up the school; Beth Tillyer, Year 4 teacher who would be moving to Year 5 in September 2014, would be taking responsibility for the initiative.

*On behalf of the Committee Will Arnold thanked Laura Jeffery for attending the meeting and she then left.*

- 4. Committee Terms of Reference** The Committee reviewed its terms of reference. It was agreed that the work of the Inclusion Faculty and use of and impact of Pupil Premium funding were of particular relevance to the Committee. The Committee agreed to recommend the following amendments to the governing body:

- Names of curriculum faculties to be updated: 'Every Child Matters and Extended Services' to be changed to 'Extended Services'; 'ICT' to be changed to 'Computing'.
- Under 'Teaching and Learning', the fifth bullet point to be changed to 'To monitor the impact of Pupil Premium and extended service on pupil achievement'.
- Under 'Other Duties', the first bullet point to be changed to 'To consider curricular issues affecting financial and personnel decisions including the use of Pupil Premium and to make recommendations to the Community and Resources Committee or the governing body'.

**Governing Body**

Francesca Prior stated that she had been nominated to take responsibility in the area of Pupil Premium and Rebecca stated that she had specific responsibilities with regard to Pupil Premium.

- 5. Minutes and Matters Arising** The minutes of the meeting of the Committee held on 25 February 2014 were confirmed and signed. The Committee reviewed the action agreed at the last meeting. Matters arising:

- 5.1 Self-evaluation of the Governing Body (Ref: Minute 3.3)** Francesca Prior reported on her contact with the director of the organisation managing

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Governor Mark: the Mark could be used to self-evaluate the governing body, and optionally to gain accreditation; working through the 'Twenty key questions for a school governing body to ask itself' (published on 9 July 2012 at the summer reception of the All-party Parliamentary Group on Education Governance & Leadership' and presented to the governing body on 18 September 2013) was recommended as a first step.

Francesca stated that she would be working through the questions with a view to reporting to the governing body on 18 June 2014. Andrew offered to support Francesca with any questions that might arise when considering the questions. **FP**

**5.2 Case Studies (Ref: Minute 6.3)** Andrew reported that work on the case studies was under way, some evidence of good practice had been produced and he hoped to have a set of case studies collected in time to present to the autumn term meeting of the Committee. **AK**

**5.3 External Moderation (Ref: Minute 7.4.2)** Andrew agreed to follow up the proposal to commission an external consultant to help the school to recalibrate teacher assessments. **AK**

**6. Ofsted** Andrew reported that Ofsted had recently carried out an interim assessment and had since notified the school in writing that performance had been sustained and that it did not intend to carry out a full inspection of the school before the summer term 2015; a letter informing parents of the assessment and outcome had to be sent within five days.

**7. Confidentiality** The Committee agreed that no items of business on the agenda were confidential.

## **8. Future Meetings**

**8.1** The Committee agreed a schedule of meeting dates for 2014/15 for recommendation to the governing body:

Tuesday 11 November 2014  
Tuesday 10 February 2015  
Tuesday 12 May 2015

**8.2** The Committee agreed that meetings of the Committee should start at 7.30 a.m. and end by 9 a.m. Andrew agreed to arrange a suitable venue in school. **AK**

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## **9. Faculty Reports**

**9.1 Core Subjects** Will Arnold reported that he and Geoff Acton had met with Zoë Griffiths at the end of the spring term.

**9.2 Creative Arts** The Committee received a report from Geoff Acton on a visit to the school to review the Creative Arts Faculty with Iris Klever and Una Blair on 1 April 2014 (copy in the minute book). The Committee noted that:

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- Work on the Baylis Room had been completed at Easter and the room was now fit for purpose.
- Pupil participation levels and the frequency of public performances on site were to be looked at. The juniors would be holding a summer spectacular on 27 June 2014, following the first such event in 2013: there would be two performances – one in the afternoon and one at 6 p.m.; the Drama Group would be performing at Richmond Theatre in June 2014 as part of the launch of Achieving for Children and in recognition of their achievement of borough drama champions.

**9.3 Inclusion** The Committee received a report from Pippa Prior on a visit to the school to review the Inclusion Faculty with Erica Barber on 24 March 2014 (copy in the minute book).

Pippa reported that staffing levels would need to be further discussed – Erica Barber was working as the Inclusion Manager and the full-time SENCO (Special Educational Needs Co-ordinator); the part-time Deputy Inclusion Manager was now fully deployed in an SEN and Inclusion teaching capacity; the new SEN Code of Practice suggested that schools with more than 500 children should have a dedicated full-time SENCO.

The Committee also noted that the school was now more confident about inputting data for children who needed intervention programmes: Pippa saw evidence of a working document on intervention programmes being provided that was being used by staff.

Andrew stated that:

- Erica Barber had worked hard to get Inclusion systems working effectively and was confident that the statement on the use of Pupil Premium would be published earlier in future.
- The school was looking to establish a nurture group for six pupils of infant school age from the local area who had social and emotional difficulties and were at risk of early exclusion from school; this special provision would be based on the top floor of the school house.
- The school was looking to establish provision for two-year-olds on the school site; the provision would be situated in the huts, which could be used for a range of purposes; a commitment to establish the provision would attract capital funding to refurbish the huts.
- The addition of a nurture group and provision for two-year-olds would stretch leadership and management of Inclusion even more and the school needed to review staffing levels in this area.

Pippa stated that as a follow-up to her termly visit she had observed a session in Little Chasers. The main observation from this visit was that more needed to be done to attract families from the hard-to-reach target group.

The Committee thanked Pippa for a well-focussed report.

**10. Headteacher's Report** The report of the headteacher was received (copy in the minute book), including:

- Factual data relevant to the work of the Committee
- Progress against priorities and targets in curriculum faculty action plans

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- Case studies for pupils for whom the school received Pupil Premium
- New Primary Curriculum Project
- Ofsted Interim Assessment (See Minute 6)
- Tapestry Online Journal (See Minute 3)
- Development of Triads: improving the quality of teaching
- RaiseOnline summary report
- Year 6 moderation
- Review of faculty outcomes

Arising from the report:

**10.1 New Primary Curriculum Product Outline** The Committee was pleased that the school had secured funding of £15,000 to develop the new primary curriculum with St James' School – the project would provide a development opportunity for staff and part of the funding would be used to release staff to share the outcomes of the project with other schools. In answer to questioning by governors Andrew stated that:

- 'Higher order thinking skills' could be described as metacognition or learning about learning – encouraging children to be more reflective about their own learning.
- The school had to link with another school in order to receive funding; Andrew had already contributed to the induction programme for the headteacher at St James' School by working with her on some original work on 'higher order thinking skills' – hence the link with St James'.

**10.2 Development of 'Triads': improving the quality of teaching** Andrew explained that the 'triads' were a means for groups of three teachers from across a range of schools or across one school to share good practice by visiting each other's classrooms; the larger the school, and therefore the staff, the greater the benefit of 'triad' working within the school. The Committee noted that triads were being used within the school for the summer term to develop teaching skills in numbers, the number system and place value; the school was being advised by the school's Link Inspector, Elaine England.

In answer to questioning by governors:

- Rebecca Hill stated that the system provided a useful opportunity to see teaching in other year groups and provided another mechanism for ensuring consistency of practice.
- Andrew stated that the system could be used to develop teaching skills in any area of the curriculum, including writing: different areas of the curriculum were chosen according to the school's priorities.

**11. Link Inspector's Termly Visit** Andrew King reported that 'triad' working was the main focus of Elaine England's termly visit and that this was summarised in his report (see Minute 10.2).

**12. Reports and Correspondence** There were no additional reports or correspondence.

**13. Policy Review** It was noted that there were no statutory policies due for review by the Committee.

**14. Training** No governors reported on attendance at training.

