

SIC Minutes February 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 25 February 2014 at 5.30 p.m.

Present:

Governors	Mr Will Arnold (Chair)	Mr Andrew King (Headteacher)
	Ms Una Blair	Mrs Eleanor Wright

Associate Members Mrs Zoë Griffiths (Deputy Headteacher)

Also attended:

Ms Pippa Felsinger (School Business Manager)
Miss Beryl Hawkins (Clerk to the Governors)

- 1. Apologies** Apologies were accepted from Pippa Prior. The absence of Raj Basra, Katrina Haberfield and Lloyd Hatch was noted. Apologies were also received from governors not on the Committee – Nick Green and Francesca Prior.

The Committee expressed concern that some governors were often absent and did not always give apologies, making it difficult for the Committee to function effectively. The Committee asked for a letter to be sent from the Chair of the governing body to governors who were frequently absent from meetings with a view to resolving any issues where possible and securing the good attendance of all governors. JJ

- 2. Declarations of Interest** There were no declarations of interest.

- 3. Minutes and Matters Arising** The minutes of the meeting of the Committee held on 13 November 2013 were confirmed and signed. The committee reviewed the action agreed at the last meeting. Matters arising:

- 3.1 Interpretation of Performance Data (Ref: Minute 8)** The Committee noted that:

- Pippa Prior had attended RaiseOnline training and recommended other governors to attend.
- John Justice had circulated documentation from the Fischer Family Trust briefing on performance data that he had attended.
- The governing body had agreed that governors should view the FFT presentation and read the notes and then decide whether further training would be helpful.

The Committee agreed that the FFT presentation and notes provided useful training and were at the right level for governors, but that a short briefing on the DfE Governors' Dashboard in order to ensure that all governors had a good level of understanding in the interpretation of data would be helpful. The Committee agreed to recommend to the governing body that Andrew King should give a 20-minute presentation on the DfE Governors' Dashboard at the summer term meeting of the governing body. **AK, Governing Body**

SIC Minutes February 2014

3.2 Clubs (Ref: Minute 11) The Committee noted that the Friends of Chase Bridge (FoCB) were helping to run some clubs, including sketching and photography. Andrew stated that the school did not have capacity to run many more clubs although it would be possible for some to join up with existing clubs.

3.3 Self-evaluation of the Governing Body (Ref: Minute 13) The Committee noted that the governing body's self-evaluation was included in the school's self-evaluation document.

Zoë Griffiths stated that she would be obtaining documentation on Governor Mark and suggested that it should be considered for use in future self-evaluations. The Committee agreed to recommend to the governing body that consideration should be given to how the Governor Mark materials could be used to evaluate and improve the performance of the governing body.

Governing Body

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

5. Future Meetings The Committee confirmed the date of the next meeting:

	Reports to Clerk	Agenda Despatch
Tuesday 6 May 2014 at 5.30 p.m.	21/4/14	22/4/14

6. Faculty Reports

6.1 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 3 December 2013. The Committee noted that:

- Rachel O'Hara had taken up her appointment, covering for Mandie Vider during her absence on maternity leave.
- New links were being established with Kneller Hall with rehearsal visits being planned.

The Committee wished to record that gratitude for the dedication and hard work of staff that had made it possible for a group of pupils to enjoy a visit to the O2 in January 2014 for the Choir in 10,000 Voices. **AK**

6.2 Early Years The Committee received a report from Janet Scott on a visit to the school to review the Early Years Faculty with Laura Jeffery on 21 November 2013. The Committee noted in particular the need for the school to ensure adequate provision for the increasing number of children with English as an Additional Language and additional needs.

6.3 Inclusion The Committee received a report from Eleanor Wright and Pippa Prior on a visit to the school to review the Inclusion Faculty with Erica Barber and Susan Newbiggin on 25 November 2013. The governing body was pleased to note that more rigorous systems were in place for monitoring the performance of pupils with special educational needs.

Arising from the report:

SIC Minutes February 2014

Case Studies Governors questioned Andrew King on the suggestion that they should be provided with anonymised case studies to provide evidence of success or otherwise of intervention programmes.

Question: Are anonymised case studies the main source of evidence for measuring the success of intervention programmes?

Answer: No. The school has data to measure success, but case studies are important for capturing progress that is not easily measurable.

Case studies could be drawn up for pupils for whom the school received Pupil Premium. It would be useful to draw up a selection of Pupil Premium case studies spread across all year groups.

Apart from providing governors with evidence of the effectiveness of intervention programmes, the case studies would also help to raise staff awareness and provide evidence for Ofsted.

Question: Is there a danger in relying solely on data to measure the effectiveness of intervention programmes?

Answer: Because of the small numbers in intervention groups the data may not be reliable.

Data does not take account of all aspects of a child's needs.

Case studies can be used to capture success.

Question: When will the case studies start coming through?

Answer: Andrew agreed to raise the proposal for case studies at the staff meeting on 18 March 2014.

Chase Bridge has contributed a Pupil Premium case study to a booklet produced by the local authority.

The Committee noted that the school could expect to be inspected by Ofsted in the autumn term 2014 and agreed that some case studies should be produced as a priority, to show where the school had been successful. **AK**

The Committee was pleased to note how much was being achieved by the three faculties for which reports had been received and commented on the particularly strong reporting style of the Inclusion Faculty report, which included links to the school development plan.

6.4 Revised Faculty Visit Report Proforma Will Arnold presented a revised faculty visit report proforma. The Committee agreed that inclusion of the 'key intended outcomes for the faculty' was a useful addition and that overall the proforma was an improvement on the previous one. It was noted that the form could be added to after each visit and the 'date last discussed' column updated. Zoë queried how the report would relate to the faculty action plan.

Andrew agreed to ask the senior management team to suggest edits to the form. He stated that governors needed to have ownership of faculty action plans and should visit the school to see words in action – the proforma could include a standing item to agree a follow-up visit by the link governor, for example, to see the toddler group, attend a staff meeting; staff meeting agendas that contained relevant items could be sent to governors. **AK**

SIC Minutes February 2014

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

- Summary of unvalidated pupil performance data from RaiseOnline
- School characteristics
- Club data summary
- Commentary and interpretation of data updates
- Pupil achievement targets
- Faculty updates and governors' notes of visits
- Policies linked to the School Improvement Committee
- Summary of recent evaluative reports – Computing; EYFS data
- Key Stage 2 assessment arrangements for 2014

Arising from the report:

7.1 Data Dashboard The Committee agreed that the summary of pupil performance data should continue to be included as an appendix to the headteacher's report.

7.2 Club Data The Committee received an updated club data summary report showing for 2010/11 to 2013/14 to date percentages of pupils involved in at least one club in school, in a sports or other active club in school, or in a school team; and for 2012/13 percentages of pupils involved in at least one club, or in a sports or other active club, either in or out of school (copy in the minute book).

The Committee was impressed with the very high and increasing level of pupil participation in clubs and with the dedication of staff in organising and running the clubs. It was noted that the system of allocating places had been improved in order to ensure that as far possible pupils were offered places in clubs of their choice and that more vulnerable pupils were offered a fair choice of clubs. It was noted that the clubs were a strong part of the provision made by the school and that they were valued by parents and pupils.

7.3 Pupil Premium The Committee noted that the school's publicity about Pupil Premium had resulted in three more pupils being registered for free school meals. It was also noted that three fifths of those pupils who were registered in Year 6 at the end of Key Stage 2 had attained a very high academic level and four fifths had made expected progress or better by the end of the year.

7.4 Pupil Performance Targets for the End of Key Stage 1 and Key Stage 2 2014 The Committee received a report showing:

- revised end-of-Key-Stage-1 pupil performance targets for 2014 and a report on characteristics of the cohort and intervention programmes being used to support identified groups;
- end-of-Key-Stage-2 targets with indicative ranges from Fischer Family Trust (FFT) for 2014 (copy in the minute book).

7.4.1 Key Stage 1 Targets Andrew and Zoë answered governors' questions:
Question: Why are this year's targets lower than the results for last year?

SIC Minutes February 2014

Answer: Most of the targets are lower than the 2013 actual results because in 2013 the school had a strong cohort, and the more able pupils did particularly well.

Question: What are the targets based on?

Answer: The targets are based on the ability of individual pupils and Year 1 data; the school is also mindful of the trend from previous years, but does not use this to set the targets.

Question: How many pupils in the cohort have special educational needs (SEN)?

Answer: This data was not available in the meeting.

Question: Is writing more difficult than previously? The school's target is below the national average for last year. Is the higher number of pupils with English as Additional Language (EAL) affecting overall performance?

Answer: The school needs to look at what is in place to support writing. EAL pupils usually make rapid progress so the higher percentage of EAL pupils is unlikely to be affecting overall performance. Results for Chase Bridge are usually somewhere in between the borough and national averages.

Question: Does the school have intervention programmes in place specifically for writing?

Answer: Yes, but there are often other issues with the pupils who need support with writing.

Question: What is 'Red Box'?

Answer: 'Red Box' is a five-minute intervention box. The school uses 'Red Box' interventions for reading, writing and maths. Pupils supported by the programme receive the intervention three to five times a week.

Question: Why have some children been taken off 'Red Box'?

Answer: These pupils have made progress and are now receiving some other form of intervention.

7.4.2 Key Stage 2 Targets Andrew and Zoë answered governors' questions:

Question: How are Key Stage 2 targets set?

Answer: The most important indicator is two levels of progress. The FFT data on progress from Key Stage 1 is used as a guide to suggest the type of targets that the school should be looking at. Most schools look to a target in the type 3 range, that is, the upper quartile. However, the 2014 cohort has had an unusually high level of mobility – 22% – in which case FFT has a health warning.

Performance was good in reading, but not in writing. Andrew stated that he had looked through the data with Tania Noble and Kate Gauvain and it was possible that some pupils might do better than predicted.

It was noted that as there were only two forms of entry in the cohort it would only need three or four pupils to achieve a good position to significantly alter the overall results.

SIC Minutes February 2014

Question: Are you happy with performance at Key Stage 1?

Answer: Yes.

Question: Why is writing not so good?

Answer: This may be due to a number of factors. The way of assessing has changed from externally marked tests to teacher assessment. When the change took place results for writing across the country increased by about 10%. Marking at Chase Bridge was externally moderated in the year of the change and marking tended to be harsh. It is possible that this tendency has persisted, whereas Ofsted expectations have changed.

The school still needs to focus on improving boys' writing. Chase Bridge is not alone in this and will continue to do a lot to engage boys in writing.

Question: Will pupils with SEN have an effect on the data?

Answer: There is one pupil with a statement of SEN who will be disapplied. Another pupil with a statement is making good progress.

There are now no statutory targets, so targets set for Year 5 are based on the most recent assessments done by the current Year 6.

Question: Should Year 6 be externally moderated?

Answer: Year 6 teachers attend borough meetings where they can share experiences with teachers from other schools and teacher assessments are monitored by the borough, but it would be useful to commission an external consultant to help the school to recalibrate teacher assessments.

It would also be useful for governors to see the quality of some of the work being produced by pupils.

Even if teacher assessment changed it is unlikely that targets for 2014 would change.

Question: Is the target in writing for Level 5 and above low?

Answer: The target should be higher. There are some very able pupils in the cohort. The percentage achieving Level 5 and above in maths is expected to be good. The target of 5 pupils achieving Level 6 in writing is aspirational.

The Battle of the Books and working on cross-curricular themes throughout the year, such as the Victorians, has had a positive impact on enthusiasm for learning.

It is possible that eight pupils will not make two levels of progress. The school will look to see if these pupils can do better: two are able but do not enjoy writing; some are starting at a high base and it is therefore much harder for them to make two levels of progress.

The Committee agreed that Andrew should try to commission an external consultant to help the school with moderation. **AK**

7.5 Computing The Committee noted the headteacher's report on Computing (formerly IT) and in particular that:

SIC Minutes February 2014

- Along with most other schools, computing at the school required improvement in order to deliver the new computing curriculum.
- Plans for improvement were in hand; the school was working with the content manager for LGfL and would be showcased; the school was expected to make rapid progress over the next few months.

7.6 Early Years Foundation Stage (EYFS) Data The Committee noted the headteacher's report on EYFS data, showing strengths and areas for development.

The Committee agreed that a demonstration of the Tapestry programme that staff were using to create online journals for each pupil (see Early Years visit report for 21 November 2013) should be given at the next meeting of the Committee. It was noted that 95% of parents were engaging with the programme and a group of parents from FoCB was writing a case study.

AK

Asked by a governor whether parents would expect a similar provision when their children moved to Year 1, Andrew stated that he was considering the possibility of introducing some form of individual online diary that could be kept throughout a child's time at the school and through which they could be gradually introduced to the online world in a managed and safe way.

- 8. Reports and Correspondence** There were no additional reports or correspondence.
- 9. Policy Review** The Committee noted that the Sex and Relationship Policy had recently been reviewed, following a major revision in 2010, and that no major changes had been made. The Committee approved the policy.
- 10. Training** Una Blair reported on a very useful session she had attended on the role of the staff governor, including: leadership roles; the staff governor's role on the governing body; responsibilities in relation to Ofsted; effective relationships; and confidentiality.
- 11. Governing Body News Items** Governors identified key points for inclusion in the next newsletter to parents and publication on the school website:
- the school's use of the Tapestry programme
 - range of and attendance at clubs
 - pupil performance targets
 - review of Sex and Relationship Policy

The meeting ended at 7.05 p.m.

SIC Minutes February 2014

Chase Bridge Primary School School Improvement Committee Minutes Action Sheet		
Minute reference	Action required	By whom and when
1 Apologies	Respond to Committee's request for letter to be sent to governors about attendance at meetings.	John Justice Immediate
3.1 Interpretation of Performance Data	Consider request for Andrew King to give presentation on DfE Governors' Dashboard at summer term meeting	Governing Body On 19/3/14
3.3 Self-evaluation of the Governing Body	Consider recommendation for use of Governor Mark	Governing Body On 19/3/14
6.1 Creative Arts	Thank staff for work on Choir in 10,000 Voices	Andrew King Immediate
6.3 Inclusion	Arrange for case studies to be written	AK Immediate
6.4 Faculty Visit Proforma	Ask Senior Management Team for suggestions on faculty visit report proforma	AK Immediate
7.4.2 Key Stage 2 Targets	Commission external consultant to help the school with moderation	Immediate
7.6 Computing	Arrange demonstration of Tapestry programme	For meeting on 6/5/14