

## 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 21 May 2013 at 5.30 p.m.

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Present: Mr Will Arnold (Chair) Mr Deepak Jha  
Mr Raj Basra Mrs Pippa Prior  
Mrs Zoë Griffiths (Deputy Headteacher) Mrs Eleanor Wright

Also attended: Ms Laura Jeffery (Faculty Leader, Early Years)  
Miss Beryl Hawkins (Clerk to the Governors)

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- 1. Apologies** Apologies were accepted from Bob Hope, Andrew King (Headteacher) and Gill Morrow.
- 2. Declarations of Interest** There were no declarations of interest.
- 3. Teaching and Learning Presentation** Laura Jeffery was welcomed to the meeting and gave a presentation on changes to the Early Years Foundation Stage (EYFS) curriculum, assessment and reporting arrangements, being implemented for the first time in the current academic year. Governors received printed copies of the presentation notes. In particular, it was noted that:

- Literacy had become a specific area of learning, separate from Communication and Language.
- The government's expectations were higher than previously, the new Early Learning Goals (ELGs) being similar to a National Curriculum Level 1, the attainment target for pupils at the end of Key Stage 1. Fewer pupils would therefore reach the 'expected' level.
- The changes would have significant implications for interpretation of data and reporting to parents. Staff had found it useful to meet with staff from other schools to discuss the implications and the Foundation Stage/Reception team had been given extra time to complete reports.

*Eleanor Wright arrived at this point.*

- National Curriculum Levels for maths were to be removed.
- In each of 17 ELGs under seven areas of learning, points were awarded for:
  - 'emerging' (working towards attaining the ELG – 1 point)
  - 'expected' (ELG attained – 2 points)
  - 'exceeding' (attainment well beyond the ELG – 3 points)

Previously, six points in each area of learning had been considered to be a good level of development. The points were used to compare attainment with that at other schools and to check progress, but as fewer children would attain the 'expected' levels it would be more difficult to track progress.

- The school was working with the nursery to make sure that they were on track.

- The intention was for the 'emerging', 'expected' and 'exceeded' measures to be used only at the end of Reception, but the school would use them to make judgements at the start of Reception.

Governors and staff expressed concern that the changes would encourage parents to coach their children to attain the ELGs and governors were concerned that the new arrangements should be clearly communicated to parents. It was noted that:

- A covering letter would be sent to parents explaining the terms used in the report: the report included the ELGs and there was a space for teachers' comments.
- All EYFS classes had a number of pupils who were working above the ELG; most were 'emerging'.
- Parents would be given an opportunity to respond to the report on their child and to meet teachers.
- The school was aware of the need for good communication with parents and was concerned to avoid information overload.

Asked by governors about the impact on Ofsted judgements, Zoë Griffiths stated that staff would be attending a course on this subject in June 2013. It was noted that pupils were expected to attain the ELGs in the three prime areas of learning – Personal, Social and Emotional Development; Physical Development; and Communication and Language as well as Mathematics and Literacy.

It was noted that the school was able to track progress using the colour-coded Integris data to show that pupils working at age 30-50 months at the start of the year were working at 40-60 months by the summer term.

*On behalf of the Committee, Will Arnold thanked Laura Jeffery for her presentation. Laura Jeffery then left the meeting.*

- 4. Committee Terms of Reference** The Committee reviewed its terms of reference and agreed that no changes were needed.
- 5. Minutes and Matters Arising** The Committee reviewed progress against action agreed at the meeting of the Committee held on 16 October 2012. Matters arising:
  - 5.1 Chase Bridge Challenge (Ref: Minute 7.4)** In response to a question from a governor, Zoë Griffiths stated that:
    - The Chase Bridge Challenge was not running in the current year because of the low level of interest.
    - The Challenge was a voluntary activity undertaken out of school hours, was subject to very little monitoring, and was not very inclusive.
    - The school needed to review the way that the Challenge operated in order to make it more accessible to a wider range of children.
  - 5.2 Science in the Curriculum (Ref: Minute 8.3)** In response to questioning by governors, Zoë stated that:
    - The new National Curriculum was still in draft; the school had a draft science curriculum document and Andrew King and Zoë would be attending science in-service training in Teddington later in the term.

- Investigative science continued to play an important part in the school curriculum and was still part of the themed curriculum.
- Science teaching needed to be better resourced and there would be a review of investigative science in the autumn term.
- Schools were no longer required to test science but the subject still had to be teacher assessed.
- The school had more flexibility to decide on what was taught and was aware that this could lead to science being marginalised. However, subject leaders monitored teaching and learning according to National Curriculum standards and knew that the subject was being covered.

Asked by a governor about the possibility of building links with Twickenham Academy in the area of science in order to assist the transition to Year 7, Zoë stated that secondary schools would continue to admit pupils from a number of different primary schools and pupils leaving Chase Bridge Primary School would continue to go on to a number of different secondary schools with numbers varying year on year; any work on transition should not therefore be restricted to one secondary school, and would need to cover all subject areas.

**5.3 Data Analysis (Ref: Minute 8.3)** Deepak Jha reported that he had met with Andrew King to look at the data analysis system. Deepak stated that the data was very rich, but that Andrew was the only member of staff who had a complete knowledge of how to run the system; there was a possibility that Mark Smith would be able to help with training for other staff. Zoë stated that:

- The Excel system had been used as the basis for data analysis at pupil progress meetings held in February 2013.
- If more staff had greater access to the system there was a danger of having multiple sets of data.

The Committee agreed that when staff were confident in use of the data the school should consider ways in which subject leaders could question the data.

**5.4 Committee Self-evaluation (Ref: Minute 11)** The Committee agreed that Will Arnold should review the revised committee self-evaluation form and that it should be an item on the agenda for the next meeting of the committee.

**WA, Committee**

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

**7. Future Meetings** The Committee confirmed future meeting dates:

	<b>Reports to Clerk</b>	<b>Agenda Despatch</b>
Tuesday 15 October 2013 at 5.30 p.m.	30/9/13	1/10/13
Tuesday 25 February 2014 at 5.30 p.m.	10/2/14	11/2/14
Tuesday 6 May 2014 at 5.30 p.m.	21/4/14	22/4/14

**8. Faculty Reports** The Committee received reports from faculty link governors:

**8.1 Core Subjects** Will Arnold presented a report on a visit to the school on 20 May 2013 to review the Core Subjects faculty with Zoë Griffiths (copy in the minute book). Arising from the report:

- It was noted that the school's policy was to have frequent, shorter monitoring visits. The current approach was to make the visits unannounced.
- Will Arnold agreed to review with Bob Hope the external advice the school receives on the quality of teaching to ensure this remains effective. **WA**

**8.2 Humanities** The Committee noted that Deepak Jha and Arnie Gibbons would be meeting with Mary Holden on 23 May 2013 to review progress against the Humanities Faculty action plan.

**9. Headteacher's Report** The report of the headteacher was received (copy in the minute book). Arising from the report:

**9.1 Calculation Policy** The Committee received a draft Calculation Policy and noted that the final draft would be brought to the next meeting of the governing body for approval. It was noted that review of the calculation policy had been a major area of work in order to ensure progression.

**9.2 Summary of Recent Evaluative Reports** The Committee noted that recent evaluative reports had covered:

- the evaluation of pupil progress – findings had been largely positive;
- topic books to record completed work in history, geography and science – use of topic books was reviewed on an ongoing basis; and
- developing the role of the Family Support Worker – as part of the move to expansion.

It was noted that:

- The Family Support Worker was very popular with parents and was helping a lot of vulnerable families.
- The remit of the Family Support Worker was to work on attendance and lateness, particularly at the lower end of the school.
- Reasons for lateness were recorded and patterns of lateness identified.
- Further work would be done to ensure that parents were aware of the correlation between attendance and performance.
- 'Regular' lateness was defined as being regularly late once or twice a week.
- There would be a full-time Inclusion Manager from September 2013.
- The greater need in the lower part of the school could be related in part to the higher number of children in the cohort, higher levels of need, the changing demography of the cohort and the particular ability of the pupils in the cohort.

**10. Ofsted Data Dashboard and Fischer Family Trust (FFT) Dashboard** The Committee received print outs of data from the Ofsted Data Dashboard and FFT Dashboard for 2010 to 2012. It was noted that the data provided useful summaries

and a starting point for further questions, but that they did not give the full picture. Arising from discussion of the data it was noted that:

- **Attendance** The school was in the 4<sup>th</sup> quintile of schools nationally for attendance.
- **Writing** For writing at Key Stage 2 the school was in the fourth quintile of similar schools and all schools nationally; teacher assessments had been externally moderated in 2012; writing remained a priority for the school.
- **Narrowing the Gap** In reading, writing and maths at Key Stage 1 and in maths at Key Stage 2 disadvantaged pupils made less progress than other pupils. Disadvantaged pupils were defined by Ofsted as those eligible for free school meals at any point during the previous six years and children 'looked after'. The Committee agreed that the needs and attainment of disadvantaged pupils needed to be carefully monitored.

**11. Inspection of Nelson Primary School** Will Arnold recommended that governors read the recent Ofsted report on Nelson Primary School as it provided a clear picture of the responsibilities for governors. **ALL**

**12. Training** Eleanor Wright reported that she had attended various courses on special educational needs.

Pippa Prior stated that she had booked to attend RaiseOnline training, but that this had subsequently been cancelled. Will Arnold stated that he would discuss with Andrew King the possibility of running in-house training on data analysis. **WA**

The clerk agreed to send the link for GEL online governor training to Raj Basra. **BMH**

**13. Governing Body News Items** Will Arnold agreed to write a short article on the business of the meeting for the next school newsletter and the school website.

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The meeting ended at 7 p.m.

Chase Bridge Primary School School Improvement Committee Minutes Action Sheet		
Minute reference	Action required	By whom and when
5.4 Committee self-evaluation	Review self-evaluation form Complete self-evaluation	WA Immediate Committee On 15/10/13
8.1 Core Subjects	Review with Bob Hope the external advice the school receives on the quality of teaching	WA Immediate
11 Inspection of Nelson School	Read Ofsted inspection report for Nelson Primary School	All governors Immediate
12 Training	Discuss with Andrew King the possibility of running in-house training on interpretation of performance data Send GEL online training link to Raj Basra	WA Immediate BMH