

MINUTES of the C &CC meeting held on Thursday 5 February 2015 at 7.00pm

Present:

Mrs B Blackstaffe (BB)
Mr J Roach (JR)

Mrs E Somerset-Butler (ESB)
Mrs Gill Heath (GH)

Mrs D Plociennik (DP)

In attendance:

Mrs J Steward (Clerk)

1 Receive and approve apologies for absence:

Apologies for absence were received from Mr B Grimwood, Mrs S Shan and Mr A Armstrong. The meeting was chaired by Mrs Blackstaffe.

2 Declaration of conflicts of interest:

None declared. Governors were reminded to declare any conflicts that might arise in the course of the meeting.

3 Notice of AoB

No AoB.

4 Safeguarding

OFSTED were very positive about the completeness of our SCR and our safeguarding procedures; LHS was the first school seen by the Inspectors that had the prohibition checks filled in on the SCR. The robustness of safeguarding procedures were tested by ESB BB and Julia Borlase during their meeting on 13 October to make sure that systems are working and procedures are being followed. BB had checked the SCR 2 weeks before the inspection and also offered to meet the Lead Inspector but this was declined. OFSTED suggested using the payroll printout to randomly check details against the SCR. All information was completed on the disqualification column apart from for 2 staff on long term sick and 2 casual members of staff. The SCR is also checked periodically by HCC and 2 volunteers need a DBS check, this needs to be done asap. Action LB

5 Minutes of the meeting held on 14 October 2014

These were agreed as an accurate record of the meeting and signed by BB.

6 Matters arising

JR is still to send the photographs taken re the new curriculum to the Clerk for circulation. **Action JR.**

7 HIP report

The autumn HIP report was shared at the December FGB and there has not been a visit since then. The JARV was postponed as OFSTED had been in and the HIP was focussing on schools that were RI. She is due to visit at the end of March and JR will send the date to the Clerk. **Action JR.**

8 School Plan

Some sections have been updated as a result of OFSTED. The Assessment section will be looked at later.

9 SMSC and British Values

The OFSTED inspection judged the school to be outstanding in this area. The document on the school website, which had been circulated prior to the meeting, was commended by the Inspectors. Parents who attended the meeting with Inspectors were very supportive of the school. GH felt that the Harvest Assembly had been very well done and all faiths were involved. A Book of Celebration has been created that encompasses all beliefs and it will be on display at the next Parents' Evening for all to see. Children learn to respect each other's faiths and develop mutual respect and tolerance. BB asked if "tolerance" is

the correct word to describe this part of the LHS ethos as we share and celebrate and accept, not just “tolerate”. MP does not like the word but this may be more related to ethnicity than belief and faith. Some children do not have a faith. JR felt that probably is the best word to use although it does not fully describe what is done in school. JR reported that Clement Danes is sponsoring a Free School in Croxley Green and the DHT has met with him and MP to talk about multiculturalism. The statement on the website will be reviewed annually. **Action Clerk.**

10 Pupil Premium

JR stated that DP had been brilliant in her governor oversight of PP. She met with LH prior to OFSTED but then other issues arose that have taken up a lot of time. It was noted that PP children are slightly outperforming non-PP children in maths but are slightly under in reading. The letter from David Laws re disadvantaged pupils has been circulated to governors and JR wants to share it with parents but will talk about PP children rather than disadvantaged. It is important to continue to promote applying for PP to parents. DP commented that the provision of free milk is a good way to get an idea of which parents have not signed up and she will try and note any parents she can identify. Fewer parents are applying which means that PPG is reducing. Nuno Alexandre has taken over responsibility for PP whilst LH is on maternity leave with JR supporting him and SC overseeing the financial side. From April JR will offer a menu from which parents can choose things like a series of sessions with Ben McDonald or After School Club. The budget for the next financial year is expected in the next 3 or 4 weeks.

11 Sports Grant

The uptake of clubs is strong with some 70% of children accessing some type of club. JR will email the list of clubs available to the Clerk for circulation. **Action JR.** Zumba was put on at the request of the children and fencing was introduced recently; Miguel Carvalho looked at local providers of fencing and a free taster led to the start up of the club. Zumba and fencing are being done on a termly basis at a cost of £2 for Zumba and £4 for fencing. Martial Arts stopped due to lack of interest. There is a multi-skill club that is invitation only to encourage specific children to participate in Active Sport. Lego Club is also very popular. GH asked if school makes use of the Rec and JR said they don't. The Sports Grant is used to cover the cost of membership of the Sports Partnership run by Queens School which provides a person every week to lead on sport and also gives access to local tournaments and leagues. JR stressed that all of this provision was available anyway before the Sports Grant came in. and the challenge now is to get 100% of the children involved in some kind of out of school activity whether it is before or after school. He indicated that some of the 30% of children do not attend because of cost but Miguel has moved participation on from 30% to 70%. It was noted that Pakistani girls are the biggest group not attending but some may be attending Koran school or similar activities. There is also the Portuguese school as well. Attendance at clubs is entered on SIMs which facilitates monitoring of participation. Table tennis is popular with Y6 children who have bought their own paddles. Instilling the idea of being active is important and the Y6 table tennis activity is a spontaneous thing. The PTA is to buy an additional table and 2 football tables, and perhaps outdoor darts.

12 New Curriculum – Assessment

A new system of assessment is needed as the government has removed the use of levels. There has to be a system to measure how many and which children are performing at Age Related Expectation (ARE) and HfL have created a means of doing this. This year's Y2 and Y6 will be the last groups to sit the current version of SATs. The government enforced change has come about because parents did not understand the old system and schools used it inappropriately. ARE is a selection of things that children should be able to do, the so-called “non-negotiables” and the government has also raised the level of achievement needed to reach ARE. A letter has been sent to parents explaining the change and it has been translated into other languages; some parents may need a shorter version or a quick guide to be able to understand what is happening. Parents need to understand that by raising the bar children who were working at ARE could now be judged as working towards ARE under the new system. Teachers will explain this during parent consultation meetings. The Clerk will email the HfL documents to governors to read at home prior to the next meeting but it must be stressed these are copyright protected. The HfL system breaks down

year groups into phases and each phase is broken down into steps. The system proposed by HfL has 3 phases:

Phase A for Y1 and Y2

Phase B for Y3 and Y4

Phase C for Y5 and Y6

ie each phase covers 2 year groups.

Within each year group and phase teachers will assess how well a pupil is grasping the skills needed to achieve age related outcomes:

Entering - evidence of a few aspects of the criteria – up to about 25% of the criteria

Developing - secure in many aspects of the criteria – up to about 60%

Securing - Secure in most of the criteria – more than 60% and up to about 80%

Mastering - Secure in all, or almost all, of the criteria (and most likely showing 'glimmers' of the Y2 criteria)

The phases are subdivided into Steps thus:

A0 – Y1 – Entering

A1 – Y1 – Developing

A2 – Y1 – Securing

A3 – Y1 – Mastering

A3 – Y2 – Entering

A4 – Y2 – Developing

A5 – Y2 – Securing

A6 – Y2 – Mastering

A6 – Y3 – Entering

B1 – Y3 – Developing

etc

There will usually be 3 steps per year, one per term, so tracking can be done on a term by term basis. Children moving from Y1 to Y2 will be expected to be in the “mastering” step when leaving Y1. We will know on a term by term basis if a child is meeting age related expectations ARE.

Mastering allows teachers to broaden and enrich subjects once ARE is reached. Children will be able to use their knowledge to explore different concepts and “think outside the box”.

Parents will not be given information about where their children are in terms of the phases and steps; parents will receive information in terms of ARE eg working towards, in line with or above ARE.

Under the new testing system, ARE will be 100 with the range of scores running from 80 to 130:

- 100 is ARE
- 130 – best in the country
- 100 – 130 is mastering

Children will be ranked across the country. There is a course called “Understanding Assessment for Governors” that governors may wish to attend.

The assessment criteria for reading, writing, maths and science were also given to governors.

Writing – looking at children in Y1 they do most of what is required by the time they reach the end of the year; this is the 25 – 60% category. Children work in ability table groups. The government will want to know that children have achieved what they should at the end of the year.

Maths – progression in skills is a key part of the curriculum.

LHS has phased writing and maths and have a base line of ARE in both. There is a change in pitch and around 30% of children are at ARE compared with 60% previously.

Reading – Reading is really hard to do as there are no tests or assessments and HCC do not expect to be able to give any guidance until June. Guided reading sessions will be used to assess until further guidance is given

Science – the focus is on applying skills rather than facts.

JR commented that we are part way through a journey that will probably take up to 2 years to complete. We are much further on than a term ago. All staff meeting time has been dedicated to this and staff work in small groups each with a senior leader on interpreting and standardising across the school. The next step will be moderation.

DP asked if parents will see the phase/step their child has reached but they will only be told their child is “working towards ARE” etc. DP continued that school reports give strengths and things to work on and JR responded that parents will already know the non-negotiables (the things their children HAVE to know) so unless they are told that their child is mastering then their child still has things to learn. The Clerk will upload the documents onto School Centre but **governors must be aware that they are copyrighted by HCC. These documents are not to be shared with parents or other schools.** Action - Clerk.

13 School Plan – Assessment

There needs to be an assessment framework in place that matches the new curriculum and implementing this will be a huge piece of work that will go into next year. The HfL framework is being adopted but it is taking longer to work through than JR anticipated. Staff are just up to date with autumn assessments and are looking at work in books rather than tests or assessments. This is being done once a term rather than half termly. JR stressed that to be successful teachers have to know their children and what they are doing. As staff become more familiar with the new framework it will be easier. In reading, JR is waiting for Ben Fuller to review this with staff. ESB suggested perhaps looking at the Hodder criteria for reading. RWI gives decoding levels but does not assess comprehension. Guided reading will allow staff to know how children are doing as they will be able to hear them read. Assessment Manager 7 has been updated and more staff training will be needed in its use. Regarding Pupil Progress meetings, progress cannot yet be measured so it will be a case of deciding what needs to be taught to reach ARE. A letter is to go out to parents informing them of the changes and reports will reflect the new system. There will be sessions for parents to explain how things work in maths and English.

ESB said she liked the 4 statements – under the old system parents used the levels for comparison of how their child is doing vs another child. In school, JR said the children celebrate each other’s successes in Y6.

Governors felt this part of the plan should be RAG rated amber overall. BB suggested using start dates in the plan rather than end dates. It will be 2026 before a child can be measured on the new system.

14 SEF

The SEF will be updated in time for the FGB in March.

15 Policies

There were no policies to review at this meeting. At the next meeting the committee will review the SEN policy in light of the new Code of Practice and the Internet Safety policy which has been updated by HCC. The Clerk will ask SC to review the policies list.

16 Governor training

GH attended a course on Pupil Welfare and Wellbeing on 14 January which looked at pupil vulnerabilities, pupil voice, eSafety, etc. She also recently attended a school council meeting and commented that she is proud of the school and what it does.

DP and MP will attend training on Behaviour on 23 February 2015.

For the record, it was noted that BB attended:

- Exclusion training on 27 November 2014
- HT PM training on 5 November 2014
- Strategic Planning for Governing Bodies on 14 November 2014
- Antibullying on 26 November 2014

17 Governor Reports

GH sent a report to the Clerk today which the Clerk will circulate. She gave a resume at the meeting and reported that even the youngest children are involved in the council and JR said this is part of the democratic process within the school. GH suggested that non-attenders should be replaced as those

elected to the council must take their responsibilities seriously. ESB thought it was good to have a governor's view on this and that GH's report was a very powerful document. Governors thanked GH for her report.

18 AoB

JR had just received an update on projected outcomes for Y6 from Nuno Alexandre. He reported that if the children sat the tests now:

L4 Reading 85% and Maths 83% which is higher than we were at this point last year and there are 8 weeks to go until SATs so NA is predicting final figures of 90% and 92% respectively. L5 Reading 45% and Maths 35% to achieve 49% and 43% respectively at test/

L6 we have 5% already and he predicts 15%.

Governors asked if this is in line with last year. JR responded that this is a cohort with a lower baseline and these projections are in line with but just below last year but within a 10% band. ESB gave a context for the cohort to governors in that this cohort has the highest number of children with additional needs and receiving external support (9 in total) so these are really pleasing results. The children who will not reach L4 will do so for good reasons.

"Feeling Good Week" – school applied for a grant of £500 and contributed £300 from the school budget to fund "Mindfulness" training for staff on 11 February at 3.45pm and governors are welcome. There will also be training for the children.

19 Dates of next meetings

The FGB will be on 18 March 2015 at 7.00pm.

The next C&CC meeting will be on 4 June 2015 at 7.00pm.

The meeting closed at 8.45pm.