



**St Mary's Church of England Primary School, Timsbury
Minutes of the Meeting of the Interim Governing Body
held on Wednesday, 20 March 2019 at 17.30 p.m**

Present: Claire Hudson, Emma Sage, Alice Brown, Tom Morrison and Toby Simon.

In attendance: Mrs C Ford (Clerk)

1. The meeting opened with a prayer read by Claire Hudson.

- 2 Introduction**

Claire Hudson chairing this meeting in Paul's absence.
Focus for the meeting – Assessment and pupil progress.
AOB – None.

- 3 Apologies received and considered**

Apologies received from Paul Moorhouse and Alun Williams and accepted.

- 4. Declaration of Interests**

Emma Sage – as has a child in Year 3.
Claire Ford – as has a child in Year 3.

- 5. Pupil Progress Assessment**

David Finlay advised that he leads, manages, develops and evaluates the implementation of assessment practice throughout the school. He provides guidance and support and ensures the regular review and updating of the school policy. He makes sure there are regular opportunities for all staff to standardise and moderate their judgements and ensures that the classroom procedures are coherent and manageable. The assessment procedures are clear to all staff and are regularly updated. He acts as a consultant to all staff on assessment issues and ensure effective liaison. He monitors standards and progress across the school including EYFS. He monitors the effectiveness of record keeping and coordinates the collation of attainment data. David confirmed that data is captured 3 times a year. It is a formative process and is being used regularly. David advised that a teacher feedback questionnaire was given to all teachers. 100% agree/strongly agree and 83% agree/strongly agree that they use it for planning. Monitoring highlights a child's progress. Every 2-3 weeks an assessment check is carried out to make sure the data is also accurate and the system is being used. If no progress is being made, go back to the previous year objectives.

“Does this monitoring help SEN pupils effectively?”

Yes, it definitely helps.

“Are case studies being used for SEN children?”

It is being used to track pupils progress.

“Does this help performance management – it is useful long-term?”

It helps pupil progress meetings. It is useful for teachers to monitor children and can be used for setting specific targets for pupils and for teachers appraisals.

“Are any other methods used to check accuracy?”

Books, quadrant quizzes (recall assessment). Teachers are naturally cautious. End of key stage assessments. Maths is easier to monitor but English uses more skills.

Impact – teachers are more confident in using the tracker to assist with planning, which enables lessons to be pitched appropriately for all children. This is evident in subject leader lesson observations.

Gaps in learning are being addressed quicker enabling teachers to close the gap. As tracking is becoming more regular, it is also becoming more accurate.

Next steps – some teachers are not using the tracker for reading, will look at reading focus.

Writing moderation – internal and external.

Continue to provide accurate feedback on use of assessment.

“When progress isn’t happening, do you follow a line of enquiry?”

Yes, it is referred to the Head, Maths lead and English lead to find barrier. If SENCO, monitor progress.

“What is the overall target group?”

It would be part of the maths lead role.

End of year data pack goes to Tom Morrison.

“Is the tracking tool being discontinued?”

Yes, it is expiring in December 2019. Lots of options available – SIMS, which offers objective tracking.

INSIGHT, data can be transferred across. When looking into comparisons, need to look at teacher workload. Look at other local schools. May need to look at a new system for September 2019.

What is the difference in tracking now compared to before?”

It is confidently being used by teachers for planning.

Thanks were given to David for coming to the meeting and providing a presentation on monitoring.

6. Minutes of previous meetings and matters arising.

- (a) Minutes of meeting on 27 February 2019 – Paul Moorhouse requested a proposed change to item 12 (Finance). The minutes currently state “Overspent on EYFS play area, but this was approved by Paul Moorhouse”. Paul requested that this is amended to read “Overspent on EYFS play area, but this was notified to Paul Moorhouse with assurance that the cost would be covered by reductions elsewhere”. There is a difference of opinion, both versions are provided.
- (b) Actions – removed.
- (c) All governors agreed that non-confidential minutes can go on the school website.

7. Head Teachers Report

Verbal report – there has been a fixed term exclusion after investigation. After speaking to SEN, persuaded not to permanently exclude. Child will remain dual registered but is under new provision from tomorrow, 21 March 2019.

“Are children at risk from the incident?”

No, children are ok.

“What will be the resource implication(s)?”

A teaching assistant contract will end. Top up funding will be lost.

Thanks were given to Alice for all the work that has been given on this matter at a difficult time.

“Is there enough governor capacity to form an appeal?”

It is manageable.

Maths RAP handout – overall planning format changes have strengthened the link between assessment and next steps in learning. It has reduced teacher workload, which frees up time to focus on delivering and assessment. Teachers are making better use of assessment in planning for maths

“When will governors see data?”

Teachers need to have data in by Sunday 31 March 2019. Data can be discussed at the next IGB meeting in April 2019.

Recall strategies – pupil voice. No nonsense number facts – less positive with pupils and also teachers. Potential scope for intervention. Number of the day – very effective.

“What are the plans for next term?”

The final review will be with Alun Williams – currently arranging a date for this meeting.
Maths RAP/English Rap and SIP plan to look at over Easter.

“Is maths teaching improving?”

Definitely and children are enjoying maths from pupil voice.

Really good maths training with White Rose – children need to use reasoning, pictorial and this is visible through tracking.

English RAP

Dandelion consultancy looked at long term plan. Sheryl Riddell will be sending a letter to parents to see how spelling is going – phonics presentation with phonics lead. No new reading resources – applied for financial support, bid has been sent off - £6,000.00.

SIP handout

All governors to review this handout and if there are any questions/queries to contact Alice.
Margaret has noted that the SIP has missing “how is middle leadership developed? – Alice will add this paragraph to the SIP document.

GDPR Training

Training will take place on 2 May 2019 at 3.30 p.m and 10 May 2019 at 9.00 a.m.
Claire Hudson and Emma Sage have already completed this training.
Claire Ford will attend the training on 10 May 2019.

****CONFIDENTIAL ITEM****

8. School Improvement Plan

Looked at RAP's.

9. Safeguarding

No safeguarding issues.
Claire Hudson will review the LCVS with Alice Brown.

ACTION:

Claire Hudson to arrange a meeting with Alice Brown to review the LCVS.

10. Christian Ethos Group

Claire Hudson met with the diocese, Paul Marvin (MSN Partnership), Claire Brewer (Deputy Head), Martin Blewett and David Finlay.
Discussed SIAMS inspection – Term 3-4. The framework has changed. Lots currently being done. Looked at the schools vision previously. Next step – Paul Marvin and Claire Hudson to come and look at the school. 3 key points – it is a working document. Lots of support given.

