

Minutes of the meeting of St. Giles Governing Body Achievements & Standards Committee held on Wednesday 6th November 2019 at 6.00 p.m.

PRESENT: - Ken Morcombe – Committee Chair, Katherine Lewis - Head Teacher, Paul Thirkettle, Caroline Horgan

ALSO PRESENT: - Colin Milsom – Clerk

1. Apologies and welcome

There were apologies from Karen Skeets. The chair welcomed the governors to the meeting.

2. Communications

The head teacher reported that she was now receiving a regular bulletin from the DfE and asked if any other board members were in receipt of this. As none were aware of this it was agreed that this should be sent onto the clerk who would distribute it to all governors.

Action 1 – Distribution of DfE Bulletins Clerk

3. Pecuniary Interests

There were no declarations of pecuniary interest in relation to any of the agenda items.

4. Minutes 2nd October 2019

The minutes of the Achievements & Standards Committee meeting held on the 2nd October 019 were agreed as a correct record of the meeting and were signed by the Committee Chair.

5. Matters Arising and referred items

Saturday Club – The Head teacher had checked with Rutherfords to see how many St Giles families were using the relocated club but to date had not received a response. It was agreed that this would form one of the questions on the Parent Survey which was due.

Action 2 – Parent Survey response to use of Saturday Club relocated to Rutherfords – Head Teacher

Subscription to The Key for Governors – This had been raised at the Resources Committee meeting and had been agreed.

There were no other matters arising from the minutes which were not covered by agenda items.

6. Pupil Progress Report – Data presentation and discussion

Caroline Horgan circulated 4 documents which were considered and discussed by the committee:

- Pictorial representation of assessment levels in different strands, how they link and overlap.
- Assessment Conversion Table- to show the link between the old levels and the new with the introduction of Bridging Levels and Milestones

- Example of Pupil Progress Percentile Graphs – showing how pupil progress in reading, writing, number, shape, space and measures and science enquiry could be judged against historic data
- Report related to this analysis including breakdown of progress by different learners, by gender and including pupil premium pupils and LAC pupils.

As members were aware, CASPA used to be the system which provided both assessment levels and performance data for a range of pupils with national comparisons, however with the changes to curriculums and assessment systems. CASPA data was no longer available and the school had needed to design a bespoke system to show pupil progress, since the school still needed to be accountable for this and to show where pupils were either Below, Met, or Exceeded expected progress. The first document showed a range of different levels and how they compared and overlapped in relation to the pupils at the school and the different forms of assessment that were currently available. The document showed the Early Years Foundation Stage (EYFS) levels by months from birth to 5 years (60 months), against the Standards, 1 to 6 and where Entry Levels started.

It also included the current P levels and the replacement assessment levels above P4, which were the local assessment levels of Stepping Stones, which replaced the original P5 to P8, and Bridging Levels which lead to the Milestones 1 to 6 which linked to the National Curriculum levels. Currently no pupils at the school were working above M6. For the pupils at the school the lower P levels 1 to 3 were subdivided as progress was often very slow and difficult to assess without a subdivision.

Q. What would be the situation if a pupil did progress to and beyond M6?

A. If that were the case then the school would seek to review their overall assessment as St Giles might not be the most appropriate setting if they had a higher level of academic achievement.

The document also included the Communication Assessment levels, and PSHE levels but the latter was more difficult to assess given the needs of specific pupils and the age appropriateness.

Q. Is there a more detailed guide to the Communication Levels?

A. Yes there is. It was used for the staff presentation and this can be shared with committee members.

The reverse of the document had an Assessment Conversion Table which showed the previous Assessment Levels discussed earlier and how all were broken down into much smaller steps between the original P1 and P8, and the comparison of the Bridging Levels to the National Curriculum, again all being broken down into much smaller sections. Although not a complete match, the Bridging Levels were comparable to the identified National Curriculum levels referred to.

It was suggested that a one page explanation be issued to committee members with the document, and that this also be put onto the school web site for the information of parents and other interested parties.

Action 3 – Assessment Summary document – Head Teacher

An example of the type of performance graph which was being considered was circulated which used National Curriculum Years and levels. The sample graphs started with Reception Level (Year R) up to Year 14 and the National Curriculum levels from P1 up to P4 and was aimed at PMLD learners.

The next document was a sample pupil assessment sheet which showed 3 main subject areas, English, Maths and Science, and within those the specific areas being assessed. For each subject assessment area there was the previously assessed level for Summer 2018, and then the assessed level for Summer 2019, the target which was expected

based on 2018 and the expected progress. This was categorised as either Achieved, Exceeding or Below. The document also set out based on these assessments, the planned target for 2019 and 2020.

There would be a review of the assessment to see what the overall progress was since not all pupils would be expected to achieve or exceed their targets. If that was the case then these would have been set too low. Targets should always be aspirational but realistic.

The chair suggested that although pupils covered a very wide band of performance it would be helpful to see a scatter graph which showed how all pupils achieved against their targets. The committee recognised that there would be instances where individuals did not make or exceed the expected progress for a variety of reasons which could be linked to medical conditions or emotional issues, but it was agreed that where this was the case the school would be aware of these barriers to learning and could produce case studies which highlighted the reasons and how these were being addressed. There were instances of short term regression but the school still needed to set targets that were achievable for the specific pupils.

The school also recognised that there were some instances where for a range of reasons the initial pupil baseline assessment was not as accurate as it could have been and pupil's development and progress was reassessed.

The final document was pupil progress data for the 2018/19 academic year analysed by type of pupil as well as gender at different educational levels, including where appropriate subject specific analysis. Given the very low numbers the gender variations were not significant however the school would still be analysing the curriculum provision to see if there might be an issue with some particular subject provision. One recognised issue had been a specific timetabling issue which had resulted in some pupils being withdrawn from maths lessons for a specific activity and this was easy to correct since core subjects could be taught at different times. The report covered the PMLD, SLD and MLD pupils and reported on the individual data as well as the overall finding for each area, or subject. The report showed that there was some variation in SLD/MLD pupil progress in the subjects with number and shape, space and measures having a larger proportion of pupils assessed as making below expected progress using the new process of assessing against the percentiles graphs.

The final section of the report looked at LAC and Pupil Premium students.

In this data the 5 LAC pupils made above or expected progress with the exception of one pupil who was assessed as below expected progress in number. For SLD/MLD pupil premium pupils progress in the maths strands reflected the progress seen in these maths strands for the whole school.

These outcomes were under review to see if the curriculum and delivery needed to be changed, or whether there had been an issue with the targets that had been set and expectations.

One recognised issue had been a specific timetabling issue which had resulted in some pupils being withdrawn from maths lessons for a specific activity and this was easy to correct since core subjects could be taught at different times.

The committee asked if the school had also carried out an analysis between pupil performance based on verbal and non-verbal. This had not been carried out as yet but there were other areas such as VI, CVI and pupils who might have some ASD issues although it was agreed that the spectrum was very wide. Some of the possible issues could be addressed through the organisation of the classroom but this would be developed over time.

Pupils did have both learning and access issues and although some pupils also suffered from Dyslexia, there were strategies which could be used which would address some of these issues.

The committee also discussed the CAMHS provision and while the service was good at diagnosis the support once this had been carried out was not good either for the parents, or in school, although the head teacher was due to have a meeting with a CAMHS representative in the near future and some of the issues discussed at the meeting would be raised. It was agreed that it would be helpful if they could provide a degree of help and support to the school.

Carline Horgan was thanked for her presentation and the reports which were very good.

7. Safeguarding

The LA Safeguarding Audit had been completed with Kathleen Shields and although the school did not have any areas that needed to be addressed when the report was analysed, the school would be undertaking additional training in the summer on FGM and Prevent. The school would also be preparing some situation scenarios for staff to work through and hold some staff workshops.

At the same time a check on the School Central Record was carried out and some staff files were reviewed to ensure that all the required records were present. A couple of items would be followed up with the Business Manager.

It was noted that some families did have some current safeguarding issues which were being address, some of which related to home situations.

Q. How were these picked up? Was it raised in school?

A. No. These had been identified externally but some of these related to families who were in very stressful situations.

8. Topics for future meetings

The following subjects were confirmed for future meeting presentations:

Spring - Pupil Independence

Summer - Reading

9. Policy Review

At the present time there were no policies presented for either noting or approval however the school Safeguarding Policy would be reviewed against the revised DfE and LA guidance to see if any changes were required.

Action 4 – Safeguarding Policy Review – Head Teacher

10. Any Other Business

Membership – Paul Thirkettle would end his current membership of the board in December and was eligible, and willing to stand for election again as a Parent Governor. The process would start now and the clerk would send the current guidance information to the head teacher.

Action 5 – Parental Election – Clerk/Head Teacher

The committee discussed how the data should be dealt with at the forthcoming full board meeting, and it was agreed that since all board members were invited to the committee meeting they did have an opportunity to hear the detail of the presented information. It was agreed that a brief one page summary be prepared for that meeting so that the staff did not have to go over the detail again at the board meeting.

The committee chair and deputy head teacher would prepare a brief summary of the key areas for circulation to all board members with the documents that had been reviewed at the meeting.

Action 6 – Data summary for circulation to the board – Deputy Head Teacher

There was no other business.

11. Date of future meetings

All board meetings would take place at 6.00 p.m. unless otherwise stated.

The agreed dates were as follows:

Autumn

FGB Wednesday 4th December

Spring

Strategy - Tuesday 14th January

A & S Wednesday 22nd January

Resources Tuesday 24th March

FGB Tuesday 31st March

Summer

Strategy - Tuesday 28th April

A & S Wednesday 6th May

Resources Wednesday 8th July

FGB Wednesday 15th July

The head teacher asked if the committee considered that any additional meetings might be required in subsequent terms but it was agreed that given the time that the data presentation took, and this only happened on an annual basis in the autumn, no additional meetings were required in the spring or summer terms.

12. Publication of Minutes

As there were no matters of a confidential nature contained in the Minutes it was agreed that the Minutes could be published after they had been agreed by the Chair

The meeting closed at 7.40 p.m.

Date

Chairman

Action Schedule

Action 1 – Distribution of DfE Bulletins Clerk

Action 2 – Parent Survey response to use of Saturday Club relocated to Rutherfords – Head Teacher

Action 3 – Assessment Summery document – Head Teacher

Action 4 – Safeguarding Policy Review – Head Teacher

Action 5 – Parental Election – Clerk/Head Teacher

Action 6 – Data summary for circulation to the board – Deputy Head Teacher