

Directors' Note for Portfolio Groups

Portfolio title: Witheridge LGB

Date of meeting: 22nd February 2018

Attended by: Sue Wells (chair), Chris Holding (Head of School), Penny Wignall, Verity Lunn (clerk), Paul Williamson (from 6.15), Phil Asson (from 6.20).



Brief overview of discussion	Bullet action points
<p>Procedural items</p> <p>Welcome and opening prayer/moment of reflection SW welcomed all to the meeting and led the opening prayer.</p> <p>Apologies and sanction absence Apologies were received and accepted from Adrian Wells.</p> <p>Sign off previous minutes Minutes were agreed and signed as an accurate record of the meeting. No actions arising not already on the agenda.</p> <p>Matters arising brought forward by Chair None</p> <p>Any correspondence SW reported on correspondence received by the local authority concerning an EHCP currently being written for a child in the catchment area currently attending a different setting. Governors agreed to respond stating they would appeal Witheridge being named on the EHCP on the grounds that the child's needs would not be able to be met due to support staff already being at capacity, which would also have a detrimental effect on the other children at the school.</p>	
<p>Monitoring and Accountability</p>	
<p>Spring term curriculum review – KS1/KS2 CH updated governors on the term (China topic). Children had had the 'big event' which was also attended by children from Brayford. This had been a 'sounds Chinese' workshop including Chinese Dragons and instrument plating. This event had also been well supported by parents.</p>	

Governors discussed the idea of children having an input into the choice of future topics through the school council.

There had been the first 'headteacher's lunch', where there had been some very positive curriculum feedback from the children.

The Spellodrome and Mathletics online programs had been introduced which children could also access outside of school. CH reported that clubs were run at lunchtime to enable children who were not able to access the internet at home to be able to do so if they wished. Teachers reported a large uptake of the program use at home.

Next term the topic would be 'explorers' – CH gave examples of the different directions that this could take. CH stated that after Easter until SATs KS2 class structure would be different for maths and grammar while the year sixes had their revision program, so that the year five children would not have to work through it twice. The year six children (13 children) would be taught on their own, with a combined year 3/year 4/year 5 class (27 children) with three staff members. CH reported that some year one children had been joining the year twos for maths (with their TA) as they were currently working at a higher level than their peers. Governors discussed the benefits this would have on their transition up the school.

Progress on SIP – Target tracker data

Key Questions:

- *What impact is the Shanghai approach to maths having on pupil progress? How many pupils in each year group are in line to meet expected progress and how many are in line to reach age related expectations?*
- *What impact is the Read, Write, Inc. initiative having on pupil progress in phonics? How many year 1s are we expecting to pass the phonics screening?*
- *What impact is the Read, Write, Inc. initiative having on pupil progress in reading? How many KS1 pupils are in line to meet age related expectations in reading?*
- *Are intervention sessions effectively supporting those pupils who are currently behind their peers in closing the gap?*
- *What progress has been made in establishing closer working relationships with the pre-school following them joining the trust at Christmas?*

CH distributed target tracker data to governors, and explained the difference between the age related expectation summary and the progress breakdown. Discussion focussed on progress, with children expected to make three steps progress since the beginning of the school year. As part of the SIP, more than three steps would be wanted where possible. The majority of children across the school were making at least the expected progress, with year three currently less strong. PA asked if this was an improvement from last year. CH explained that it was difficult to judge this precisely as it was a new system – Y1/Y2/Y3 would be more accurate.

Year 6 pupils – it was known that there were some inaccuracies of data for this cohort at the time of their KS1 tests – this would have an impact on whether they were judged to have made sufficient progress.

Closing the gap – governors looked at the progress of children receiving intervention, who were significantly behind their peers and aiming to have made more than three steps progress. Governors discussed the use of TAs to support these children, and the areas of need within each group of children, which was why governors were trying to maintain the four class structure.

Governors discussed the distribution of children working below expected standard/at expected standard/above expected standard and the reasons for this.

(Agenda next time – look at what children need to do to be classes as expected/above/below)

Shanghai maths – CH reported that children had generally responded very positively to this and that it was working well. CH felt that it kept lessons moving and also that there were more opportunities to check children's understanding and it facilitated challenging those children who were already able to do some aspects.

Read, Write, Inc and Phonics – CH reported that of the eight children in Y1, six were likely to pass the phonics screening. The Y2 children who had not passed in Y1 were expected to pass the retest. PWi asked if Read, Write, Inc had helped with this. CH reported that teachers believed that it had had a positive impact, but that it wouldn't really be possible to see the long term impact until the children reached KS2.

Pre-school – Pre-school children came across for shared sessions with the reception class on Fridays (with year one children joining the year two class). Staff were also participating in shared planning meetings. Currently there were 22 children in the pre-school, 8 of whom would be moving up to the reception class next year. PA asked if all children were moving up to Witheridge once they reached school age, or if any were intending to go elsewhere. CH confirmed all intended to go to Witheridge school.

Update on holiday club – trustees would be discussing this on Monday – the proposal was to trial for the two weeks of the Easter holidays, with the intention to continue after this as long as there was enough uptake to cover costs. The senior management team across the MAT had agreed to share the holiday responsibility on an 'on call' type basis. Trustees would still be open to a company approaching them to use the premises for a holiday club. Governors

<p>agreed it was important to the community to keep the holiday club running if at all possible.</p> <p>Review use of PE Grant CH explained how this had been used in the past year. Children had been learning rock climbing, which was a new sport for most, and had been very good for character development. Children would soon be learning archery. The whole school would also go swimming – would be going to somewhere with two pools, so whole school would go together, and could be grouped according to ability rather than age. It was hoped to take year six children who were not currently able to swim would be taken booster sessions. The PE grant would also be used to subsidise the year six residential, in addition to the 50% reduction given to children in receipt of the pupil premium grant. This had enabled all year six children to attend, and they would be joined by year six children from the other three small schools within the MAT.</p>	
<p>Strategic</p>	
<p>Review pupil numbers and attendance Overall attendance was currently approximately 95%, which was a little below the target. The school was currently working with the EWO concerning one family with very low attendance, and there was one child whose attendance was related to their health needs. Apart from these few children, attendance levels were generally high.</p> <p>Currently there were 75 pupils on role, which was an increase from the 64 at the start of September – this was mostly families moving into the area. Next year there was expected to be 72 on role. CH stated that given these numbers there should be the capacity to continue with a four class structure next year, although this would either involve having one very small class, or splitting year groups. Governors discussed different options.</p> <p>FSU Update, numbers, projected numbers for 2018/2019 Discussed earlier in the meeting.</p> <p>Safeguarding No new issues arising.</p> <p>Report from trustee/governor visit (SW) SW distributed the report on her learning walk to governors. Governors discussed the length of time an EHCP took to be put in place. SW emphasised how differently the school felt from a year ago, in terms of the engagement of children and their enthusiasm of wanting to tell SW what they were doing.</p> <p>Health and Safety – report from walk (PA)</p>	

All had received the write up from the walk. PA explained that there were mostly minor issues found. Since the report had been undertaken there had been an issue with the roof of class four – the premises manager was aware of this and had confirmed that it was not presently a health and safety risk, but was undertaking repairs and looking at the possibility of replacement.

TEAM Academy update

Paul Mulligan had retired at the end of the previous half term, with Rhian Nicholas now fully in place as the new executive headteacher.

Date of next meeting: Thursday 26th April at 6pm, preceded by an ethos committee meeting at 5pm.