

**Present:** Sue Farrington (LA Governor), Jenny Turner (Parent Governor), Isabel Spordis (Parent Governor), Wayne Cooper (Acting Head), Claire Dubarbier (Staff governor), Amanda Freshwater (Staff Governor).

**Absent:** Therese Reinheimer.

**1. Matters Arising.**

SF and WC met to review matters arising prior to meeting.

**1.1** JT noted that the curriculum content of the school website is still not up-to-date. This is a legal requirement and needs to be addressed asap. It was agreed that WC would ensure that teachers upload their termly curriculum letters to the website by the end of the first week back after ½ term (28th February). This will include the autumn letter too, even though it is now out of date. (WC)

Other areas where the website needs updating will be monitored by the CFC committee to ensure compliance with legal requirements.

**1.2** JT reported back to meeting on the statutory policies for review by this committee. In line with the DfE's most recent Statutory Policies for Schools (Feb 2014) we are responsible for Sex Education, SEN, Admissions Arrangements, Home-School Agreement, EYFS.

Results of JT audit:

- SEN up for review Jan 2014. Peter Bibby and the SEN committee are working on the new SEN policy which is near completion.
- Sex Education: To be reviewed and developed. AF will try to obtain a copy of St Johns and St Clements' current policy (as they use the same teacher as we do) and WC will write ours using this as a framework. (AF. WC)
- Admissions: for the school done by LA and this is ok, published on website. Nursery advice on website needs to be changed. Have alerted CFC about this too.
- HSA: Needs to be reviewed JT. This will be discussed and verified at the FGB in March.
- EYFS: The EYFS has been produced and needs to be uploaded to the website. JT suggested the possibility of having an EY Governor to ensure that the GB has adequate knowledge of this part of the school. It should therefore be published as soon as possible.
- Curriculum parts of School Information: not complete or up to date. JT has sent full regs to WC and CDB and, as CFC has overall responsibility for the School Information Regulations, they will be alerted to this.

WC reported that some policies have been superseded by the new Learning and Teaching Policy. This policy will also need reviewing to incorporate changes to the National Curriculum coming in September.

The nursery admissions policy needs updating. WC will ask Denise South to re-do this by 28/2 (WC DS)

**2. School Development Plan.** WC gave a brief overview of the SDP. In particular he drew attention to the following:

- The overall aim is to raise teaching standards to help raise attainment throughout the school. The expectation is that by Easter 100% of teaching will be good. To achieve this the plan has been initially to support certain RI teachers as well as good teachers who are now deemed to be nearly outstanding so that they can provide support for others. Next half term the focus will be to work on teachers considered solidly 'good' to raise their level further.
- Observations and book 'scrutinies' now half-termly as last term progress was not good enough.
- Key priority 1 is raising standards of attainment through termly pupil progress.

- LA and Charles Dickens Primary School agree that DKH staff are too cautious in their judgements so writing results should look healthier this term. It may be that we consider using a September baseline assessment as the starting point for the year, as pupils tend to drop back a sub-level over the summer holidays.
- Mr Gibson is now running maths intervention groups in years 5 and 6 while CTs and LSAs are running more assembly intervention groups to help achieve accelerated progress.
- Additional support has been sought for year 3. More challenging targets have now been set in the percentage of children expected to reach age-related targets.
- Key priority 2 - to improve the quality and consistency of teaching by working with LA and CDPS. More peer observations are taking place with targeted staff receiving fortnightly observations with several targets each time.
- Key priority 3 - The impact of leadership to be improved throughout with increased rigour and half-termly monitoring.
- Mentors are in place to support black Caribbean boys to ensure they achieve their potential. WC has met them - they are from SE1 Mentors.
- The Committee thanked WC for his efforts in providing the SDP and agreed that it was clearly written with SMART targets.
- JT requested a timetable for monitoring progress and suggested a tick box to show ongoing progress. WC will e-mail copies. (WC)

### **3. SEF**

3.1 WC explained that this is a 'live' document charting where we are at present. It will be updated regularly with data added as it is received and analysed.

3.2 JT pointed out that the figures for KS2 2013 appear to be different in this document to those on RAISE online. WC to review data (WC)

3.3 WC will do an analysis of individual children from the year 6 of 2013 who did not meet their targets in order to better understand why they didn't achieve their expected results.

3.4 WC is undertaking a full analysis of tracking/ progress data; he highlighted the following from his analysis so far:

Year 1. Maths progress is good. Writing less so with FSM and EAL children in particular behind.

Year 2 Writing appears to be an issue here but this may be in part due to teacher underassessment and WC is currently reassessing this.

Year 3 - difficulties in this year group were discussed earlier (see SDP above).

Yrs 4 and 5 are making good progress.

Year 6 is showing mixed results with interventions and mentors being put in place to help boost progress.

The committee thanked WC for his huge efforts in producing this information with the senior leadership team.

### **4. Assertive Mentoring**

WC gave a quick introduction to Assertive Mentoring, the new maths programme introduced in October, which provides a short weekly skills test and a 'Big Maths' lesson which deals specifically with any difficulties and misunderstandings highlighted by the test. A half-termly SATS-style test provides more data and detailed personalised pupil targets. AM data so far indicates good progress but WC warned that caution was needed as other aspects need to be considered too.

### **5. AOB**

5.1 IS asked about reward systems. WC mentioned a number of things in place including children bringing work to show WC, (esp those targeted as falling short), merit assemblies and currently

children's stories being printed on the back of newsletters -WC reports that children are very excited by this.

- 5.2 IS also asked about reporting systems to parents. As reports are currently being discussed by the SLT it was agreed that the agenda for the next meeting would include reporting to parents and the New Curriculum.

Next Meeting            7<sup>th</sup> May 2014