



We are a welcoming, caring and stimulating school. We inspire a love of learning by nurturing potential, fun and happiness. We celebrate our success as we achieve high standards in all aspects of life; allowing children to grow spiritually, morally and socially within a strong Christian ethos.

"I have come in order that you may have life – life in all its fullness"
John 10:10

ELVINGTON CHURCH OF ENGLAND PRIMARY SCHOOL
Achievement and Curriculum Committee
Minutes of the meeting held on Tuesday 6th December 2022 at 3.30pm

Present Andrew Buttery (Headteacher) Jodie Sharma (Chair)
 Barbara Ellis Bill Pigg

In Attendance Charlotte Law – Governance Support Officer / Clerk

		ACTION
1.	Welcome and Opening Prayer The meeting opened in prayer led by the Headteacher.	
2.	Apologies for absence and declarations of interest Apologies were received, with consent, from Chris Bojke and Judi Watson. There were no declarations of interest.	
3.	Minutes of the meeting held on 28th June 2022 – previously distributed The minutes were agreed to be a true and accurate record of the meeting and were approved. Question: The Chair asked about the catering issues from the last set of minutes. Response: The Headteacher confirmed that the catering working party had paused, the urgent business had been addressed and the working group would need to work with the school business manager on her return to work. The Headteacher was confident that this could wait until Spring 1. The meal uptake had plateaued and there was no physical drop in numbers and zero negativity from parents who understood the school's position and backed the decisions made. Question: The Chair asked if there had been a meeting with Mellors. Response: The Headteacher said the meeting was cancelled but the kitchen was inspected and received a 98% grading for health and hygiene; this was passed onto Mellors. The Headteacher added that he was not sure if the school would find a better financial solution; from the initial fact find the SBM carried out there was no immediate benefit from moving contractors. Governors spoke about the standard of food from Mellors and the potential task for the SFP committee to analyse the pros and cons of staying with this contractor.	
4.	Action Plan and Matters Arising not covered by the agenda There were no actions from the meeting and no further matters arising.	
5.	Agenda Setting The Chair discussed the benefit of agenda setting, mapping meetings, and finding an advanced overview on committee members and planned governor visits. The Chair discussed the policies that	

	<p>could be forwarded to the relevant committees and the Headteacher spoke about the policy plan in place.</p> <p>Question: The Chair asked if this could be mapped to meetings.</p> <p>Response: The Headteacher discussed the SBM adapting the spreadsheet to accommodate this change. Governors were notified of the 18 policies which all drop into Autumn 1 term and that this could be looked at to cross over a wider timeframe.</p> <p>ACTION: SBM to look at mapping the policies to the planned meeting schedule.</p> <p>Question: The Chair asked the Headteacher if there was a way to ensure governor link visits coincided with the committee meetings, so that reports could be shared in a timely manner.</p> <p>Response: The Headteacher shared the WIMP (weekly improvement plan) with governors and spoke about the availability of each subject lead; governors could use this document to organise their visit.</p> <p>ACTION: The Chair and Headteacher to discuss which governors would talk to which subject leads in Spring 1.</p> <p>ACTION: Headteacher to share WIMP with governors.</p> <p>Governors discussed the invitation for subject leaders to present their subjects to governors in the achievement and curriculum committee meetings going forward; the Chair added that the visits spread throughout the year would allow for feedback to be actioned and the alignment of roles and responsibility to be seen.</p>	<p>SBM</p> <p>Chair / HT</p> <p>HT</p>
6.	<p>School Development Plan (previously distributed)</p> <p>The Headteacher provided governors with an overview of the School Development Plan (SDP) and presented this on screen. Governors were informed of the key objectives for Elvington and were notified that the data collected was used to set targets.</p> <p>There was an increased proportion of children making better than expected progress and the Headteacher notified governors on the advice from the Department for Education that schools should not draw direct comparisons from the pre-covid data to the post covid data because the impact of covid was sizeable across the country. Elvington had managed to improve their data over the last academic year and achieved a standardised score putting them in the top 8%. Further details on the scores were shared and it was noted that the triangulation of performance could be celebrated within Elvington Primary School from the data shared.</p> <p>Question: A governor acknowledged the strength of the schools' reading data and asked if the teachers would be focusing on writing and maths now.</p> <p>Response: The Headteacher recognised that there was a continued need to focus on writing and maths, and this was mapped through to some of the expectations for Key Stage 1.</p> <p>Question: The Chair asked where the progress data was for attainment levels and objectives for the academic year.</p> <p>Response: The Headteacher noted that this was in the School Self Evaluation Form (SEF) and would be shared with governors later in the meeting. Looking at last year's Year Six, there was no progress scores for children who joined the school later in the school year. An example was shared of a child that joined in January 2022 who had been in education abroad; the Headteacher had a correlation of the progress they made but no official data to marry up the data behind what was seen in the SDP.</p>	

<p>The Headteacher continued to speak about the specific actions for the Early Years Foundation Stage (EYFS) and the whole school actions that had been addressed with staff. Under achievement was dealt with quickly and effectively; teachers had progress report plans in place for those children highlighted as not making sufficient progress, and the school used Fischer Family Trust (FFT) to support this. It was acknowledged that there were a variety of different reasons for EYFS's under performance; a culmination of factors was considered, and it was noted that smaller numbers were worth bigger percentages.</p> <p>Following baseline assessments initial predictions were made and these had been shared with governors. The EYFS teacher highlighted those children who were at risk of not getting the good levels of development and this was monitored. The Headteacher discussed conversations with certain families to aid this development, and one family was discussed. In brief the school had implemented a progress support plan linked to phonics with wrap around support for reading during the school day and at the breakfast and after school club. Additional support was addressed, and governors were shown the specifics on individual children's needs, parents were fully aware of the changes in place. It was acknowledged that this was a strong example of the healthy partnership between school and home.</p> <p>Governors were informed that each child in school was roughly worth 7% of the data. The progress support plans, and precision teaching showed the continuation of development in the children; this support would be in place as long as a child needed it.</p> <p>Additional information was discussed, and the good level of development (GLD) was approximately 80%; this put the school above the national average. The Headteacher added that the school was still focused on these children and used a personalised learning experience for accelerated progress.</p> <p>Challenge: The Chair discussed the interesting data accounted for in the SDP but highlighted that the data in the impact columns weren't impacts but actions. Could the Headteacher look at where these were placed so that they captured the full progress at Elvington School.</p> <p>ACTION: Headteacher to address this challenge for the SDP document.</p> <p>The Headteacher discussed the mastery of maths and the importance of all children being confident with their times tables and arithmetic. The children had improved on average seven more marks across the year groups discussed and the Headteacher provided examples of the practical maths sessions seen in and around school. The key concept was to bring learning to life and this value was a continuation of focus for the Headteacher. The foundations in maths would always be arithmetic and this groundwork was preparing the Year Fours for their multiplication check which would be shared with governors at the next committee meeting.</p> <p>Question: The Chair asked if the school was getting children to the expected standard and then pushing for mastery in maths.</p> <p>Response: The Headteacher noted that the full data wasn't available at this point in the year but every Friday the arithmetic test showed that children were progressing. Each class's performance was evaluated and compared against the projections for the academic year.</p> <p>Question: The Chair asked what success would look like.</p> <p>Response: The Headteacher said success would be for each child to have made progress throughout the year; the FFT data would hopefully show that they had made more than the expected progress.</p> <p>Question: The Chair asked if there was a proportion of children that were expected to gain more.</p> <p>Response: The Headteacher shared the data on the screen with governors and showed the overview of the whole schools' assessments from the end of November; he broke these down into</p>	<p>HT</p>
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<p>reading, writing and maths and addressed the weaknesses and strengths. It was noted that teachers used the red, amber, and green ratings (RAG) to address this on an individual basis and were fully trained in using the FFT system.</p> <p>Challenge: The Chair spoke about the priority of showing what success would look like on the SDP, and how the school's objective should be measured and targeted to show success; and governors should have this data and understand it to be Ofsted ready.</p> <p>ACTION: The Headteacher agreed to add this into the SDP.</p> <p>The Headteacher discussed how writing was a key focus for whole school improvement; observations had taken place and ongoing links were evident in the children's books throughout the school.</p> <p>Question: The Chair asked what the actions amounted to in terms of improving writing across the school.</p> <p>Response: The Headteacher discussed how writing was not as strong across all subjects as it could be and that children were more aware of writing linked to an English specific lesson. The action for teachers was to maintain the same high standards of writing across the whole curriculum and use high quality texts to enthuse the children and bring both maths and English into a topic session. If this way of learning was achieved, then progress would be seen, and the school would not have incomparable standards between children's writing abilities in each subject.</p> <p>The Headteacher discussed behaviour and safety in school and how this was tracked in a document which was added to the school's website to tie all the fundamental school values together. There was an ongoing reference to collective worship and the fundamental British values in all lessons. Governors were informed about the zones of regulation in each class which were age appropriate; children could speak to a teacher about things that were making them sad or unhappy. Further examples of the zones of regulation were discussed and how this was addressed in school and linked with home. It was noted that this was a positive non-verbal approach and children had complete control which suited the younger children.</p> <p>The Headteacher discussed the planning implementation and impact, and the related curriculum intent statement. The key point behind this was an exciting and motivated curriculum, full of 'sticky learning' and purposeful engaging lessons. As part of the teaching staff appraisals the Headteacher had a limited number of formal observations and preferred to frequently drop into classes. Teachers were used to this, and governors were informed that the teaching and learning did not stop. For a formal observation the Headteacher used the Ofsted criteria and examples were shared with governors.</p> <p>Question: The Chair asked if the observations were frequently outstanding.</p> <p>Response: The Headteacher acknowledged that one lesson he had observed was good to outstanding and clarified that Elvington was a good to outstanding school. He firmly believed that Elvington was an improving school and that the standards of teaching had improved; if areas of development for a staff member was needed this was addressed and progress was seen over time.</p> <p>ACTION: The Chair stated that all these examples were impacts and should be inputted into this document as discussed; Headteacher to follow up.</p> <p>The Headteacher discussed the importance of high-quality marking and constructive feedback to support pupil progress; bad habits had occurred during covid times and teachers were encouraged to move away from a generic comment that achieved nothing, to specific comments to advance a</p>	<p>HT</p> <p>HT</p>
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	<p>child's learning. Examples were drawn upon, and governors agreed that the half termly drop-in sessions maintained the high standards and the impacts were visible and effective.</p> <p>The Headteacher took governors to a classroom to show the autumn learning in Religious Education and how staff had been asked to deliver high quality learning in this subject area. Teachers' accountability was shown with objectives demonstrated, and the children's creativity and work tied in the focus of the school. The Headteacher commented on pupil voice and its importance to find out how children perceived their learning.</p> <p>The Headteacher summarised that the school had age related progress support plans for children and the data in the SDP was used by teaching staff to create bespoke support for those pupils who were at the greatest risk for not making expected progress, to extend their learning and development overtime. The teachers had multiple subject areas which gave them accountability, and across the curriculum the standards of learning were the same.</p> <p>The importance of the FFT data was noted, and as every single mark impacted the scaled score an FFT specific session was discussed for governors to understand how the scaled score prediction can change with the movement of children. The foundation subject assessment document provided accountability across all subject areas and gave the staff the opportunity for the same level of scrutiny in each subject area and assessment of each child's progress and development. The Headteacher was in the process of an NPQEL qualification to extend their knowledge.</p> <p>The Chair thanked the Headteacher for their in-depth report.</p>	
7.	<p>Policy Review (previously distributed)</p> <ul style="list-style-type: none"> - Curriculum Intent Policy - approved <p>The Chair asked if there was a difference between a new policy and a previous policy and the Headteacher stated that these changes were usually dates or names; the intent was not different.</p> <ul style="list-style-type: none"> - EYFS Policy - approved - Educational Visits, Outdoor Learning and Adventurous Activities Policy - approved 	
8.	<p>School Evaluation Plan (Schools Self Evaluation Form - SEF)</p> <p>ACTION: Headteacher to date this document.</p> <p>The Headteacher advised governors that two additional pupils had joined the school, and this changed the data slightly from the previously shared document. The Headteacher provided governors with an overview of the SEF and its importance of providing as much information about the school prior to a school inspection. The idea of this document was that the Headteacher could show what was done well and what could be done better. The key content was the strengths of the school, and this could be accurately checked against what was seen in school and what was written in both the SDP and the SEF.</p> <p>The Headteacher picked out various points and advised governors that it was a constantly evolving document, an overview was given and the reasons behind the opening statement. The whole school development, leadership and management was discussed alongside the rigour of the governing body. The senior leadership team (SLT) and Phase Leaders had been implemented to spread knowledge and accountability.</p> <p>Question: The Chair asked if the flipside of these changes meant that the workload fell onto the Headteacher.</p> <p>Response: The Headteacher agreed that it had felt like this at the beginning, but the team now had accountability, and he could delegate far easier with this structure in place.</p>	HT

Question: A governor asked if the staff felt empowered.

Response: The Headteacher agreed that they did, and the leadership team were highly visible throughout the day.

Question: A governor asked if the team had sufficient training.

Response: The Headteacher advised governors that the staff were consistently trained, and the SENCO staff member was fulfilling a senior leadership NPQ to grow and develop.

Question: A governor asked if the conversations between the Headteacher and staff members were documented to show the opportunities for development.

Response: The Headteacher acknowledged that this was not always possible because of the sensitive nature of some personal conversations for development but stated that all staff had the time to develop and further their career and these developments and qualifications were documented.

The Chair spoke about succession planning and this was briefly discussed.

The Headteacher drew attention to the single central record (SCR) and the recent audit. He referenced the EYFS quality mark which was well placed so that all three UPS teachers accumulated evidence across many topics for development opportunities and this was supported through release time. It was noted that the SEF was a clear and concise document, which included areas for development and Ofsted's key points from the last inspection.

The Headteacher spoke about the importance of the curriculum and encouraged governors to access the website and look at the curriculum. The work had been completed during covid times and the Headteacher acknowledged that the depth of this improvement could not have been completed without the time that covid allowed for members of staff. Teachers had an overview of where the children were and how they could be advanced; this plan was modified when needed and constantly checked and worked upon. Teaching assistants were involved in the development of subject knowledge and Phase Leaders now did the appraisals for the Teaching Assistant's.

The Headteacher notified governors that all the headings in the SEF were taken from the Ofsted inspection framework, and the document included all the valuable information relating to the school and how achievement and progress scores were seen. There was a positive progress report for reading and writing and a slight negative for maths; governors were advised that this slight negative was affected by two children and background details could be provided to an inspector if required.

The Chair spoke about the strengths of the SEF and noted the areas that could be statements of opinion and those which could be evidenced. The Chair looked at ways she could work with the Headteacher to underpin the evidence and triangulate the data; and governors agreed to link together and provide the right amount of scrutiny and feedback in preparation for Ofsted.

The Headteacher clarified that this should be a manifestation of what was in the SEF and what was seen in school. A Governor discussed the importance of backing up the quantitative and qualitative data to demonstrate the high level of work; the Headteacher shared a lesson observation with governors to evidence and demonstrate how decisions were implemented from what was seen in school.

Challenge: The Chair asked for preparation and increased knowledge and evidence that sat beneath the statement of facts.

Resolution: The Headteacher provided further evidence to governors around the correlation of data and how this would be improved upon.

9. Governors Induction / Buddies / Support / Training Dave Brett would be present at the next FGB after some training with another governor. ACTION: Governor induction plan to be sent to Jodie from Barbara and Clerk.	BE / Clerk
10. Any Other Business There were no items for discussion under AOB.	
15. Date and Time of Future Meetings 28 th February 2023 3:30pm 20 th June 2023 3:30pm	

The meeting ended at 5.40pm.

The minutes were approved by the Chair, at the meeting held on 28th February 2023.

Action Plan following the meeting held on 6th December 2022

	ACTION	AGENDA ITEM	WHO	WHEN
1.	SBM to look at mapping the policies to the planned meeting schedule.	5	SBM	January 2023
2.	The Chair and Headteacher to discuss which governors would talk to which subject leads in Spring 1.	5	Chair / Headteacher	January 2023
3.	Headteacher to share WIMP with governors.	5	Headteacher	Completed
4.	Headteacher to address this challenge for the SDP document.	6	Headteacher	January 2023
5.	The Headteacher agreed to add Chair challenge into the SDP.	6	Headteacher	January 2023
6.	The Chair stated that all these examples were impacts and should be inputted into this document as discussed; Headteacher to follow up.	6	Headteacher	January 2023
7.	Headteacher to date the SEF.	8	Headteacher	January 2023
8.	Governor induction plan to be sent to Jodie.	9	BE / Clerk	January 2023

Add to SFP: Mellors update into AOB

Add to FGB: Link Reports – Bill x2