



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 28th February 2023 at 3.30pm

Present Andrew Buttery (Headteacher) Jodie Sharma (Chair)
 Charlotte Palmer Chris Bojke

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 Dave Brett and Judi Watson. There were no declarations of interest.																																					
3.	Minutes of the meeting held on 6th December 2022 – previously distributed The minutes were agreed to be a true and accurate record of the meeting and were duly approved.																																					
4.	Action Plan and Matters Arising not covered by the agenda Action plan: <table><tr><th></th><th>ACTION</th><th>WHO</th><th>UPDATE</th></tr><tr><td>1.</td><td>SBM to look at mapping the policies to the planned meeting schedule.</td><td>SBM</td><td>On agenda</td></tr><tr><td>2.</td><td>The Chair and Headteacher to discuss which governors would talk to which subject leads in Spring 1.</td><td>Chair / Headteacher</td><td>In progress and will be brought to the FGB in March.</td></tr><tr><td>3.</td><td>Headteacher to share WIMP with governors.</td><td>Headteacher</td><td>Completed</td></tr><tr><td>4.</td><td>Headteacher to address this challenge for the SDP document.</td><td>Headteacher</td><td>On agenda</td></tr><tr><td>5.</td><td>The Headteacher agreed to add Chair challenge into the SDP.</td><td>Headteacher</td><td>On agenda</td></tr><tr><td>6.</td><td>The Chair stated that all these examples were impacts and should be inputted into this document as discussed; Headteacher to follow up.</td><td>Headteacher</td><td>On agenda</td></tr><tr><td>7.</td><td>Headteacher to date the SEF.</td><td>Headteacher</td><td>Completed</td></tr><tr><td>8.</td><td>Governor induction plan to be sent to Jodie.</td><td>BE / Clerk</td><td>Completed</td></tr></table> There were no further matters arising.		ACTION	WHO	UPDATE	1.	SBM to look at mapping the policies to the planned meeting schedule.	SBM	On agenda	2.	The Chair and Headteacher to discuss which governors would talk to which subject leads in Spring 1.	Chair / Headteacher	In progress and will be brought to the FGB in March.	3.	Headteacher to share WIMP with governors.	Headteacher	Completed	4.	Headteacher to address this challenge for the SDP document.	Headteacher	On agenda	5.	The Headteacher agreed to add Chair challenge into the SDP.	Headteacher	On agenda	6.	The Chair stated that all these examples were impacts and should be inputted into this document as discussed; Headteacher to follow up.	Headteacher	On agenda	7.	Headteacher to date the SEF.	Headteacher	Completed	8.	Governor induction plan to be sent to Jodie.	BE / Clerk	Completed	
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5. School Development Plan (SDP) (previously distributed)

The Headteacher provided governors with an overview of the School Development Plan (SDP) and discussed the new *progress section*. The idea of this was to provide governors with an overview of what was happening within school. The Chair and Headteacher had met to work on this and show the difference between impact and progress.

Question: A governor asked what the difference was between the colours on the SDP document.

Response: The Headteacher clarified that red was what was completed in the autumn term, green the present spring term and yellow the future summer term.

The Headteacher reported on a joint learning walk he attended with Derek Sutherland, the Head of Primary Effectiveness and Achievement, and the Chair. The learning walk observed class five down to class one and the Head of Primary Effectiveness and Achievements report would be included in the next FGB for wider impact.

The Chair added that following the professionals around the school was insightful and interesting, essentially everything that was seen was positive, the Head of Primary Effectiveness and Achievement noticed that if maths was a priority for Elvington, then it should be displayed more widely throughout the school.

The Chair continued to discuss the triangulation of evidence, this was an extra piece of work to implement and impact what was seen and actioned in school. There was no sense that what was seen was unusual for the pupils or teachers, rather it was the expectation, and every child knew what they needed to do which showed security in their learning and understanding. Moreover, the staff were in control and if the Chair was asked by an Ofsted inspector what the behaviour was like in school, they would now be able to answer and give examples.

The Headteacher notified governors on some of the key things discussed on the learning walk. The teaching structure came out strong and the cohesion between the different classes and the sequential building of understanding was evident throughout the school. The Head of Primary Effectiveness and Achievement commented on the progression and development of the school from a previous visit to this most recent time. The Headteacher added that this exposure was particularly useful, and they could bear witness to seeing the theory behind the information that was given. The next plan was a deep dive into Maths and English with the Head of Primary Effectiveness and Achievement.

Challenge: The Chair commented on the progress and impact columns in the SDP and suggested a layout change to amplify the progress; discussions continued on this section of the SDP and a governor commented on unsuccessful objectives and where these could be found in the SDP.

Response: The Headteacher countered that any objective would be modified and then progressed.

Challenge: The Chair wanted the Headteacher to better illustrate this in the SDP- showing how they recognise the need for change and continually check whether their actions are the right ones.

Response: The Headteacher and staff governor shared an example on writing across the curriculum and how this was evaluated and evidenced.

Challenge: Governors agreed that this was a strength of Elvington to pivot the objective but clarity in the SDP was still needed.

The Headteacher invited further questions on the SDP.

Question: A governor asked about the data for the Early Years Foundation Stage (EYFS).

Response: The Headteacher discussed the EYFS data and the reports that were discussed with the Head of Primary Effectiveness and Achievement. The developments made were structured and

	<p>resourceful, concrete and pictorial; the organisation and transition between varying levels of learning was present in a language rich environment.</p> <p>Response: A governor stated how re-assuring this was, and the committee agreed that this was the main focus for this year and further developments would be seen.</p> <p>Question: A governor asked the Headteacher if the committee would continue to see more of an impact in the data from the Year 1 cohort as they move through the school.</p> <p>Response: The Headteacher agreed that Year 1 were the weakest cohort; highly impacted by covid, in those prime developmental stages. The children were making progress, but continued support was necessary; the weaknesses were met with targeted support and relevant progress was evident.</p> <p>Discussions continued on the baseline assessments; a tool to judge a child upon raw entry into a school and where they finished in Year 6. The Headteacher directed governors to read the GLD context sheet for further information. This was an ongoing process to identify where support was needed and to put actions in place.</p>	
6.	<p>Fischer Family Trust (FFT) Data</p> <p>The Headteacher shared on screen the FFT data in real time. For data protection reasons names were not discussed. The FFT was a measured way to ascertain where the children were from their previous level of attainment and track forward to see where they could end up. The overall progress scores were shown and under the prior attainment section there was a breakdown for each child.</p> <p>Teachers at Elvington school had direct access to FFT; when assessments were completed, they could input the data accordingly and analyse the scores. Every member of staff was trained to use the system, which supported the triangulation of data; additionally, the Headteacher had a comprehensive overview of the whole school, a cohort, and the individual.</p> <p>The Headteacher explained in detail how the FFT system worked, governors commented on the language used and the Headteacher described how the estimates were used to create a target for each individual child.</p> <p>Question: A governor asked what the scaled score meant within the FFT data.</p> <p>Response: The Headteacher explained how the scaled scores were predictions based on the prior attainment; they clarified how the progress was predicted.</p> <p>Examples were drawn from various children's scores and the impact of absence was addressed against the FFT data shown. The committee agreed that reaching the realms of the top 5% of schools nationally was hugely aspirational, but the scores seen were a progression and allowed for a reduction in the gap between FFT 5 estimates.</p> <p>Question: The Chair asked if FFT was used as individualised data for each child to look for trends.</p> <p>Response: The Headteacher stated it was where the pupil progress support plans came from, and an example of this was provided.</p> <p>The Headteacher notified the committee on a writing moderation across local schools; this was evidenced based and looked at comparable expectation and standards across the schools. The Headteacher spoke about the formal moderation process which could be expected and explained how they would show the evidence for the progress. The school were moderated in Year 2 and another moderation was expected in Year 6 this academic year.</p> <p>The Headteacher discussed the clear purpose of homework and provided examples of the CPG papers that were used for assessments outside of school; the idea was to replicate the test skills</p>	

	<p>and techniques and not lose valuable teaching time to do this. The upcoming SATs meeting would talk about the tips and techniques with parents and carers, including the Headteacher's PowerPoint pack which showed examples questions and specific responses. Expectations were increasing within education, but teachers had a fairly accurate assumption of where each child would fare against their individual score.</p> <p>Question: The Chair asked if the teachers found FFT a useful and worthwhile system.</p> <p>Response: The co-opted staff governor agreed that it was highly beneficial to see a score and develop a plan to guide children towards that goal.</p> <p>The Headteacher spoke about additional training and support for those children new to Year 2 and Year 6; to drill down to the progress overtime which was what FFT displayed. Governors were notified that the pressure was removed from just the SATs year groups, by way of using FFT everyone held accountability and had played a part in a child's success through their school journey.</p> <p>The Headteacher spoke about the challenges with the system and how the tracking element for greater depth in Maths was a stumbling block. Knowledge that this was provided by the DfE meant that the problem must be solved at that level.</p> <p>The staff governor discussed the expectations on a teacher's assessment card and how moderation was completed. Staff were asked to address their assessment cards and books, to improve accountability and create an equal level of aspiration across all the year groups. Governors discussed the year groups and how each teacher was matched to a year group from previous experience and knowledge which Elvington School benefited greatly from.</p> <p>The discussions on the FFT system were summarised as enabling an increased knowledge on an individual child, including their prior attainment, potential group support plans, clever teaching time and an idea of where the children need to be at the end of each academic year. The data had highlighted a benefit of teachers visiting other year groups to see how different they were and share learning and development across the whole school.</p>	
7.	<p>Schools Self-Evaluation Form (SEF) (previously distributed)</p> <p>The Headteacher invited questions on the SEF; a governor commented on the discussions previously on EYFS and had no further questions.</p> <p>The Headteacher spoke about what was recorded on the SEF and how this was manifested through the school and in the classrooms. The emphasis on external providers like Olivia Seymour's visit, the Assistant Director of Education, and the key governance points were acknowledged but would be discussed in greater detail in March's FGB.</p>	
8.	<p>Feedback from Link Governors</p> <p>Chris Bojke, the Maths Link Governor, discussed their recent visit with a focus on the pupil orientated real time marking and feedback. They assessed the heterogeneity of the teaching which began with basic level questions and those children that anticipated the growth of understanding were given further options. There was an efficient allocation of time for each section and the Maths Link Governor remarked on the incredible energetic requirement from the teachers which was met with an understanding that this formula allowed for a better work/life balance.</p> <p>The Headteacher added that the pedagogy was shaped by the children's own learning; teachers could see what was developing and react to it at its purest form to reduce lost learning time. Staff could offer live feedback and spend more time planning; and for those children that may struggle, they could be organically helped through a greater awareness from teachers.</p>	

	<p>The Maths Link Governor was very impressed but commented on the need for the right level of staff to match the intensity of the format. The next Maths link visit was planned for Year 3/4 and EYFS.</p> <p>Question: The Chair asked about the joint year groups in Maths and how this worked. Response: The staff governor explained how the Maths sessions were split four ways over the tasks which moved towards the reasoning problems. When the planning was completed for a whole year, the same format could be used for the following year.</p> <p>The Headteacher discussed the work with the high-level ability children who had lost the refined skill to work something out and the need to accurately apply their greater depth knowledge and skill. The impact and mastery of Maths was discussed in more detail and the Maths Link Governor spoke about parent engagement and a wider involvement from the school community for understanding Maths and English.</p> <p>The Headteacher spoke about interventions and how these were timely, short, and tailored. Moreover, Elvington school offered specialist interventions that took place after school for lower ability children to embed their knowledge and skill base.</p> <p>The committee thanked the Maths Link Governor for their report, and all agreed that there was a vast amount of evidence seen for the development of Maths at Elvington.</p>	
9.	<p>Mapping Policies</p> <p>The Headteacher had met with the School Business Manager about mapping the policies which would be completed with governors' involvement. A background summary was shared with the committee and Elvington School were able to look at each policy and re-construct the distribution of them across the academic year.</p>	
10.	<p>Policy Review (<i>previously distributed</i>) – <i>taken out of order (now agenda item 8)</i></p> <p>The Headteacher explained how the policies looked at the vision underpinned by the values of the school. Examples were provided for governors, and these were shown in the highlighted text in the policies for governors to review.</p> <p>10.1 Collective Worship Policy 10.2 RE Policy 10.3 Curriculum Intent Policy</p> <p>Resolution: The governors approved the updated policies.</p>	
11.	<p>Parents Evenings Feedback – Spring Term</p> <p>The Headteacher informed governors that they had received no formal feedback, but all communication was positive when parents and carers were passing the school office. The Headteacher summarised the format of the parents evening which opened discussion for an introduction on how children had settled in class, mid placed spring term progress and targeted areas, for a full coverage of learning towards the end of year report.</p> <p>The Headteacher spoke about the expectation that there should never be a surprise in the end of year report, there should have always been support for a child so that the report was a factual overview of what the child has done over the full year.</p> <p>Question: A governor asked what the up take was for the parents' evenings. Response: The Headteacher stated that several families had not made bookings, which the office staff and teachers had since chased so that all parents had been spoken to.</p>	

	The Chair commented on the evidence in this example of the strength of Elvington School communicating and reaching out to parents, and how unusual this was.	
12. Governors Induction / Buddies / Support / Training	<p>The Chair had contacted the Vice Chair about the new governors and the buddy scheme, induction pack, and visits to school.</p> <p>There was no update on the Local Authority governor; the other vacancies on the board were discussed. The Headteacher asked the Chair to contact the Head of Primary Effectiveness and Achievement to discuss Elvington's governor vacancies.</p> <p>ACTION: Chair to speak with Derek Sutherland on the current governor vacancies at Elvington.</p>	Chair
13. Any Other Business	<p>The committee requested to move the next Achievement and Curriculum committee meeting to a different day and alter the time to suit the governors on the committee.</p> <p>ACTION: Clerk to send the new meeting date to the committee governors – Wednesday 21st June at 6pm.</p>	Clerk
15. Date and Time of Future Meetings	21 st June 2023 6pm	

The meeting ended at 5.30pm.

Minutes will be approved by the Chair, at the meeting to be held on 21st June 2023.

Action Plan following the meeting held on 28th February 2023

	ACTION	AGENDA ITEM	WHO	WHEN
1.	Chair to speak with Derek Sutherland on the current governor vacancies at Elvington.	12	Chair	Spring 2
2.	Clerk to send the new meeting date to the committee governors – Wednesday 21st June at 6pm.	13	Clerk	Completed