



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 Wednesday 21st June 2023 at 6pm

Present Andrew Buttery (Headteacher) Jodie Sharma (Chair)
 Charlotte Palmer Chris Bojke *left 19:44*

In Attendance Caroline Rigden – 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 David Brett. There were no declarations of interest.										
3.	Minutes of the meeting held on 28th February 2023 <i>(previously distributed)</i> 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 border="1" data-bbox="217 1453 1233 1641"> <thead> <tr> <th></th><th>ACTION</th><th>UPDATE</th></tr> </thead> <tbody> <tr> <td></td><td>Chair to speak with Derek Sutherland on the current governor vacancies at Elvington.</td><td><i>Completed</i></td></tr> <tr> <td></td><td>Clerk to send the new meeting date to the committee governors – Wednesday 21st June at 6pm.</td><td><i>Completed</i></td></tr> </tbody> </table> <p>The Headteacher informed governors that Dr Bill Pigg had stood down as a governor after more than 20 years. The Chair also gave an update that although there had some interest in governor roles from local people it had not resulted in any applications.</p> <p>There were no further matters arising.</p>		ACTION	UPDATE		Chair to speak with Derek Sutherland on the current governor vacancies at Elvington.	<i>Completed</i>		Clerk to send the new meeting date to the committee governors – Wednesday 21st June at 6pm.	<i>Completed</i>	
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5.	School Development Plan (SDP) <i>(previously distributed)</i> The Headteacher shared the proposed new format for the School Development Plan for 2023/24. The revised format had been developed by the Headteacher, including ideas from										

	<p>various examples from other schools. Having completed the outline of the document, it would be populated with objectives over the summer holidays once pupil data had been collected. The change to the format was to make it simpler for the Headteacher to keep the document updated and for governors to easily track updates throughout the year. The SDP was keeping the same four key sections of Intended Outcome, Planned Actions, Current Progress and Key Performance Indicators (KPIs), which would help shape the strategic planning that underpinned the SDP. The Headteacher suggested that photographs could be included as a resource to provide evidence of progress.</p> <p><i>A governor commented that the new format was an improvement as progress could be tracked more easily.</i></p> <p>The Chair discussed how issues around governors being unable to visit the setting as often as had happened in the past, meant there had been a risk that governors might not understand the progress that was being made against the objectives. The new format for the SDP would provide a clearly documented trail to help governors keep up to date. A single sheet document providing an overview of useful information for governors was being finalised and both should be presented to governors at the next FGB, with the completed SDP in place from September.</p> <p>ACTION: Chair to complete the single page overview to share with governors at the next FGB. FGB AGENDA ITEM: Revised format SDP</p>	CHAIR
6.	<p>End of Academic Year Outcomes</p> <p>The Headteacher gave a verbal update on the data that had been finalised that day and shared it with governors on-screen. Data would be reported to City of York Council (CYC) by the end of next week, using RM Integrus Datashare, which would be factchecked by CYC and then reported to the DfE (Department for Education) on behalf of the school. School also used a programme called 'Perspective Lite', which gives access to early national data meaning school can benchmark themselves against these early results.</p> <p><u>EYFS</u></p> <p>The Headteacher was pleased with the cohort and the progress they had made over the year. Maths had good progression, with most pupils reaching greater depth an increase from 79% to 86%. Nationally the previous year's results for expected standard were between 66-70%, after covid, so the school would be 20% higher than this. Maths had been a key focus during the year, which had resulted in an increase in results and progression for pupils.</p> <p><i>A governor asked that with the increase, could school show what improvements had been made and how effective these were.</i></p> <p>The Headteacher replied that the current cohort was stronger than the previous year. Staff had worked to develop home-school links, especially with parents of children with areas of concern, and used 'Tapestry', an online learning journal where staff could share experiences, development through photos, videos and updates to create an individual record, parents were now more involved in their child's journey and be aware of how staff dealt with their child's needs.</p> <p><i>A governor asked if more parents were accessing technological programmes school recommended than in the past.</i></p> <p>The Headteacher confirmed that more parents were using mobile technology, as well as</p>	

computers, to access the programmes that school used to help support pupil learning. Parents were engaging through these programmes, such as Tapestry, to help show how children were learning at home, by uploading photos of activities and outings. It encouraged communication between school and parents, which in turn helped the education journey of their child.

A governor asked if there had been an improvement in pedagogy.

The Headteacher replied that using the key focus from the SDP, especially in Maths, that the improvements to teaching had been effectively evidenced.

The Headteacher informed governors that next year's incoming cohort was larger than the current year, with more diversity of needs, which would bring new challenges, but a similar focus would be used to plan the trajectory to achieve Greater Depth by the end of the year. Transition visits were planned for the next week, with a morning session, then a second session staying for lunch. There had been a higher number of nurseries from areas further away feeding into the school, showing that a wider appeal had been seen in the local area, as just local nurseries would have resulted in lower pupil numbers.

A governor asked whether the nurseries were further away than usual.

The Headteacher replied that there were pupils coming from settings in Barlby, Wheldrake, as well as Little Green Rascals, so a bigger geographical area than had been previously seen. The Headteacher thought that this increase was due to the successful open day. He raised concerns that without the increase in area that the school would struggle to reach PAN (Published Admission Number) in future.

The increase of incoming pupils, which was two pupils over PAN, would mean more pressure within EYFS but it was acceptable for staffing and support levels.

A governor asked if pupils were more likely to be higher achieving if coming from further afield.

The Headteacher explained that this was not necessarily the case, as it looked like there was an even split in higher ability and higher needs. Parents were being selective in their choices, which was a positive for the school, as they were often more invested in supporting their child's education.

Charlotte Palmer, Y2 teacher, told governors that some children would meet areas of Greater Depth securely. The new reading scheme, Little Wandle, would be starting in September which would help boost phonics and reading in EYFS.

PHONICS

The Headteacher noted that predicted results were on target, although this would be dependent on the pass mark. This had previously been 32 out of 40, with no expected change but had not yet been confirmed, which would result in 76% of pupils achieving a pass. One child had not yet completed the assessment, but school were supporting, doing everything they could, to encourage the pupil to attend and complete the assessment before the deadline.

Pupils had worked hard with the majority passing the predicted threshold, and for pupils who had not met this they had still seen progress throughout the year. Pupils who had had to sit the screening in Y2 had also passed.

The result data of 76% will be uploaded at the end of the week.

A governor asked why the school had such good results in the phonics screening test.

The Headteacher explained that there had been a focus on phonics, with staff being secure in the position of knowing the ability of pupils, and not following an approved scheme but

using a variety of resources including phonics play to help pupils achieve success. Additional support for pupils had been used, including the Headteacher who ran twice weekly interventions and who had learnt a lot and seen improvements in individual pupils. Staff numbers had made it challenging to provide regular TA support, although the EYFS TA had also provided extra support. Parents were also brought on board to help support their child's learning.

As the government now wanted schools to use an approved phonics scheme, and following additional funding from the English Hub, the school had invested in the Little Wandle scheme, which would be used from September.

A governor commented on the allocation of what were now scarce resources.

Charlotte Palmer agreed that although more scarce, TAs were well used to provide support, as was the Headteacher. A KS2 TA would be allocated to support with the Little Wandle Scheme and training had been provided for all staff as the knowledge of what and how pupils learnt in KS1 would be useful for staff in KS2.

The Headteacher added that staff had been invested in the continued use of previous schemes but when added to Little Wandle would support different styles of learning as no scheme was perfect. The Headteacher would review in September how the implementation of the new scheme was going and would tweak and amend as needed to ensure the standard of teaching remained good.

A governor commented that working collaboratively was the way forwards, especially using scarce resources effectively.

The Headteacher agreed by saying that staff were helpful and would move to where they were most needed, and that moving staff between key stages would also give them more experience.

A governor wondered if there was a concern that if learning had been missed in KS1, would it be picked up at KS2.

The Headteacher replied that with KS2 teachers getting on board with training in Little Wandle, that this would mean the scheme could help support and improve pupils further up the school too.

YEAR 2

The Headteacher shared the Year 2 assessment outcomes as seen in the table below, which were shown by grade boundary.

	Working Towards	Expected Standard	Greater Depth
Reading	21%	29% (total of 79%)	50%
Writing	14%	43% (total of 86%)	43%
Maths	14%	43% (total of 86%)	43%

A pupil with an EHCP had had special arrangements to support them during the assessment, working in the Headteacher's office, which proved successful. The results were not just based on informal SATs assessment, as these are no longer an official requirement, but on evidence drawn throughout the year, which showed strong outcomes with many success stories and showed that progress over time was most important.

The Headteacher was hopeful that parents would continue to support these assessments, especially as they were less pressured than previous years, as they helped pupils learn how to prepare for the increased pressure of assessments throughout their school journey, to Y6 SATs and beyond.

YEAR 6

The Headteacher shared the Year 6 assessment outcomes as seen in the table below, which were shown by grade boundary.

	Working Towards	Expected Standard	Greater Depth
Reading	7%	36% (total of 93%)	57%
Writing	7%	36% (total of 93%)	57%
Maths	14%	36% (total of 86%)	50%
Science		100%	N/A

The Headteacher shared that lower ability pupils had worked very hard during the year and staff were proud of them as it was not necessarily about reaching the standard but getting close to it which was the achievement.

The Headteacher had attended all the Y6 SATs sessions and noted that pupils had worked hard, tried hard, and had been positive about their experiences during the week.

A governor commented about the concerns of the difficulty of one of the papers, as described by the media and some school leaders, and enquired if this feeling had been shared by the school.

The Headteacher replied that school had not felt this was an issue, as although the papers were more difficult pupils had been well supported in their learning and this showed during the assessments. The length of resource provided had caused some concern, but pupils used their skills to pull out the information needed to answer the questions.

The Headteacher explained that assessment data was not yet in for the other school years yet, but this would be complete soon.

A governor made the observation that the data outcomes appeared to be relatively even across the years.

The Headteacher shared this view and highlighted that it was balanced this year, but next year's Y2 and Y6 cohorts might need more support for key assessments due to higher needs. The aim is to continue progression of pupils and the allocation of resources would need to be carefully planned and used.

The Chair thanked the Headteacher for their update, commenting that the data was extremely positive and governors could tell that the Headteacher and staff could evidence the progression for each pupil, as well as for the school, and the focus was not just on results but on the child as a whole.

7. School's Self-Evaluation Form (SEF) *(previously distributed)*

The Headteacher explained that there had been only minor updates made to the form as teacher assessment data was currently being finalised. The document would be updated over the summer holidays and would include end of year performance.

The Headteacher highlighted the ongoing trend of where the school was ranked, being in the 8th percentile last year. Although it was impossible to predict, the Headteacher was hoping for the same or better this year.

The Headteacher explained that the SEF was a useful document as it relayed information in an impactful way and that Ofsted would use it to draw information from. It was important to show that school were aware of possible weaknesses and how they were being addressed. It provides an accurate overview of the school and is kept up to date. The Headteacher stated

	<p>that he shared the document with teaching staff, so they were also aware of its contents.</p> <p><i>A governor asked if it covered all areas of development from the SDP.</i></p> <p>The Headteacher confirmed that this was the case.</p>	
8.	<p>Feedback from Link Governors (previously distributed)</p> <p>The Chair shared how their visit with the Y6 teacher and SENCO, Rachel Haffey, had been useful and enjoyable. It was clear from the visit that the SENCO knew the children with SEN and what their needs were, constantly thinking about how interventions could be used or changed to help reach targets and learning objectives for each child. The SENCO had been keen to explain that data was not the sole purpose of school, and the Chair agreed that governors should commit to this view. The SENCO had expressed nervousness about the cohort moving into Y6, with the higher pressures that year brings, but was already thinking about the transition for some pupils to secondary school, as well as planning for pupils over in the school to manage their transitions in future years.</p> <p>The Headteacher added that SLT (Senior Leadership Team) was supporting the SENCO, giving time, space, and support to help them settle into the role and gain confidence in their ability.</p> <p>The Chair replied that they hoped an increase in confidence would help the SENCO realise what a good job she was doing.</p>	
9.	<p>Index of Statutory Information (website) (link provided)</p> <p>The Headteacher showed governors the webpage created as a quick access point for Ofsted, to show school was meeting statutory requirements. The page had all the relevant links in place for ease of access. The school website had low traffic, with in year pupil transfer requests directed to view as the first point of information. As communication with parents was good at school, very few parents needed to access the website regularly, however it was important to keep the website up to date for parents, governors, and Ofsted.</p> <p>The Chair commented that this was a useful page to have on the website, as it helped to show compliance, and talked about recent Ofsted training that they had completed.</p> <p>The Chair asked the Headteacher if the gender policy had been added. The Headteacher confirmed this was now in place.</p> <p>The Headteacher added that although the website looked dated it was kept up to date and was easily navigable. He recommended that all governors be informed of the new webpage and this should be done at the next FGB.</p> <p>ACTION: Headteacher to share an update and link on the Index of Statutory Information webpage on the school website.</p>	HT
10.	<p>Policy Review</p> <p>None for consideration.</p>	

11.	<p>Parent/Carer Questionnaire</p> <p>The Headteacher had provided a link to the results of the latest parent/carers questionnaire on the school website. The results were very positive, although only a small number of responses had been received and suggested to governors that if parents had had issues they would have used this opportunity to share concerns, and none had been recorded this year.</p> <p>The Headteacher highlighted some key points. Most questions had been 100% positive with few negatives received overall.</p> <p>Although there were a wide range of after school clubs available to pupils some parents wanted more options. Membership of existing clubs was low and an undervalued resource, adding more would not necessarily be the right step to take.</p> <p>The response to the Homework question received 100% agree and showed that the expectations from the homework policy were accepted. Parents had become more invested in their child's journey, earlier in school life, and children also enjoyed the work.</p> <p>Under Areas for Improvement only two comments were received, one of which was about chess club, which would restart in September after an unintentional break. The second comment was a request to move Class Assemblies to the morning. The Headteacher said that this would be discussed with staff, however this was unlikely to change as it worked well at the end of the day for logistical reasons.</p> <p>The Headteacher had been pleased by the responses and how it was great to receive such positive feedback as a school. He would be using some of the comments from the survey and adding them to the school's prospectus to highlight that a child's happiness was key.</p> <p>The Headteacher informed governors that the pupil voice survey had planned before the end of term, and how the results from staff, parents/carers and pupil surveys helped to create a full picture of the school.</p>	
12.	<p>Writing moderation feedback</p> <p>The Headteacher gave a verbal update that school had been informed that they would not be moderated for writing in either Y6 or Y2, even though they had expected it for Y6. After speaking with other local Primary Headteachers it appeared that covid had acted as a reset, so if a school had been selected for moderation the previous year, it would not be chosen again the next year.</p> <p>Some informal moderation of Y2 work had taken place with another local school, St Oswald's CE Primary School, chosen due to a link of a previous staff member moving to that school. Charlotte Palmer, as Y2 teacher, told governors that the process had highlighted that pupil's at Elvington were producing longer pieces of work than their peers at St Oswald's, and the moderation agreed with the initial assessment grading.</p> <p><i>A governor asked if there were any differences in process between the schools in their writing assessments.</i></p> <p>Charlotte Palmer explained pupils at Elvington had planning time, then wrote a draft with pupil's making edits while writing out the final piece. At St Oswald's their process seemed to include extra editing before the final piece was produced, and it was unsure how much of the editing was independent, as the final piece did not show edits and therefore lacked evidence of editing.</p>	

	<p>Charlotte Palmer went on to say that the moderation had been useful for herself as a teacher as well as for the school.</p> <p>The Headteacher added that Y6 had also completed informal moderation with both St Oswald's and Stockton on the Forest Primary School. The Y6 teacher had had a similar experience with Elvington providing more evidence, had fewer typed pieces, and work was longer in length. The Y6 teacher had felt very positive after the experience and was pleased that their marking had been validated, and during a discussion with the Headteacher had questioned if they had used the same standardisation as the other school's during the moderation, if it would result in more pupils meeting Greater Depth. The Headteacher had replied that that was not standardisation worked as it went per school, so if a cohort were higher achieving the average would be higher, meaning that pupils had to work at a higher standard than the average to achieve greater depth.</p> <p>The Headteacher praised staff members for their involvement and commitment to the process and said how the experience had been useful not only for Elvington, but for the other schools involved too.</p>	
13.	<p>Governors Induction / Buddies / Support / Training</p> <p>The Chair talked about how they thought that more support for governors should be in place and asked if there had been a previous induction or buddy system in place before they joined the governing body.</p> <p>A governor replied that there had been something put in place by the previous chair but was unsure if it had been successful.</p> <p>The Chair thought that having a buddy system would be hard to implement due to low governor numbers but would look at the induction pack and see if it could be adapted and would share this if it were of use.</p> <p>The Chair also suggested that they could put together expectations for governors, about reading information, asking questions, and committing to a set number of visits.</p> <p>The Headteacher mentioned that the new governor, Bruce Cole, had had experience of education, although unsure of how long ago this was, and during a visit had experienced the school in a way that was different to his view of it as a local resident. The Headteacher highlighted that school was best experienced through regular visits as this could give information on how the school feels as well as other aspects.</p> <p>The Chair mentioned that having previously been in as a parent helper had been useful and was another way in which governors could experience the school. Using the SDP and SEF could help governors to set expectations when on a visit.</p> <p>It was agreed that governor support should be added to the FGB agenda in September for more discussion and for the Chair to potentially share their work done around this.</p> <p>AGENDA ITEM: Governor Support (September FGB)</p>	
14.	<p>Any Other Business</p> <p><i>A governor asked if the Maths Day on 29th June was going ahead.</i></p> <p>The Headteacher replied that this would be postponed to September due to staff absence, with parents being informed of this by the end of the week.</p>	

	<p>The SENDCo would be meeting with incoming SEN EYFS pupils to support their transition into school.</p> <p>School had a minimal support of TAs available and getting through the next few weeks could prove difficult. The Headteacher had enquired with a TA supply agency but there were none available to provide the level of cover required.</p> <p>The Headteacher passed on a request from staff who had asked, with the likelihood of an Ofsted inspection holding a deep dive into early reading, could there be a link governor for Early Reading. The Headteacher suggested that Katy McCaffrey would be a good fit for this, if she was willing. The governor would need to learn more about the Little Wandle Scheme, and it would be good to have this link in place as soon as possible. Chris Bojke offered to do the role if Katy was not interested.</p> <p>ACTION: Chair to identify and ask a governor to be a link to early reading.</p> <p><i>19:44 - Chris Bojke left the meeting.</i></p> <p>The Chair asked if the PTA still wanted the Governors support at the summer fete. The Headteacher replied that the PTA would make all the arrangements and be in touch with governors nearer the event.</p> <p>The Headteacher asked governors if he could arrange a token of thanks to Dr Bill Pigg for his service to the school. Governors agreed this and would like to be included in the arrangements.</p>	CHAIR
15.	<p>Date and Time of Future Meetings</p> <p>FGB 11th July 2023</p>	

The meeting ended at 19:47pm.

Minutes will be approved by the Chair, at the meeting to be held on 5th December 2023.

Action Plan following the meeting held on 21st June 2023

	ACTION	AGENDA ITEM	WHO	WHEN
1	Chair to complete the single page overview to share with governors at the next FGB.	5	Chair	11/07/2023
2	Headteacher to share an update and link on the Index of Statutory Information webpage on the school website.	9	Headteacher	11/07/2023
3	Chair to identify and ask a governor to be a link to early reading.	14	Chair	ASAP

Agenda items for FGB

Revised format SDP

Governor Support (September)