

**MINUTES OF THE MEETING OF THE  
THE CHAPEL END INFANT SCHOOL GOVERNING BODY  
HELD ON THURSDAY 28 JANUARY 2016  
AT 7PM  
AT THE SCHOOL**

**PRESENT:** Mr. Alistair MacLellan (Chair - Local Authority Governor)

**Co-Opted Governors:**

Mrs. Ludi Capelan  
Ms. Kate Williamson  
Mr. Craig Leither (Staff Governor)

**Parent Governors:**

Mr. Grant Jacobsen

**Staff Governors:**

Mrs. Antoinette Strydom

**Headteacher:**

Ms. Theresa Martin

**Also Present:** Mrs. Debra Noakes (Observer – Deputy Headteacher)

**Clerk to Governors:** Mrs. Pauline Dorney

**1. WELCOME AND APOLOGIES FOR ABSENCE**

The Chairman welcomed attendees to the meeting and noted that Milena Lacheva was running late. The meeting was quorate; there were no apologies for absence; no confidential items to be discussed and there were no anticipated items of Any Other Business.

**2. DECLARATIONS OF INTEREST**

There were no declarations.

**3. MINUTES**

The minutes of the meeting held on the 14 January 2016 had not been received by Governors and so this item was deferred to the next meeting.

**4. RAISEONLINE SUMMARY REPORT – OCTOBER 2015**

The Chair referred Governors to the Raise online Summary Report – October 2015 and the following points were highlighted:-

- A governor suggested that in future a whiteboard presentation might help governors when looking at data. It was agreed that this could be accommodated in future.

- The Headteacher advised Governors that the School was larger than an average school. Last year there were roughly equal percentages of boys and girls whereas this year there is a higher percentage of boys than girls. Boys' attainment nationally is historically lower than that of girls so we do need to be mindful of the possible impact of this on end of KS1 outcomes for 2016.
- The percentage of pupils entitled to Free School Meals' is slightly below average and does not seem to be changing too much over time.
- The percentage of pupils from minority ethnic groups is much higher than the national average and is mixed so the School does not have one predominant ethnicity. The same goes with the EAL pupils – this is much higher and is increasing. The School has approximately 30 different languages within the School. Most pupils have a reasonable grasp of English. There is a growing number of children with very little or no English. The majority of these children are Eastern European and often they have not been to school before.
- The percentage of Special Education Needs Pupils is quite low and this is to do with more accurate and early identification of needs which can then be addressed through quality first teaching. The percentage of pupils with Educational Health Care Plans is increasing.
- Mobility is low and apart from the year where the school had the additional two classes and mobility was higher, the school population is quite stable.
- With regard to the Deprivation Indicator, the School has approximately 40% of children that fall into the 0-20 band which is the highest level of deprivation, with a further 40% falling into the 20-40 band. Although Chapel End Infant School falls into the highest deprivation quintile the school's deprivation indicator is at the lower end of that quintile.
- It was noted that the Curriculum is well planned to take account of EAL needs and cultural diversity.

**Question:**

Currently Year 2 is 60/40 boy heavy and this potentially has issues with attainment. How do you address this?

**Answer:**

In terms of provision, we know that boys respond to video, super-hero type characters, practical activities, outdoor play and particular types of books and these are used to motivate and inspire this cohort.

**Question:**

Does the high level of EAL impact on the school's phonic screening outcomes?

**Answer:**

No although we do have children that come into Year 1 with no English and it is unusual to be able to get them to the level they need be at to meet the standard in the phonics

screening test. However, the majority of these children do go on to meet the standard by the end of Year 2 unless there are more complex learning issues.

From the analysis carried out on last year's Phonics Screening Test results there were 11 children who did not meet the standard although they were expected to based on the school's own assessments. In depth analysis of phonic screening errors highlighted that children struggled with 'nonsense words' and split digraphs. This is being addressed through minor adjustments to RWI sessions and 1:1 catch-up interventions. Ongoing assessment will be carried out to monitor the impact of this focus. The Read, Write, Inc provision is working well within the School. Currently 11% more children than at the same time last year are at the stage of the RWI programme where we would expect them to meet the standard in the phonic screening check.

Another RWI Development Day has been scheduled to take place on 3 February and will be focusing on Reception provision.

**Question:**

In 2014 the School absence rate for FSM children was slightly above average. Has this improved in the last year?

**Answer:**

At the moment, the School is putting in place a number of strategies to improve attendance. The School is identifying children whose attendance initially drops below 95%. Letters are then sent to parents alerting them to absence levels. If attendance drops below 90% the School works with the families to establish why attendance is an issue and what support can be provided. The Headteacher confirmed that she has been much more rigorous in not authorising absence requests during term time. However, not authorising an absence does not mean that the family does not take the time off.

Although the School works with families of children who are not yet statutory school age, there are no statutory processes to be followed until children reach statutory school age.

Governors suggested that in future the data could be broken down further to distinguish between absence levels of statutory and non-statutory age children.

It was noted that KS1 Attendance was 96.1% and the Reception was 92%.

Attendance on the whole, is above 95% and the School has effective strategies in place to ensure good attendance.

Currently 19 families are being supported through the school's attendance procedures and 10 of these families have children in Reception classes. Three of these families meet the criteria for free school meals.

**Page 15:**

EYFS Profile Outcomes

The Headteacher stated that the 2014 data in the ROL report shows very low outcomes for Good Level of Development (GLD). The reason for this was the very low attainment in writing. It was clarified that for children to get GLD they had to achieve expected outcomes in 12 of the 17 Early Learning Goals (ELGs). Children who do not achieve the expected outcomes for writing cannot achieve GLD so a low outcome for writing has a

significant impact on GLD overall. This year school GLD was 62% against a national of 68% so the School is much closer to national expectations and it is expected that next year the results will be in line with the national figure.

Governors were advised that Ofsted do access the School's ROL data and that EYFSP data had not been included in the Report during previous years.

It was noted that 2015 data showed a significant improvement on 2014 and that exceptionally good progress had been made towards improved Foundation Stage outcomes.

**Page 16:**

Phonics

Although end of Year 1 outcomes did not present a good picture, there was an improvement on the previous year and cumulative data showed that by the end of Year 2 92% of children had met the standard which was above national average. The School acknowledged that phonic screening outcomes were below national expectations and strategies were in place to improve this. Governors were asked to note that cohort differences did have impact on outcomes.

It was noted that competent readers sometimes performed less well in the Phonics Screening Check because they often attempted to make sense of what they were reading rather than sounding out the word which could lead to mistakes, particularly with nonsense words.

**Page 19:**

No issues were raised about outcomes for different groups within the school. However it was noted that the senior leaders did analyse data for groups to identify trends and issues.

**Question:**

Has there been a shift in the ethnic make-up of the school over time?

**Answer:**

There are increasing numbers of Eastern European children now within the School.

The Headteacher explained that the School now used the LSA support for EAL to target those children who are new to English whereas previously, more support would have been given to develop higher level language skills.

**Page 20:**

Year 2 Phonics Screening Check

Of the children not achieving the expected standard in year 1, 85% go on to achieve the standard in Year 2. This is against a national figure of 64%. It was reported that this year's cohort should not be lower although there are particular needs within that year group.

By Year 2 it was noted that,

- Boys had achieved in line with the national average.
- Girls' achievement was above the national average.

- Children entitled to Free School Meals achieved at 1% below the national average
- Achievement of EAL pupils is higher than national average.
- Children receiving SEN Support achieved less well than school and national averages. Governors were reminded that this is a very small number of children and that annual cohort differences have a significant impact on outcomes. For SEN outcomes, Ofsted will look for individual progress for each child and the School has documented evidence to demonstrate good or better progress for these children. The Chair noted that this point dealt with a question raised by Mr Terry Toomey outside of the meeting.
- Last year all children identified as SEN support made good or better progress in reading, writing and maths.

**Page 22:**

Governors were pleased to note that attainment at L2A and L3 in reading was significantly above national outcomes.

**Question:**

How can we feed this through to writing and maths?

**Answer:**

Development of writing skills can be more challenging than reading for younger children and consequently writing results tend to be lower than reading results and this is reflected nationally.

The development of writing provision has been identified as an ongoing school improvement priority and writing results have improved significantly as a result of this.

The school has recently introduced a new maths scheme which is expected to have a positive impact on achievement outcomes.

**Page 24:**

Attainment at KS1

**Question:**

In 2013/14 the difference in APS for all subjects of 0.6/0.7 has increased to 0.9. Will this improve next year?

**Answer:**

Due to legislative changes there will be no APS measure this year and we are unsure how data will be reported next year.

Governors were advised that from discussions at inter-school moderation meetings there was a recognition that end of key stage expectations within the new curriculum had been raised.

**Pages 27 and 28:**

Closing the gaps:

**Question:**

Are there any issues identified and how are these being addressed?

**Answer:**

The School is closing the attainment gap between disadvantaged and other pupils in most subjects and at most levels. The real issue last year was the Level 3 Reading gap. Five more able pupil premium children expected to achieve L3 were assessed as being secure Level 2A readers but not quite competent L3 readers. The pupil premium cohort was 25 children so outcomes for 5 children had a significant impact on the outcomes for the group. There will be a focus this year on ensuring that more able readers are given greater opportunities to develop depth of learning, particularly in comprehension skills.

A further Analysis would be forwarded to Governors relating to the gaps in all subjects which related to the 25 children identified.

**ACTION: Deputy Headteacher to forward further analysis to Governors outside of the meeting.**

It was noted that the issues raised above had been included in the SEF and the school improvement plan.

**5. INSPECTION DASHBOARD – OCTOBER 2015**

Governors noted this document and had no comments.

**6. CHAPEL END INFANTS SCHOOL – INTERNAL DATA**

The Chair referred to the areas for development identified within the school self-evaluation document as follows:-

Page 15 – three development areas

The Headteacher stated that the EYFS staff in Reception and Nursery were ensuring that the children were being taught the important early reading and writing skills. The Assistant Headteacher was working with Reception parents on early reading and writing. In Nursery and Reception there was a reading morning to encourage parents to read with their children. Overall a lot of work was being done it was anticipated this would have a positive impact on EYFS outcomes. Nationally outcomes for reading and writing were lower than the other areas of learning and school outcomes compared favourably with national. The Headteacher noted that the school's thinking was that if a child was developing normally, that child's achievement should not be at a lower level in reading and writing than in the other areas. In most of the other areas of learning 80-90% of children achieve expected outcomes whereas for reading and writing that figure is mid 70s% and so the School was working to reduce that difference.

One focus has been on ensuring that there was provision in the Nursery for children to develop the physical skills that they need for writing. Colourful Semantics was used to develop children's vocabulary and sentence structure. Moreover, across the EYFS each room has a writing or mark-making area with resources to support and encourage writing, together with outside opportunities that will support children's engagement in writing.

## Page 16 – Teaching

The Headteacher stated the first inset on the outdoor learning environment had taken place. In terms of indoors, there has been a lot of work on making sure that displays are interactive and stimulating for the children.

In terms of the outdoor environment, a lot of work has been done with Early Years. The School has invested in resources to make the outdoor environment better.

## Professional Development of Staff

### **Question:**

Are staff engaging and identifying their own CPD priorities in their appraisals?

### **Answer:**

The Assistant Headteacher has completed her Forest School Leader Programme. This was undertaken on her own initiative and it had involved a lot of hard work both in and out of school time.

The Year 2 Team Leader was part of the Borough Moderation Team in 2015/16; which was a CPD opportunity for her and also benefited the School. This was being repeated again this year and would assist the School in getting to grips with assessment without levels.

The PE Co-ordinator, was following an ongoing CPD Programme for co-ordinators to support effective use of Sports Premium Funding to improve PE across the school.

She has attended training and obtained resources that are being used to support teachers to deliver REAL PE. A gymnastics coach has been working alongside the teachers to deliver appropriate gymnastics activities to the children but also as a CPD opportunity for teachers so that they can deliver the gymnastics curriculum in the future. A Leyton Orient Coach also visited the School on 2 days each week and worked with Nursery, Reception, Year 1 and Year 2 classes to teach the children a range of sports skills, working alongside the teachers so that their teaching skills were also being developed.

It was noted that there are a wide range of CPD opportunities within the School through weekly Inset sessions and training days. Some teachers did attend specific training days but generally the School prioritised in-school CPD as this enabled all staff to participate in training opportunities. For example a RWI Development Day had been arranged for the week commencing 1 February. Governors should note that these areas for development were built into the School Development Plan. Areas for development were also incorporated into staff appraisals to ensure staff were also getting access to appropriate CPD at their own level.

Training for moderation of assessment has taken place within the year groups. Staff were still building their confidence in assessing under the new curriculum. The School has identified some discrepancies from the autumn term data analysis and discussions on judgments relating to curriculum statements have taken place with staff to ensure consistency in making judgments about what children have achieved.

**Page 23:** - Development – Early Years

It was noted that the level of improvement has been positive since 2014.

**7. SCHOOL IMPROVEMENT PLAN 2015/16**

Governors received updated from the Headteacher on each of the Key Priority milestones that had been scheduled for December 2015.

**7.1.1 Key Priority 1: Assessment – Building effective assessment procedures**

Update:

These have been discussed with the Senior Leadership Team and an Action Plan has been prepared to continue to move the School forward.

Staff were beginning to become familiar with year group expectations. It would be necessary for all staff to become familiar with the new terminology. Further inset needs to be carried out to analyse this data. Scheduled Inset sessions would be arranged accordingly.

The use of pupil conferences was working well. The Headteacher noted that pupils were given the opportunity to show their own work and answer questions about their work and learning. Children were encouraged to talk about their work to give them a sense of pride. In Reception classes teachers worked with children on a weekly basis to review progress and collect evidence for children's special books.

The Headteacher noted that she hoped that by March the School would be further along the line with 'Mastery'. It was expected the transition to be easier from the non-levels to the new system but there was a lot of work to be done. A general Mastery Inset had been planned and this would be followed by a Maths Mastery session.

**7.2.1 Key Priority 2: Develop consistently high quality teaching in Maths**

Update:

The previous School Improvement Consultant had identified last year that consistency in quality and quantity of maths learning was an issue that the school needed to improve upon. This was a focus for the most recent visit by the new School Effectiveness Advisor. Her report has not been received to date. She looked at the Maths Books with the leadership team and carried out Learning Walks across Years 1 and 2. As always, there are areas that can be tweaked for further improvement, but consistency of approach was evident in both lessons and books. Discussions have taken place on the balance between practical and written work and how the practical aspects can be reflected in the books. A Staff Inset has been held on the Abacus Homework and this would be practised with the children in the classrooms up until half term and then be rolled out to parents after half term. The resources on the Abacus System had been found to be really attractive and for parents this would be the best way to learn how to support their children. The guidance documents for Early Maths Teaching had been completed.

### 7.3.1 **Key Priority 3: Develop the school's IT capacity:**

#### Update:

The Senior Leadership Team had reviewed the provision used in the School to meet the Curriculum requirements. The IT coordinator has considered a few Schemes of Work and had used what she considered to be the most appropriate to produce outline plans to ascertain all of the different aspects to be covered; whilst also linking it to the School's Creative Curriculum Topics.

In terms of the IT Infrastructure, the School was still in the process of identifying options and have not come up with specifics. Meetings have taken place with a number of service providers to discuss the School's requirements and quotations are awaited. A percentage of the School's capital funding has been earmarked for IT infrastructure but the school is very conscious that the budget available for IT improvements is relatively small and that it may be necessary to allocate part of next year's capital funding to meet costs.

### 7.4.1 **Key Priority 4: Develop depth and breadth of reading to secure the school's very good outcomes for reading:**

#### Update:

It has been identified that there are a small number of children for whom RWI is not necessarily been the best approach. Children with complex needs are being taught through an early years play-based programme which incorporates the teaching of common whole words rather than a phonic approach. A RWI Development Day was held last November. The Trainer has worked with staff to reorganise the 1:1 'catch-up' programme and this is enabling us to work more effectively and with more children. Good progress has been made doing this and it has been agreed to carry on until April 2016. It was reported that out of 20 children being supported; there were 10 who were now blending which is a key skill in learning to read.

Children at risk of not meeting the year 1 phonics screening standard have been identified and are receiving support to accelerate their progress.

It was noted that the Guidance document produced for expectations for a systematic approach to developing early reading skills in Nursery and Willow (Phase 1 phonics and oral blending/segmenting) has been completed.

### 7.5.1 **Key Priority 5: Sustain and develop the good quality of teaching and writing:**

#### Update:

The School has noted that narrowing the gap between boys and girls has been the School's priority. The School has carried out a book scrutiny and discussed a new Action Plan and looking at the School Development Plan – writing and writing provision comes up every time so the School has put aside two leadership afternoons to review and evaluate the provision and make any necessary changes.

7.5.3 **Key Priority 6: Outdoor provision and learning**

Update:

The School has carried out an Inset session on Outdoor Learning. Two members of staff have attended training at the Suntrap Centre but unfortunately some of the courses that staff had planned to attend were either oversubscribed or cancelled. Karen will be starting her Forest School work this term and she has been working with the school's grounds maintenance consultant to develop the wood area so that there is maximum access. For example, the pond has been filled in and different habitats created and areas of bramble have been removed.

The 'Awards for All' bid has been delayed due to pressure of time. Quotations have been requested for some playground developments that would potentially be included in the bid. The Chair offered to look into this to push this item forward.

**ACTION: Chair to work with Headteacher on progressing Awards for All bid.**

The Chairman noted that Governors would further review the School Improvement Plan at their March meeting.

**8. DATE AND AGENDA ITEMS FOR THE NEXT MEETING**

|     |                             |                           |     |
|-----|-----------------------------|---------------------------|-----|
| 8.1 | Full Governing Body Meeting | Thursday 11 February 2016 | 7pm |
|     | Full Governing Body Meeting | Thursday 10 March 2016    | 7pm |
|     | Full Governing Body Meeting | Thursday 5 May 2016       | 7pm |
|     | Full Governing Body Meeting | Thursday 9 June 2016      | 7pm |
|     | Full Governing Body Meeting | Thursday 7 July 2016      | 7pm |

**9. ANY OTHER BUSINESS**

9.1 Nothing to report.

The Chair thanked everyone for attending the Meeting.

The Meeting closed at 9.15pm.

Signed: ..... Dated: .....

Chapel End Infants School  
Draft Minutes  
28/1/16