



Minutes of the Standards and Effectiveness Committee Meeting held on Monday, 9th March 2020 at 6.00pm

Present: Gill Williams (Headteacher) Claire Scott-South
Yannick Berland (Chair) Michael Noakes
Pat Wilson Vaunda Powell (from 18.11pm)
Jamie Kew-Robson

In Attendance: Mary-Kate Swiers
Lucy Newton
Clare Smith
Samantha Vince (Governance Support Officer, Clerk to Governors)

		Action									
1.	Apologies for Absence and Declarations of Interest The Chair welcomed everyone to the meeting and there were no apologies received. There were no declarations of interest.										
2.	Minutes of the last meeting held on 13th January 2020 - Previously distributed Governors were in agreement that the minutes were a true and accurate record of the meeting, subject to correcting the job title of Claire Scott-South in the attendees list. The Chair was then duly authorised to sign the minutes.										
3.	Action Points and Matters Arising <table border="1"> <thead> <tr> <th></th><th>Action</th><th>Status</th></tr> </thead> <tbody> <tr> <td>1.</td><td>Alter the dates on the action plan (agenda planner) and send out to all governors concerned.</td><td>Carried forward – Clerk to confirm</td></tr> <tr> <td>2.</td><td>Facilitate signing of minutes of the committee meeting held on 12/11/19 by Chair, Yannick Berland.</td><td>Carried forward – Clerk to confirm</td></tr> </tbody> </table> <p>Matters Arising There were no matters raised.</p>		Action	Status	1.	Alter the dates on the action plan (agenda planner) and send out to all governors concerned.	Carried forward – Clerk to confirm	2.	Facilitate signing of minutes of the committee meeting held on 12/11/19 by Chair, Yannick Berland.	Carried forward – Clerk to confirm	
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4.	School Aims and Curriculum (standing item) – previously distributed. Mathematics Deep Dive Mary-Kate Swiers and Lucy Newton were invited to present the mathematics deep dive report by the Chair. The focus was on the application of mathematical skills, daily reasoning and the utilisation of key vocabulary in mixed ability pairs which developed independence through school. It was noted that mathematics was the favourite subject in KS1 and second favourite in KS2. White Rose long term plans had been used to ensure progression throughout the years and concrete, pictorial and abstract were now used throughout the whole school. Maths was embedded into the everyday routine of the school.										

The Chair asked how progression is demonstrated, for instance, how was it different from KS1 to KS2? It was confirmed that the questions were different but the basic structure and how the learning was delivered were the same, which enabled continuity.

'Keep Up' (same day intervention) was being used, where teaching was done in the morning, it was marked and any children who hadn't mastered the subject were helped in the afternoon, which ensured no child went into the next day not confident with their previous day's learning and no child fell behind. Another successful strategy used was repetition, which was seen as a key strength of the school which allowed continuity and gave the children confidence they could succeed.

A governor asked how maths was integrated into topics as other subjects were. It was confirmed that maths stood alone as it was felt the focus would be lost if it became part of a topic. It was acknowledged that although integration with topics worked for some subjects, it only worked where it was appropriate for the subject and objectives.

Vaunda Powell arrived at 18.11.

The presentation went on to address the Ofsted target to ensure challenge was embedded in lessons. The school ensured challenge was planned in all sessions and believed in challenge for all where every child followed the same structure.

Observations and reviews of books were undertaken from early years to KS2 and it was noted that there was really high pupil engagement with lots of SEN support. It was felt that pupils couldn't really fail in the maths environment created by the school.

Areas for improvement were discussed, particularly support for lower attaining pupils (LAPs), how resources were used more effectively and the focus of coaching and mentoring.

A governor queried what the greyed out segments meant on the deep dive report. The Headteacher confirmed this was the new format for the IDSR and that anything bold was in the top or bottom 20%, whereas anything which was greyed out was the standard average.

The assistant headteacher stated the deep dive experience was a really useful day which joined all aspects of the learning together. It was seen as a very positive experience that reinforced the view that the school was performing as the senior leadership team thought it was.

A governor noted that although doing a deep dive was a big investment of time, it felt essential to continue so the school could understand it was operating effectively. Deep dives also provided more purpose for CPD and for the staff meeting. The Headteacher confirmed the school would provide half days in the summer term to review the deep dives. It was noted that governors found it useful to have an overview of the learning and how it was sequenced. A governor asked other staff in the meeting how the deep dive felt from their perspective. The staff's view was they fit into the school ethos of 'open door classrooms' and wasn't disruptive at all. The children had been keen to share what they were doing it was felt that checking they were doing things in the right way was a good thing.

A governor asked whether if an inspector requested access to books to demonstrate the different levels in a subject, would they easily be available. The school confirmed they would as they kept books from the previous two years. The Headteacher noted that the pupil feedback had not been distributed as it contained pupil's names, but invited Pat Wilson to review it when she next visited school.

Mary Kate Swiers and Lucy Newton left the meeting at 18.27pm.

History Deep Dive

Claire Smith was invited to present the History deep dive report by the Chair.

The history deep dive was conducted in a similar way to the maths one. However, history was a subject which was embedded in the whole curriculum. It was recognised that the children were

	<p>less keen on history as a stand-alone subject as they found it a bit boring and it wasn't seen as impacting their lives. The Chair asked how the school could change that. Although the children were getting the learning they needed, the National Curriculum was a bit 'dry' unfortunately but the school had to work with it.</p> <p>The Headteacher asked whether the lack of enthusiasm could be attributed to how the school talked to the children about what history learning was. Did the school need to consider re-phrasing the question? However it was recognised that children did need to learn that they wouldn't enjoy everything in life and sometimes they just needed to learn some things which didn't interest them as much.</p> <p>The presentation discussed areas the school was working on which improved engagement with history and confirmed they were planning to implement some key structures (similar to those in maths) that would help the children feel more secure in knowing what to expect. A governor suggested that the school looked at teaching skills in history such as researching a topic and asked whether strategies such as using Lego to promote reading in early years could also be used with history? It was confirmed that fun and interesting activities were already planned in the curriculum, such as mummifying tomatoes and visits to historical sites such as the Ryedale Museum. The early years' children liked to talk about their own history, such as a book they read at nursery, as the concept of time was hard for them to understand. This couldn't be overlooked as it was their history, what they understood as history.</p> <p>A question was also posed as to whether the curriculum allowed the school to make the most of living in a historical city such as York. It was confirmed there were aspects which could be linked to York, but there was no choice about certain aspects which had to be covered.</p> <p>Examples were shown in the meeting of pupil's work from years 2 and 5.</p> <p>The presentation described the resources available in history. A knowledge organiser for each topic existed including artwork and key vocabulary, which was available on the website and also emailed to all parents. It was recognised this was very helpful and enabled parents to support their children. There were also a range of fiction and non-fiction books available and the class novel was linked to the time period studied. It was confirmed that KS1 covered the whole curriculum every year and KS2 covered it every 2 years.</p> <p>In terms of assessment, it was confirmed that objectives were reviewed and those children who were excelling or needed improvement were noted. This data was being collated which identified trends and also why progress was not as expected.</p> <p>It was confirmed that history subject knowledge was high and that all evidence for early years existed on-line with Tapestry in the form of an electronic journal instead of books.</p> <p>Next steps were then discussed surrounding the maximisation of learning projects and whether learning projects should have been taught chronologically or when links were available, such as the Viking festival in February and Ancient Greece at the time of the Olympics. The Headteacher recognised there was a need to articulate why the school was teaching topics at certain times and that she had raised this with the new Headteacher for ongoing discussion and review.</p> <p><i>Clare smith left the meeting at 18.54.</i></p>	
5.	<p>Behaviour and Attendance Update (previous term) – previously distributed</p> <p>The Headteacher was invited to present the Behaviour and Attendance data.</p> <p><i>Behaviour</i></p> <p>The Headteacher explained the interventions the school had introduced which had reduced the number of 'reds' on the report, which included training on using positive behaviour, de-escalating situations and consistency of discipline from the adults in school, such as not ignoring running in the corridors.</p>	

	<p>It was noted there was a 'hot spot' class but that it was not an issue with the teacher, who had utilised all of the strategies available and had asked for additional ideas how the behaviour could be tackled. There were no trends with SEN children.</p> <p>The Headteacher explained other interventions that had been put into place including the introduction of more structured lunchtime breaks which limited difficult behaviour such as lunch club, spelling hut and playing games with the class teacher. The school had also recognised that building relationships with the children was key to the management of behaviour and being able to have difficult conversations. They had included at least one opportunity per week for children to spend with the class teacher in a positive environment to help build positive relationships. The governors were in favour of this idea. The school had also done work which encouraged children to deal with issues at the time and move on more quickly, such as how they dealt with friendship issues.</p> <p>The Chair asked whether these interventions were working. The Headteacher confirmed that improvements had been seen, so they had had a positive impact.</p> <p>Attendance</p> <p>The Headteacher read out the Ofsted statements around attendance and it was noted that the follow-up actions were important.</p> <p>The comparison with the national data from 2019 was discussed. Although the school had an increase of 3.3%, it was still below the national average of 3.9%. Persistent absence was at 6% against the national average of 8.4%. It was noted that the school absence figures were below the national average for the third year in a row.</p> <p>Disadvantaged pupils were noted as a bit of a concern but the numbers were small. The Headteacher encouraged the governors to look at these pupils in terms of individuals, rather than percentages.</p> <p>Persistent absences had improved this academic year from 23 children in the autumn term 2018 to 11 children in the autumn term in 2019. It was recognised that there had been a lot of sickness in the 2019 autumn term and the authorised absence data reflected this.</p> <p>The governors acknowledged the data had shown a positive picture, but agreed it should continue to be closely scrutinised, especially the unauthorised absences.</p> <p>A governor asked whether there had been much concern about the potential impacts of coronavirus voiced by the parents and the Headteacher confirmed there hadn't been.</p>	
6.	<p>Feedback on Grading and Associated Evidence of Quality of Teaching</p> <p>The Headteacher confirmed that the Local Authority had visited the school to review and validate their judgements and the results had been very positive, with their quality of assessments also having been validated.</p>	
7.	<p>Policy Review</p> <p>There are no policies due for review at this meeting.</p>	
10.	<p>Any Other Business</p> <p>No other business was raised.</p>	
11.	<p>Dates and time of next meeting:</p> <p>Monday 4th May, 2020</p>	

The meeting ended at 19:20pm

Yannick Berland (Chair)

Date

**Action Plan following the Meeting of the Standards and Effectiveness Committee
held on 9th March 2020**

Action		Item	Person(s) Responsible	Timescale
1.	Alter the dates on the action plan (agenda planner) and send out to all governors concerned.	3	Clerk (SV)	By next meeting – 4 th May
2.	Facilitate signing of minutes of the committee meeting held on 12/11/19 by Chair, Yannick Berland.	3	Clerk (SV)	By next meeting- 4 th May