



Standards and Effectiveness Committee Meeting minutes (Virtual using Zoom) held on Wednesday, 18th May 2021 at 6.00pm

Present: Ben Sutton (Headteacher) Claire Scott-South until 19.03pm
Jamie Kew-Robson (Acting Chair) Vaunda Powell

In Attendance: Anna Riach (Observer)
Mary-Kate Swiers (Assistant Headteacher)
Samantha Vince (Governance Support Officer, Clerk to Governors)

		Action												
1.	Apologies for Absence and Declarations of Interest The Chair welcomed everyone to the meeting. Apologies were received, with consent, from Pat Wilson, Sarah Murray and Luke Zwalf. Michael Noakes was absent. Mr Kew-Robson had agreed to act as Chair for this meeting on behalf of Mrs Wilson. There were no declarations of interest.													
2.	Minutes of the last meeting held on 8th December 2020 - Previously distributed Governors were in agreement that the minutes were a true and accurate record of the meeting, and 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>Update the Computing & Internet Use policy to better reflect how the school utilises technology across the curriculum. Head to ensure Emily Robinson completes this.</td><td>Completed.</td></tr> <tr> <td>2.</td><td>Circulate the updated Computing & Internet Use policy for information once updates in Action 3 had been completed</td><td>Completed.</td></tr> <tr> <td>3.</td><td>Benchmark the school against FFT (Fisher Family Trust) national figures</td><td>Completed. The Head noted this was a voluntary exercise given no national benchmarking was available. KS2 showed as significantly above the national average, with KS1 in line with the national average and trending to being above, which was fantastic given the challenges of the past year. The Head noted FFT had not confirmed how many schools were involved and whilst maths and writing had largely stayed the same,</td></tr> </tbody> </table>		Action	Status	1.	Update the Computing & Internet Use policy to better reflect how the school utilises technology across the curriculum. Head to ensure Emily Robinson completes this.	Completed.	2.	Circulate the updated Computing & Internet Use policy for information once updates in Action 3 had been completed	Completed.	3.	Benchmark the school against FFT (Fisher Family Trust) national figures	Completed. The Head noted this was a voluntary exercise given no national benchmarking was available. KS2 showed as significantly above the national average, with KS1 in line with the national average and trending to being above, which was fantastic given the challenges of the past year. The Head noted FFT had not confirmed how many schools were involved and whilst maths and writing had largely stayed the same,	
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		<p>reading had increased significantly, which suggested teachers were less comfortable with assessing reading. He confirmed the school would repeat the FFT benchmark at the end of the year to allow comparison of data.</p> <p>A governor asked whether the school had found teachers were less comfortable with assessing reading. The Deputy Head confirmed systems were in place to ensure staff were well supported with assessment grids available for all year groups and moderation developed to support staff. Borderline cases were also discussed and agreed within the team.</p>	
	4.	Securely deleted and/or destroy the non-redacted document provided	Completed.
	5.	Ask staff to ensure any policies they wrote or amended were proof-read prior to distribution for approval	Completed.
	6.	Confirm date when next data would be available to assess whether to move the next S&E meeting	Completed.
	7.	Confirm when the next Chair's training was to the Chair	Completed.
	<p>Matters Arising</p> <p>There were no matters raised.</p>		
4.	<p>Review available evidence of all achievement (attainment and progress) for the Spring and Summer Terms – previously distributed</p> <p>The Headteacher confirmed a data collection exercise had been undertaken in the second week of this half term using standardised assessment materials and the report included data on disadvantaged and SEN children, as well as the national picture. He highlighted that nationally, disadvantaged children had been the most disadvantaged by the lockdowns. He conceded that although the data wasn't the strongest the school had seen, it was not as bad as they had feared and this success was due to the incredible efforts of the team.</p> <p><i>The Acting Chair noted the school worked very hard to support disadvantaged children and asked whether there was any way of measuring that impact.</i></p> <p>The Headteacher stated that data for similar schools was not available to compare due to Covid, but he was aware of a similar school he could contact to compare to.</p> <p>The Assistant Headteacher noted that engagement of the children was tracked through the lockdowns which enabled the school to learn and improve their provision and also demonstrated that disadvantaged children engaged more in the second lockdown. It was noted that the school was able to provide more in-school provision in the second lockdown. Staff governors felt the data showed a positive picture given the circumstances. It was also confirmed that the school had two student teachers from St. Johns.</p> <p><i>A governor asked what the school had done to drive the considerable improvement and asked how the new CPD offering had embedded.</i></p> <p>The Assistant Headteacher confirmed their new package of tailored CPD had started at the end of the Autumn term using walk throughs and confirmed staff had been into classrooms recently to</p>		

	<p>assess the impacts of the new CPD. The Headteacher added that following a learning walk, the school had addressed a lack of engagement they had observed, which was an example of their effective monitoring of teaching and learning.</p> <p><i>A governor noted an action for SEN children in relation to maths and asked for clarity as to whether school was monitoring teaching or learning.</i></p> <p>The Headteacher confirmed they looked at both so if an issue with learning was identified, they would review the teaching to assess whether that was still best practice.</p> <p><i>A governor noted there had been a drop against targets in the Autumn and Spring and requested clarity as to whether this was due to the lockdowns.</i></p> <p>The Headteacher confirmed this drop was a direct result of the lockdowns. Governors agreed the success of the school was wider than just data and noted the school had quite aspirational targets.</p> <p><i>The Chair noted SEN children were significantly impacted and asked if there was a correlation between SEN and looked after children. Had these children struggled to access learning or were they in school.</i></p> <p>The Assistant Headteacher confirmed all of the looked after children had been in school during lockdown and although there had been a fairly significant fall in the data for SEN children, they represented a small number of children in the school with 33 children identified as having SEN needs.</p> <p>A governor noted secondary schools were experiencing challenges with obtaining TA resource and asked whether school had the same issues.</p> <p>The Headteacher confirmed they did not have issues to the same level but issues had been felt as the school was allowed to support the children as they had previously due to staff not being allowed to work across bubbles.</p> <p><i>It was highlighted that year 4 had done quite well which had a higher proportion of SEN children. A governor asked if that was due to more TA support being in that bubble.</i></p> <p>The Headteacher confirmed this was the case and this demonstrated the value of TA led interventions. He emphasised the school placed TAs carefully to ensure they addressed the areas of greatest need across the school.</p> <p><i>A governor asked what the school was doing to accelerate those who had not made the expected progress during lockdown.</i></p> <p>The Headteacher confirmed this was being addressed by the school's allocation of funding and identifying where best to deploy resources.</p>	
5.	<p>Review Impacts of Pupil Premium, PE & Covid Catch up Funding and discuss the plans for this academic year - previously distributed</p> <p>The Headteacher confirmed the catch-up funding had all been spent on staffing apart from the money spent on the FFT assessment tool. Two additional TAs had been brought into school in KS1 and KS2 to undertake catch up intervention and to teach some classes (as one of the TA's was also a qualified teacher). Additional staffing had allowed staff to work with specific intervention groups, provide within the class team teaching and also allowed them to take groups of children such as middle attainers out of class to work separately. He noted these interventions were for all children who required them.</p> <p>Moving forward the school planned to have mixed year 5 and year 6 classes in KS2 and planned to split the current class 8 to address some behaviour issues with that group which had arisen due to teacher mobility throughout their time at school which hadn't been helped by the lockdowns. Staffing had been considered to ensure the school remained balanced in terms of experience and allocation of those children with higher needs. The Headteacher confirmed the school were currently recruiting for staff for maternity cover, a full-time teacher on a fixed term contract (with a</p>	

	<p>view to becoming permanent) and a teacher for three days a week. In response to a question from the governors regarding the quality of candidates, the Headteacher confirmed there were a lot of very good quality candidates for all roles.</p> <p>P.E.</p> <p>The Headteacher confirmed the school was now starting to be able to offer more activities with restrictions easing, including playground interventions at lunchtimes and indoor and outdoor sports clubs. He confirmed school no longer used Total Sports but continued to use the York Sport Schools network. He also confirmed the PGL residential trip would proceed on 9th-11th June.</p> <p><i>A governor queried how the school could make it easier to track impacts of Covid catch-up and Pupil Premium funding on the children.</i></p> <p>The Headteacher confirmed the local data collection due at the start of June would allow comparisons to be made but the quality of the data would depend on what contextual data was collected and how that was factored in. He also confirmed that other schools were using the same tools to measure impact as they were.</p>	
6.	<p>Feedback on Grading and Associated Evidence of Quality of Teaching including changes driven by Covid – verbal update</p> <p>The Headteacher stated classroom visits had been undertaken as part of the monitoring schedule and would continue to be done and school were planning another book review to assess progress. An external visitor had also done some work to quality assure what school were doing and their assessment was broadly in line with what the school had found.</p> <p><i>A governor asked whether there was a risk the same issues with quality of teaching would be repeated with student teachers (given a student teacher had not performed well in their quality of teaching assessment).</i></p> <p>The Headteacher stated he did not believe there was a risk as they had very strong candidates and they were carefully planning how to support new members of staff. The school's coaching provision for new and existing staff was also due to be rolled out over the next seven weeks. The Acting Chair requested data be provided for review at the next meeting in regards to quality of teaching to assess how it had changed over time.</p>	<p>Agenda – S&E</p>
7.	<p>Report on whole Curriculum review including Covid changes and impacts - verbal update</p> <p>The Headteacher confirmed he had sought staff's feedback and consistent limitations identified had been sharing best practice and how to best teach and facilitate learning. He praised the fantastic job the Assistant Headteacher had done with the new CPD offering which was all now accessible on line, but admitted time for staff to share had been limited due to Covid restrictions. Staff training had also been limited from all sources for the same reasons.</p> <p>Moving forwards the aim was to have greater links between curriculum subjects and the school wished to focus heavily on concepts and a staff consultation was planned regarding this. The plan was to link subjects from year to year with a heavy weighting on reading with quality texts being the focal point of each unit. He was currently investigating simultaneous gains where a quality text also included some required history knowledge and some English requirements, but admitted it was a lot of work to find the right texts. He confirmed all options in the design of the new curriculum would be considered, but noted it was also important to recognise what was good on the current curriculum and to retain those elements.</p> <p>[Mrs Scott-South left the meeting at 19.03pm.]</p> <p>The Assistant Headteacher added the school was also looking at themes such as diversity and the Headteacher confirmed they planned to review the School Values to make them more relevant and more 'lived', such as tolerance, and also include these themes in the curriculum. The Assistant</p>	

	<p>Headteacher also highlighted the importance of exposing the children to inclusive books with SEN protagonists which would resonate with the children and would encourage them to empathise with the characters, promoting inclusion.</p> <p><i>The Acting Chair asked when the curriculum review would be completed.</i></p> <p>The Headteacher confirmed the planning process would begin in the next half term and they were aiming for a three year plan which would give the school time to choose the right books and plan the curriculum properly, but some actions could be undertaken straight away.</p> <p><i>A governor highlighted that the curriculum for EYFS was changing from September.</i></p> <p>The Assistant Headteacher confirmed the Deputy Headteacher was currently reviewing the requirements against their current curriculum and assessing where changes needed to be made. Changes were welcomed by the school in order to keep the curriculum fresh and interesting for the children and the staff as it was really important for everyone to be enthused by it.</p>	
8.	<p>Inclusion & Safeguarding update (from Link Governors)</p> <p>Governors agreed to include an inclusion and Pupil Premium update from the link governors on the next meeting agenda and noted a Safeguarding update had recently been provided at the FGB.</p>	Agenda – S&E
9.	<p>Policies for approval – previously distributed</p> <p><u>Policies to be approved for Adoption</u> None for this meeting.</p> <p><u>Policies for Approval</u> Science</p> <p>It was confirmed there had been no major changes other than the school had achieved the Primary Science Quality Mark and a lot of the things the school had done to achieve this continued to be embedded into best practice at the school. No comments were raised by the governors.</p> <p>Governors approved the Science policy.</p>	
10.	<p>Any Other Business</p> <p>No other business was raised.</p>	
11.	<p>Dates and time of next meeting:</p> <p>30th June 2021 at 6pm.</p>	

The meeting ended at 19:16pm.

APPROVED AT THE DRINGHOUSES STANDARDS & EFFECTIVENESS COMMITTEE ON 30TH JUNE 2021 – NO SIGNATURE DUE TO COVID RESTRICTIONS.

Jamie Kew-Robson (Acting Chair)

Date

**Action Plan following the Meeting of the Standards and Effectiveness Committee
held on 18th May 2021**

Action	Item	Person(s) Responsible	Timescale
1.	No actions were recorded.		

Items for the next Standards & Effectiveness Committee:

- Data be provided for review at the next meeting in regards to quality of teaching to assess how it had changed over time
- Inclusion and Pupil Premium update from the link governors
- Pupil Premium impact review (for the year) – Summer term

Items for the next FGB:

- None were raised.