



Standards and Effectiveness Committee Meeting minutes (Virtual using Zoom) held on Wednesday, 30th June 2021 at 6.00pm

Present: Ben Sutton (Headteacher) Claire Scott-South
Pat Wilson (Chair) Vaunda Powell
Michael Noakes

In Attendance: Anna Riach (Observer)
Mary-Kate Swiers (Assistant Headteacher) until 18.25pm
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 Jamie Kew-Robson and Sarah Murray. There were no declarations of interest.							
2.	Minutes of the last meeting held on 18th May 2021 - Previously distributed Governors noted the following amendments to the minutes; Change 'PDL' to 'PGL'. Change Item 7 in regards to inclusive books to 'empathise' rather than 'emphasise'. Governors were in agreement that the minutes were a true and accurate record of the meeting, on condition the agreed changes were made. The Chair was then duly authorised to sign the minutes.	Clerk						
3.	Action Points and Matters Arising <table border="1" data-bbox="172 1429 1369 1541"> <thead> <tr> <th></th><th>Action</th><th>Status</th></tr> </thead> <tbody> <tr> <td>1.</td><td>No actions were recorded.</td><td></td></tr> </tbody> </table> Matters Arising Governors agreed to defer the Pupil Premium impact review (for the year) to the first meeting of the Autumn term.		Action	Status	1.	No actions were recorded.		Agenda – S&E
	Action	Status						
1.	No actions were recorded.							
4.	Review available evidence of all achievement (attainment and progress) for the Spring and Summer Terms – previously distributed Year 6 Data The Headteacher confirmed the school was taking part in data collection exercises for York (local comparison) and the Fisher Family Trust (national comparison) and that Year 6 had now completed their assessments. The Assistant Headteacher was then asked to review the data which had been previously distributed. She confirmed Year 6 had sat the 2019 SATs papers and despite having none of the usual test practise, they were happy to complete them. Stamina had been an issue but staff were very							

5.	<p>Quality of Teaching - previously distributed</p> <p>The Headteacher confirmed a book review was in progress and data was currently being collected, but results to date had been very positive. He noted he was in the process of finalising a policy for the FGB to review which included less focus on written marking and feedback, which had been introduced during Covid when teachers were not allowed contact with books. The book reviews were evaluating how books looked following many months of providing less written feedback and initial comparisons to pre-Covid books with heavy marking were positive. Work would continue with this in line with the adapted policy.</p> <p>CPD programme</p> <p>School would continue to evaluate the best ways of supporting teaching and learning and the development of teaching practice as they had continued to do throughout lockdown with adaptations to take account of lockdown restrictions. They were also mindful of teacher's workloads and felt the school had not made it overly onerous because of this. Coaching had also continued to be really effective and school was also continuing to encourage people to share best practice and adapt their own practice where required.</p> <p><i>A governor queried what the school had planned for the CPD programme for the autumn term.</i> The Headteacher confirmed questioning (both for children and each other) was the key focus currently, in particular looking at ways to enhance questioning to improve the answers received to evaluate the understanding in a more efficient way. This would continue into the autumn term and they would also build in feedback and ensuring staff were comfortable with feedback practices given there would be less focus on written feedback.</p> <p><i>A governor challenged how Ofsted would react to less written feedback and how non-written feedback would be evidenced.</i> The Headteacher confirmed that Ofsted had made it clear they didn't want to see quantities or frequencies of written marking and they were more interested in seeing teachers responding to the needs of a class appropriately. He admitted however there had not been many Ofsted inspections using this new guidance so some schools did not feel completely comfortable moving to less written feedback just yet.</p> <p><i>A governor asked what Ofsted wanted to see as an alternative and how was non-written feedback demonstrated.</i> Ofsted no longer wished to view any internal data and instead wanted to know where the children were and what school was doing about that. The evidence should be in the progress they could see from the children's books to ascertain what had happened as a result of what teachers had done.</p> <p><i>Governors noted there were also other ways of demonstrating to Ofsted such as using the CPD list of what's being done, for instance drastically reducing written feedback and evidence of coaching of others.</i> The Headteacher also confirmed they could use their SEF to demonstrate what they had done in terms of teaching and learning and quality of education, why they had done it and what the impacts had been.</p> <p><i>A governor asked whether Ofsted could also use lesson plans to triangulate what they were seeing.</i> The Headteacher confirmed they wished to look at teacher's practice and how it's presented. They also wanted to see lessons were planned and that there's a progression to learning but not rigidly following a plan, as that would be too prescriptive. The school would continue to build on the Progression model and sequencing the curriculum which were already recognised strengths of the school. It was also noted Ofsted would ask the children how they knew they were doing well with their learning and how their teacher supported them with this.</p>	
6.	<p>Inclusion – verbal update</p> <p>The Headteacher provided an update on behalf of the SENDCo who was unable to attend the</p>	

	<p>meeting. He confirmed the school had an increase on the SEN register which now included 43 children, 38 on SEN support and 5 with EHCPs. Interventions continued to happen in bubbles and school had also been providing social and emotional support including mindfulness throughout lockdown and this had continued when children returned to school. ELSA support had recently extended across the bubbles in years 1-6. Catch-up interventions had all been delivered.</p> <p>The Headteacher confirmed the school had joined the Punch project in York which used early years data and assessments to identify children who were potentially on the Autism spectrum earlier, which was really positive as parents sometimes found it hard to gain assessments for Autism and ADHD. Year 1 had been assessed and had identified 3 children they want to be observed by an educational psychologist, with results awaited as to whether early signs were present. He was pleased as the three children identified had also been identified by the school which meant their systems for identification were working.</p> <p>Support plans and EHCPs had been completed in preparation for those children transitioning to secondary school. New EHCP paperwork would be introduced in the autumn term along with a replacement engagement model to replace p levels for children who weren't at the start of year 1 assessment levels. He confirmed the school wellbeing service was involved with two children and there had been an increase in Covid related social and emotional mental health issues, especially in relation to separation anxiety. The well-being worker was holding sessions to support these children and there was potential for early health plans in some cases. In most cases, the issue seemed to be getting to school and the children usually settled once they had got there. There seemed to be evidence that some existing anxieties had been made worse by Covid.</p> <p><i>A governor asked if the 'autism champion' had specialist training.</i> The Headteacher stated he did not know if she had any additional training but she was very knowledgeable in this area with a high level of experience and expertise.</p> <p><i>A governor queried whether there were any succession plans in place for the SEND and autism champion roles.</i> The Headteacher confirmed there had not been a need identified to do this at present, however they had identified that the SEND role had expanded and had given the SENDCo an additional half day of non-contact time. A teacher would also be providing well-being and emotional support for half a day a week from September given this was becoming more prevalent.</p> <p><i>Governors noted the school was very good at identifying the skills in the team and utilising them, which created a positive environment and also helped with staff retention.</i></p>	
7.	<p>Behaviour – previously distributed</p> <p><i>Feedback of pupil voice on behaviour</i> The Headteacher confirmed the survey was still open and had received 40 responses from year 6 and 71 across the rest of the school. He noted the year 6 survey was more of an exit interview so slightly different to the general survey everyone else had completed. Excluding year 6, 95% of children believed that children behaved well in their class, of which 53% of those were neutral. Three children disagreed but it was not clear if they were in the same class. There were just two children in school who believed adults were not fair. Overall it portrayed a positive picture that children knew where to go if they were unhappy, they tried their best, knew the school rules and liked going to school. There was only one question with a high percentage of 'no' answers at 10% which fitted with the few children the school were aware of who were not happy. It was clear that not everyone disliked home schooling and had enjoyed working at their own pace and not being in larger groups in school. 90% of year 6 children had joined in Early Years which was pleasing as a retention figure. A question regarding good behaviour was noted with 72% being neutral, 22% agreed and 2.5% strongly agreed. However, the limitations of the survey were recognised in that there was no</p>	

	<p>definition of what 'good behaviour' looked like. He noted year 6's had also been asked what made the school a great place to be and had received some lovely comments from the children. When also asked what the school could do better, a range of answers had been given including 'no homework' and 'nothing' but a couple of comments in regards to 'handling bullying better' and 'teachers to pay attention to behaviour changes from inside to outside the classroom' had been flagged for further investigation. More discussion about LGBT had also been raised.</p> <p><i>Governors noted that patterns in the behaviour data could be seen which matched with when the children became tired, which was useful to see.</i></p> <p><i>A governor asked whether behaviour had improved or whether staff expectations had been lowered.</i> The Headteacher confirmed there was a renewed focus on behaviour, hence why they had introduced a recording sheet.</p> <p><i>A governor asked whether positive reinforcement was used enough as there weren't many 'golds' noted.</i> The Headteacher concurred it wasn't and that this was a development point for the new term in terms of how children were recognised fairly. Governors requested an update on this at the first meeting in the autumn term.</p> <p><i>Governors noted they found the survey very useful to provide a fuller picture of behaviour and what the children thought about it.</i></p> <p>The Headteacher noted the behaviour policy would be refreshed to include post-Covid behaviours and behaviour arising from managed moves. It was also recognised as important to ensure the policy was reviewed regularly to ensure it encompassed the entire spectrum of behaviours.</p>	<p>Agenda – S&E</p> <p>Agenda – S&E</p>
8.	<p>Attendance – previously distributed</p> <p>It was noted attendance was still very positive, especially against the national picture, and the schools was working with families of persistent absentees where they were not medical or Covid related. The majority of absences were authorised as families had been unable to go on holiday due to Covid, so the number of unauthorised absences had reduced.</p> <p><i>A governor queried whether separate playtimes would remain in the autumn term.</i> The Headteacher confirmed the school planned to retain separate play and lunch times from September as there had been fewer accidents and less incidents of bad behaviour.</p>	
9.	<p>Inclusion, Pupil Premium & Safeguarding update (from Link Governors) – verbal update</p> <p>Governors agreed the inclusion of 'safeguarding' was an error as these updates were discussed at FGBs. They noted inclusion had been reviewed and discussed in item 6. The pupil premium governor was not in attendance at the meeting and governors agreed to request an update on this along with the School Improvement Plan at the first meeting in the autumn term.</p> <p>Governors agreed the remit of link governors and committees should be considered by the FGB.</p>	<p>Agenda – S&E</p> <p>Agenda - FGB</p>
10.	<p>Policies for approval</p> <p><u>Policies to be approved for Adoption</u> None for this meeting.</p> <p><u>Policies for Approval</u> None for this meeting.</p>	

11.	Any Other Business No other business was raised.	
12.	Dates and time of next meeting: TBC – Autumn term. To be agreed at FGB.	

The meeting ended at 19:34pm.

APPROVED AT THE DRINGHOUSES STANDARDS & EFFECTIVENESS COMMITTEE ON 14TH OCTOBER 2021

Pat Wilson (Chair)

Date

**Action Plan following the Meeting of the Standards and Effectiveness Committee
held on 30th June 2021**

Action	Item	Person(s) Responsible	Timescale
1. Make the agreed amendments to the minutes from the previous meeting	2	Clerk (SV)	By the end of term
2. Review the Year 6 data and issue a revised corrected version	4	Ass Head (MKS)	By the end of term

Items for the next Standards & Effectiveness Committee:

- Pupil Premium impact review (for the year) – first meeting of the Autumn term
- GL assessments results review
- Update on how children were being recognised fairly and progress of positive reinforcement
- Pupil Premium & Inclusion updates from link governors (not safeguarding)
- School Improvement Plan review

Items for future Standards & Effectiveness Committees:

- Behaviour policy review

Items for the next FGB:

- Remit of link governors and committees.