



## Standards and Effectiveness Committee

### Minutes from the virtual meeting held on Wednesday 27<sup>th</sup> April 2022 at 6.00pm

**Present:** Ben Sutton (Headteacher) Anna Riach  
Vaunda Powell (Chair) Claire Scott-South  
Michael Noakes Luke Zwalf

**In Attendance:** Sarah Murray (SENDCo) until 6.50pm  
Mary-Kate Swiers (Assistant Headteacher) until 6.30pm  
Matt Boxall (Chair of Governors)  
Debra Wilcock (Cover Clerk)

		Action								
1.	<p><b><u>Welcome, Apologies for Absence, Consents and Declarations of Interest</u></b></p> <p>The Chair welcomed everyone to the meeting. Apologies for absence were received, with consent, from Simon Ward. There were no declarations of interest.</p> <p>Governors noted that some questions had been sent to the Headteacher in advance of the meeting. It was agreed that whilst there were benefits to this approach, as it ensured that governors read papers in advance, it was still important that follow up questions were asked during the meeting, where relevant, to ensure full discussion and appropriate challenge.</p>									
2.	<p><b><u>Minutes of the last meeting held on 19<sup>th</sup> January 2022, Matters Arising and Action Plan</u></b></p> <p><i>Previously distributed</i></p> <p>The minutes of the meeting held on 19<sup>th</sup> January 2022 were agreed as a true and accurate record and were approved. There were no matters arising from the minutes.</p> <p><b><u>Action Plan</u></b></p> <table><tr><td>1.</td><td><b>Action:</b> Clerk to confirm whether the Pupil Premium strategy needed to be approved by the FGB.</td></tr><tr><td></td><td><b>Update:</b> Completed – the Clerk advised that this wasn’t necessary as long as governors retained oversight and reviewed progress.</td></tr><tr><td>2.</td><td><b>Action:</b> KS2 pupil voice responses to be circulated.</td></tr><tr><td></td><td><b>Update:</b> Completed – the Headteacher highlighted a number of key areas that had been identified as needing addressing, including awareness of British values, which would be linked into the curriculum; bullying, where time would be spent explaining the definition of bullying to pupils; and reading at home, where time would be spent looking at how to build the confidence of families in supporting their children. It was hoped that the impact of these measures would be seen when the school next undertook the survey in November 2022.</td></tr></table> <p>The Assistant Headteacher advised that the questionnaire had been completed as a whole class but in future smaller groups would be arranged to allow the</p>	1.	<b>Action:</b> Clerk to confirm whether the Pupil Premium strategy needed to be approved by the FGB.		<b>Update:</b> Completed – the Clerk advised that this wasn’t necessary as long as governors retained oversight and reviewed progress.	2.	<b>Action:</b> KS2 pupil voice responses to be circulated.		<b>Update:</b> Completed – the Headteacher highlighted a number of key areas that had been identified as needing addressing, including awareness of British values, which would be linked into the curriculum; bullying, where time would be spent explaining the definition of bullying to pupils; and reading at home, where time would be spent looking at how to build the confidence of families in supporting their children. It was hoped that the impact of these measures would be seen when the school next undertook the survey in November 2022.	
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	<p>opportunity to ensure pupils understood the questions fully. Feedback from other schools who had undertaken the questionnaire would also be taken into consideration, including reviewing the limiting factor of some of the questions, although it was acknowledged that this mirrored Ofsted's questions.</p> <p>A governor commented that the school's results were usually higher than average in this annual questionnaire but had dropped and asked whether the questionnaire had been given to all KS2 pupils, which was confirmed. The Headteacher commented that ideally a larger group of schools would be asked to undertake this questionnaire, to allow more meaningful analysis. Governors agreed that the results allowed the school to pick up issues early on, which was useful, and acknowledged that there was nothing particularly worrying from the results.</p> <p>The Headteacher advised that the KS1 questionnaire had also been completed and would be analysed.</p>	
	<p><b>3. Action:</b> Clerk to consult with the Headteacher, the Committee Chair and the Chair of Governors regarding future meeting dates.</p>	
	<p><b>Update:</b> Completed.</p>	
3.	<p><b><u>Spring Data Analysis</u></b> – previously distributed</p> <p><b>KS2:</b> The Assistant Headteacher highlighted that the spring term standardised testing, when compared to the autumn term, showed positive progress. The focus on reading and problem solving in Y3/4 was evident in the results. Governors acknowledged the importance of identifying the impact of interventions and asked for further updates to be included at the next meeting so that progress could be monitored.</p> <p>The Assistant Headteacher advised that in the autumn term that had been a large discrepancy between the standardised testing and teacher assessments but this term results were more in line.</p> <p>A governor asked for an explanation on the abbreviations used within the report and was advised of the following:</p> <ul style="list-style-type: none"> <li>* EXS = Expected Standard</li> <li>* GDS = Greater Depth</li> <li>* WTS = Working Towards Standard</li> <li>* BLW = Below Standard</li> </ul> <p>Governors were advised that the data reviewed last time had included pupils who had accessed a test for a lower year group, as they had been working at that lower level. This had skewed the results, as the software did not track which year group pupils were from, so this time data of this kind had not been included.</p> <p>Governors asked for an update on Pupil Premium pupil progress at the next committee meeting.</p> <p>The Headteacher provided an overview of the No More Marking scheme, a comparative assessment process undertaken nationally. An algorithm was used to rank pieces of writing in order to provide schools with their own data set, showing those pupils working at expected, above or below standard. A governor asked whether it allowed schools to compare their data with that of similar schools but was advised this was not possible, currently.</p>	

The Assistant Headteacher advised governors that Y5 were the most vulnerable cohort but were showing good progress. Teachers were aware that focus needed to be given to basic writing and maths skills.

*Mary-Kate Swiers left the meeting at 6.30pm*

**SEND:** The SENDCo highlighted that the number of pupils on the SEN register changed over time and had increased by five since the autumn term. The current data showed a dip in reading and writing; an overall improvement in maths; and pupils in Y3 making the most significant improvement. Pupils in Y5/6 also showed improvement, which governors were advised was not unusual.

Progress data showed 77% of pupils making expected progress in reading and writing, and 86% in maths. Governors were advised that there would be a focus on accelerated progress over the summer term, with the aim of getting more pupils working towards achieving Age Related Expectations. This was in line with the new SEND Green Paper which expected those pupils attending a mainstream school to be reaching ARE.

The Headteacher explained the Venn diagrams and bar charts that had been produced using the new Insight software. Governors agreed that these visual representations of progress and attainment proved useful when monitoring data. A governor asked whether progress term on term could be provided in future.

The Headteacher added that this software allowed teachers to drill down and view which pupils were included in the data, for example those working just below expected standard who would benefit from interventions to support accelerated progress.

A governor acknowledged that the data obviously related to a small number of pupils but asked for further information on the Y4 SEND data, showing 80% working well below standard in both writing and reading, compared to the Y3 data. The SENDCo advised that the results were very child dependent, so comparisons couldn't really be made across year groups. The Y4 cohort included one pupil who had some of the highest needs in school and another pupil who received support from an outside agency.

*Sarah Murray left the meeting at 6.50pm.*

**Early Years Foundation Stage:** Claire Scott-South drew governors' attention to the data showing those pupils on track to achieve a Good Level of Development, which had risen from 27/44 in the autumn term to 31/45 in the spring term. Governors were advised that a new pupil had joined the school just before Easter, who had not previously accessed schooling, and an extensive intervention programme was in place to support them in catching up. The biggest barrier for those pupils not on track to achieve GLD was communication and language. This would impact on lots of other aspects of the curriculum assessment, as EYFS learning goals relied upon pupils being able to talk about their learning.

Interventions were currently focussing on improving communication and language in order to address this. Daily reader schemes, phonics flashcards, and three additional phonics sessions outside of the usual daily phonics work had been introduced for six pupils. Those pupils not undertaking daily reading were being targeted through play.

	<p><b>KS1:</b> Claire Scott-South advised that progress in maths was positive on the whole. Those pupils working at Greater Depth in Y1 and Y2 had increased as a result of introducing problem solving and reasoning opportunities. Focus had also been given to learning basic number facts to support quicker recall and help pupils when they tackled more complex problem solving, which had proved successful.</p> <p>Progress in reading was less positive, with stamina being a real barrier and affecting the number of pupils working at Greater Depth. Time has been spent reviewing text with teacher led discussions to try to address this. Governors were advised that SATs papers and Rising Stars assessments relied on a significant amount of written comprehension. The KS1 team had looked at ways to introduce opportunities to read longer and more challenging text as well as providing more exposure to developing written comprehension skills. Pupils were also given examples of modelling answers across the curriculum.</p> <p>Basic writing skills were also an area for concern and were being re-visited. Smart Start writing interventions were in place allowing for more regular and explicit teaching, which was already having a positive impact according to both teacher feedback and book trawls. Over the summer term, focus would be given to extended pieces of writing and independent working.</p> <p>Governors were advised that Y2 pupils had been the hardest hit by Covid, missing valuable face to face teaching time focusing on basic skills.</p>	
4.	<p><b>School Aims (standing agenda item)</b>  <b>School Staff Questionnaire</b> (Responses – previously distributed).</p> <p>A governor stated that it was obvious from the feedback that staff cared about the school and asked what steps were being taken to address those areas highlighted as requiring attention. The Headteacher responded that this was an annual survey, where the same questions were asked each time, allowing the opportunity to review and evaluate over time. Those areas currently requiring attention included:</p> <ul style="list-style-type: none"> <li>• Communication – The Headteacher advised that he was trying to find ways to slim down communication via email, whilst making sure everyone received the information they needed to function.</li> <li>• CPD for Midday Supervisor Assistants – The Headteacher advised that this was a challenging area to address, as MSAs were in school for such a short time each day, but was still crucial. Inset days provided just one hour of training for MSAs but this was having an impact. As behaviour of pupils in school was still challenging at lunchtime a governor asked whether MSAs could be developed as lunchtime play workers, perhaps with the support of Y6 pupils. The Headteacher recognised that break time and lunch time were a missed opportunity that could be used to introduce meaningful and positive learning. He advised that some Y6 pupils had already undertaken play leader training and it was hoped this could be introduced next year. He recognised however that there still needed to be a balance to ensure that MSAs were still available to undertake a supervisory role during lunchtime.</li> </ul> <p>A governor asked whether MSAs had appraisals, which was confirmed. The Headteacher advised that some staff were proactive and wished to develop themselves, whilst others were happy in their current roles. However, there was statutory training that all staff were required to undertake.</p>	

5.	<p><b><u>School Improvement Plan review</u></b> – previously distributed</p> <p>The Headteacher provided the below update:</p> <ul style="list-style-type: none"> <li>• <b>Develop and promote reading</b> - ongoing</li> <li>• <b>Ensure an engaging, balanced, sequenced curriculum</b> - ongoing (see updated curriculum documentation examples, with particular reference to Intent, Implementation and Impact document)</li> <li>• <b>Support the development of subject leaders</b> - ongoing (as above)</li> <li>• <b>Establish an effective model of CPD with high impact</b> - ongoing (coaching and CPD general update verbally by the Assistant Headteacher)</li> <li>• <b>Establish a system for meaningful and efficient performance development</b> – ongoing (to complete process by end of summer term 2022)</li> </ul> <p>A governor drew attention to the No More Marking data and the disparity between genders, which was greater than the national average. He noted that this was not included as a priority on the SIP. The Headteacher responded that the SIP had been drafted last summer, at which point the No More Marking data was not available. When considering the priorities for next year's SIP all data would be considered, but it was important for governors to note that gender analysis had its limitations and may well be dropped going forward, as gender identity may have an impact.</p>	
6.	<p><b><u>Quality of Teaching</u></b> – previously distributed.</p> <p>The Headteacher drew attention to the collated feedback, following learning visits and book reviews. He advised governors that where concerns had been identified, these were being addressed.</p> <p>A governor asked whether flagging an area of concern might have a negative effect on a teacher and affect confidence. The Headteacher responded that the collated feedback was only seen by SLT. When members of staff were identified as requiring support, this was discussed with them sensitively and a plan was put in place to monitor that the support provided resulted in an improvement in the quality of teaching. If monitoring was not undertaken and discussed there would be no way to identify what support was needed. He added that he welcomed the challenge as he felt it was important to evaluate how areas of concern were identified and addressed.</p> <p><i>Luke Zwalf left the meeting at 7.40pm</i></p>	
7.	<p><b><u>Inclusion</u></b> – previously distributed.</p> <p><b>a) Behaviour</b></p> <p>Governors were reminded of the three step approach taken to tackle behaviour in school, starting with the 'thinking cloud' then progressing to a second then third reminder. Data for the current academic year was reviewed.</p> <p>A governor highlighted the increase in second reminders over the second half of the spring term, but noted that the number of third reminders had not increased, suggesting that the approach was effective in reducing escalation. The Headteacher responded that some staff had been reluctant to use the system initially, as it generated consequences at each stage. However, staff were advised that the policy needed to be implemented throughout school consistently, to ensure impact, and the procedure was now fully in place. The first step gave pupils the opportunity to reflect on their behaviour and sent out a clear message regarding expectations. If teachers wanted their lessons to continue without interruptions then any minor disruptions needed to be addressed to avoid escalation.</p>	

	<p>It was noted from the previous committee minutes that a Behaviour and Attendance Link Governor Report was due. The Headteacher advised that a date for the governor visit had been set and a report would be provided at the next full governing board meeting, to be held on 23<sup>rd</sup> May 2022.</p> <p><b>b) Attendance</b> Governors discussed the absence rate in school for the current academic year, noting that it was higher than the national average. The Headteacher advised that the data included absence rates in the second half of the spring half term, which had been impacted by Covid. There had also been a spate of Chickenpox and some parents had taken their children out of school for holidays.</p>	
8.	<p><b><u>Policies for approval</u></b> There were no policies for approval.</p> <p>At the last committee meeting, it had been identified that the Behaviour Policy was due for review. Governors were advised that this would be included on the agenda for the next full governing board meeting to be held on 23<sup>rd</sup> May 2022. Matt Boxall added that a full review of policies would be undertaken at this meeting to ensure that governors were only asked to approve policies that were statutory. The Clerk offered to provide the school with a policy checklist outlining review time frames and whether approval could be delegated to committees. This was accepted.</p>	Clerk
9.	<p><b><u>Any Other Business</u></b> No other business was raised.</p>	
10.	<p><b><u>Determination of Confidential Items</u></b> There were no items to be recorded as confidential.</p>	
11.	<p><b><u>Dates and time of next meeting:</u></b> Wednesday 20<sup>th</sup> July 2022 at 6pm, via Zoom</p>	

The meeting ended at 8.00pm.

Minutes to be approved by Vaunda Powell, Committee Chair, at the meeting to be held on 20<sup>th</sup> July 2022.

**Action Plan following the Meeting of the Standards and Effectiveness Committee  
held on 27<sup>th</sup> April 2022 at 6pm**

Action		Item	Person(s) Responsible	Timescale
1.	The Clerk to provide the Headteacher and Chair with a draft policy checklist.	8	Clerk	ASAP

**Items for next Committee meeting (20<sup>th</sup> July 2022)**

- Pupil Premium Progress Data

**Items for next FGB meeting (23<sup>rd</sup> May 2022)**

- Behaviour and Attendance Link Governor Report
- Behaviour Policy