



Standards and Effectiveness Committee

Minutes of the meeting held on
Monday 16th January 2023 at 18:00 in school

Present Ben Sutton (Headteacher) Anna Riach
Dave Hardcastle (Chair) Claire Scott-South (Deputy Headteacher)
Michael Noakes Luke Zwalf

In Attendance Matt Boxall
Michael Hay
Ruth Karn (Governance Clerk)
Sarah Murray (SEND Lead)
Mary-Kate Swires (Assistant Headteacher)

		Action						
1	<p>WELCOME, APOLOGIES FOR ABSENCE, CONSENTS AND DECLARATIONS OF INTEREST</p> <p>Everyone was welcomed to the meeting.</p> <p>There were no apologies for absence.</p> <p>There were no declarations of interest.</p> <p>Dave Hardcastle was unanimously elected as Chair of the Standards and Effectiveness Committee.</p>							
2	<p>MINUTES OF THE MEETINGS HELD ON 20TH JULY 2022 AND 1ST NOVEMBER 2022, MATTERS ARISING AND ACTION PLAN <i>Previously distributed</i></p> <p>The minutes of the meetings held on 20th July 2022 and 1st November 2022 were agreed as true and accurate records and were duly approved.</p> <p>There were no matters arising.</p> <p>Action Plan</p> <table border="1"> <thead> <tr> <th></th><th>Action</th><th>Update</th></tr> </thead> <tbody> <tr> <td>1.</td><td>Rectify anomalies with Year 3 progress data for 2021/22 and share with governors.</td><td>Completed</td></tr> </tbody> </table>		Action	Update	1.	Rectify anomalies with Year 3 progress data for 2021/22 and share with governors.	Completed	
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1.	Rectify anomalies with Year 3 progress data for 2021/22 and share with governors.	Completed						
3	<p>GOVERNOR QUESTIONING TOOLKIT <i>Previously distributed</i></p> <p>The Headteacher reported on the Governor Questioning Toolkit which raised awareness of the importance of challenging the Headteacher through robust and effective questioning, thereby equipping governors with additional skills and understanding. It also provided a framework for the sort of questions governors might ask and provided a more rigorous and analytical format which facilitated</p>							

	<p>further scrutiny.</p> <p><i>Luke Zwalf joined the meeting at 18:19.</i></p>	
4	<p>AUTUMN TERM DATA REVIEW <i>Previously distributed</i></p> <p><u>Headteacher Update</u></p> <p>The Headteacher then went through the Standards and Effectiveness Headline Report which gave an overview of the school's performance. The data discussed comprised:</p> <ul style="list-style-type: none"> • Early Years Foundation Stage (EYFS) • Years 1-6 (All) • Special Educational Needs and Disabilities (SEND) • Pupil Premium (PP) <p>The Headteacher also explained the colour coding system to governors:</p> <ul style="list-style-type: none"> • Red – Working below expected level of progress • Orange – Working towards expected level of progress • Green – Working at expected level of progress • Blue – Working above expected level of progress <p><u>EYFS</u></p> <p>He then referred to the 17 different subject categories which were broken down into various groups:</p> <ul style="list-style-type: none"> • All • Pupil Premium/Not Pupil Premium • SEND/Not SEND • Boys/Girls <p>He advised that there was a particular focus on Writing which had been identified as an area of weakness.</p> <p>Governors were impressed with the layout and the level of detail in the document. The Headteacher emphasised the importance of maintaining a constant focus on all children (particularly disadvantaged children/low attainers) as well as implementing appropriate interventions (such as Quality First Teaching) to enhance their learning experience and outcomes.</p> <p>A governor suggested providing a colour index. The Headteacher agreed that this was a valid suggestion and confirmed that he would add this to the document.</p> <p>A governor commented that, at times, it was difficult to analyse or contextualise the data and wanted to know if the Headteacher had any concerns. The Headteacher felt that the data was presented in a clear and accessible format which, he hoped, would enable governors to drill down and make more sense of it.</p> <p><u>Assistant Headteacher Update</u></p> <p>The Assistant Headteacher then provided an overview of Key Stage 2 data and explained how the data was collected. Teaching staff followed a set criteria for</p>	

subjects such as Reading, Writing and Maths and collaborated as a team to assess each child's progress. Professional discussions were based on evidence and each child was given a standardised score which could then be compared with local as well as national data.

Due to a focus on literature, Reading was assessed as being higher than the expected levels of progress in three out of four year groups. However, as a result of the pandemic, (which had negatively impacted on children's motor skills and spelling ability), Writing was considered to be a notable area of weakness. Strategies to address this included daily spelling, Phonics flash cards and weekly handwriting. Children were encouraged to act out and discuss stories before writing about them.

The Assistant Headteacher advised that Pupil Premium children were particularly vulnerable and tended to have poor communication skills. Consequently, there was an impetus to provide additional teaching prior to their lessons in order to give them extra support and encouragement. However, she also added that those children were kept in the classroom environment for as long as possible and only removed for intervention if classroom learning would not be disrupted. Children were encouraged to read on a daily basis (which could include comics and other reading material as well as books). Meetings were convened every half-term to discuss progress.

Governors recognised the value of parental support and the importance of instilling a sense of confidence and aspiration in children. They also highlighted the need to ensure that attainment in other subjects was not compromised as a result of a renewed focus on Writing.

A governor asked how the school's data compared with national data. The Assistant Headteacher replied that the data was comparable with schools on a local as well as national level.

A governor commented on the low level of attainment in Writing in Year 3 and wondered whether the cause had been multifaceted (rather than solely attributable to the pandemic). The Headteacher noted the comment but felt that the pandemic had been markedly detrimental to children's overall learning experience. He added that it had been a real struggle to catch up since the pandemic. Speech and language development had been significantly compromised (particularly in younger children) concurrent with increased levels of anxiety in all age groups.

A governor wondered whether parents understood the importance of supporting their children within the home environment. The Headteacher felt that some parents may have had negative experiences of school when they were younger and may be fighting their own biases as a result.

A governor wanted to know which year groups were required to complete statutory assessments and how a level of consistency was achieved regarding school assessments. The Headteacher confirmed that children in Year 2 and Year 6 were required to complete statutory assessments. Children in the other years were assessed according to the school's criteria and there was an emphasis on ensuring consistency of the assessment process by teaching staff.

A governor asked how Pupil Premium children were being supported. The Assistant Headteacher advised that several Pupil Premium children found testing environments intimidating and stressful. In order to address this, initiatives such as rest breaks, booster groups and mock SAT's were offered to improve confidence and levels of attainment. Rising Stars assessments were undertaken as well as main assessments.

The Headteacher added that although there were not many Pupil Premium children in the school, there was a push to ensure that parents of eligible children were made aware of available funding.

A governor wanted to know whether the bar had been set higher regarding Pupil Premium funding. The Headteacher advised that he had not seen any evidence of that and referred to a relatively low uptake of Pupil Premium funding as well as the school food bank.

A governor asked whether there were any clear differences in learning between Pupil Premium and non-Pupil Premium children. The Assistant Headteacher advised that Pupil Premium children tended to respond better to Maths as the subject was more structured. Reading and Writing, however, were more abstract subjects and considered to be more difficult to understand.

The Deputy Headteacher joined the meeting at 19:16.

Deputy Headteacher Update

The Deputy Headteacher highlighted three main areas of personal, social and emotional development (PSED) in EYFS children:

- Self regulation
- Managing self
- Building relationships

She also drew governors' attention to People, Culture and Communities which explored children's perceptions of themselves and other individuals/communities. She wondered whether children were apprehensive about talking freely and questioned whether enough was being done in terms of enrichment and broadening horizons.

In relation to all age groups, the Deputy Headteacher stressed the importance of supporting those children who were falling behind by identifying any barriers and working out a strategy to overcome them (including modelling and promoting good behaviour). PSED and mindfulness sessions were also provided. She also pointed out the disparity in attainment between the sexes, with girls outperforming boys in most subjects.

The Deputy Headteacher explained that the new Phonics programme enabled children to acquire blending and segmenting skills. As Phonics Lead, she was closely monitoring progress to ensure that the programme was working well. Assessments were undertaken every half-term and there was a focus on continuous improvement for both staff as well as children. She stressed the importance of

	<p>communicating with parents and encouraging reading at home as well as school.</p> <p>The Deputy Headteacher also wondered whether their expectations were clear and highlighted the need to support children to achieve greater subject depth (particularly those in Year 2). She was monitoring Writing across the curriculum which had been lagging behind other subjects. However, she felt that there had been an improvement, facilitated by weekly role play prior to writing exercises so that the task didn't seem so abstract. There was also a drive to improve spelling as well as fluency in multiplication tables.</p> <p><u>SEND/Pupil Premium Children</u></p> <p>The Deputy Headteacher advised that she was always mindful of disadvantaged children in each cohort. Additional SEND provision ensured consistent and enhanced learning experience and outcomes. Professional discussions took place every half-term to monitor the level of support provided and progress made. Children were given time to learn the basics prior to more complex tasks and there was an emphasis on progress rather than attainment.</p> <p><u>SEND Lead Update</u></p> <p>The SEND Lead advised governors that SEND children tended to take a long time before their learning started falling into place (normally a year). Consequently, attainment levels, which were further exacerbated by speech and language difficulties, were generally low. However, there was a real drive to nurture a flexible and adaptive programme for each child to accommodate their complex needs. Additional support was provided by two emotional literacy support assistants (ELSA's). A wellbeing worker also visited the school once a week.</p> <p>Year 1 and Year 5 were identified as having the highest level of need. Year 6 data was largely positive, and it was noted that a lot of work in Year 6 involved consolidation of previous knowledge.</p> <p>Resources such as word banks and the Clicker programme (which was very popular with the children) were used and each child was encouraged to read on a daily basis, particularly as they struggled to read at home.</p> <p>A governor asked why Rising Stars data appeared to be better than main assessment data. The SEND Lead advised that SEND children were highly supported in relation to assessments. Some of the questions in the autumn term had been simple but would subsequently become more challenging. She added that the data would be reviewed again in the spring and summer terms.</p> <p>A governor wanted to know whether SEND children had attended school during the pandemic. The SEND Lead confirmed that SEND children had attended school during the pandemic and had been provided with as much support as possible. However, she informed governors that the legacy of the pandemic was still being addressed by both staff and children.</p> <p>Action: To add colour index to Standards and Effectiveness Headline Report.</p>	Headteacher
5	<p>SCHOOL IMPROVEMENT PLAN REVIEW</p> <p>There was nothing to report regarding this item.</p>	

	5.1 POST-OFSTED ACTIONS UPDATE <i>Previously distributed</i> The Headteacher advised governors that the report on the Ofsted development actions was still in draft form and should be reviewed at the next Standards and Effectiveness Committee meeting.	
6	QUALITY OF EDUCATION <i>Previously distributed</i> Governors commended the Headteacher for the overall quality of education, particularly in relation to Maths and SEND provision.	
7	INCLUSION 7.1 Behaviour Data <i>Previously distributed</i> The Headteacher advised governors that whilst the majority of children were well behaved, there remained small pockets of challenging behaviour. In order to address the issue, the school was receiving additional support (including a Teaching Assistant). Teaching staff were also being supported to better manage behavioural issues. A governor wanted to know the purpose of the data. The Headteacher replied that it provided a comparison against previous data and enabled staff to establish whether there was any correlation between any behavioural changes and interventions. A governor asked whether incidents of challenging behaviour had increased or whether the staff had become more proactive at reporting them. The Headteacher confirmed that staff had become better at reporting incidents whilst also focussing on initiatives to minimise any disruption to learning. 7.2 Attendance Data <i>Previously distributed</i> The Headteacher went through the attendance data with governors, who noted that the figures could be skewed by a very small number of children. Overall, there were no areas of concern. 7.3 Link Governor Reports There was nothing to report under this item.	
8	POLICIES <i>Previously distributed</i> Governors approved the Pupil Premium Strategy.	
9	ANY OTHER BUSINESS There was no other business to report.	
10	DETERMINATION OF CONFIDENTIAL ITEMS There were no items to be recorded as confidential.	
11	DATE AND TIME OF NEXT MEETING 10th May 2023 at 18:00 (in school)	

The meeting ended at 20:15

Minutes to be approved at the Standards and Effectiveness Committee meeting to be held on 10th May 2023.

**Action Plan following the Meeting of the Standards and Effectiveness Committee
held on 16th January 2023 at 18:00**

Action		Item No.	Person	Date
1.	To add colour index to Standards and Effectiveness Headline Report.	4	Headteacher	10/05/2023

Items for next Committee meeting

Review of Ofsted development actions

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