



Standards and Effectiveness Committee

Minutes of the meeting held on

Wednesday 19th July 2023 at 18:00 in school

Present Ben Sutton (Headteacher) *until 19:34* Anna Riach
 Dave Hardcastle (Chair) Claire Scott-South (Deputy Headteacher) *from 18:07*
 Vincent Lyle
 Luke Zwalf

In Lesley Irving (Governance Clerk)
Attendance Sarah Murray (SENDCo) *until 19:05*
 Mary-Kate Swires (Assistant Headteacher) *until 18:13*

		Action
1	<p><i>The meeting started at 18:02.</i></p> <p>WELCOME, APOLOGIES FOR ABSENCE, CONSENTS AND DECLARATIONS OF INTEREST</p> <p>Everyone was welcomed to the meeting. Apologies for absence were received from Mark Newman and Tom Pexton.</p> <p>There were no declarations of interest.</p>	
<p><i>Item three was brought forward to be discussed earlier in the meeting, as the Assistant Headteacher and SENDCO were in attendance to discuss the summer data.</i></p>		
3.	<p>DATA REVIEW – SUMMER OUTCOMES <i>Previously distributed</i></p> <p>The Assistant Headteacher referred to the previously distributed data and noted that Year 3 had been in Reception during the pandemic and lockdown, which had impacted Reading, Writing, Maths and pupils' social skills. The cohort had made accelerated progress since Key Stage 1; results in Writing had increased with 58% of pupils achieving the expected standard. Improvements were across the board, in all subjects and the number of pupils achieving a greater depth standard had also improved.</p> <p>Referencing the Year 6 data, the Assistant Headteacher noted that these had also been positive. The Senior Leadership Team (SLT) had been worried about this cohort, as the combined mock Standard Assessment Tests (SATs) results had been 66% in January. They had invested in Year 6 teaching, made changes to teaching and interventions and monitored progress each week. The results for Year 6 were all higher than the national average. The Assistant Headteacher explained that four papers had been marked incorrectly and would be returned for re-marking.</p> <p><i>A governor asked how incorrect the marking was. The Headteacher responded that</i></p>	

they were obviously incorrect. Following re-marking, they expected that some pupils would increase to working towards expected standard and that two would move to greater depth.

Claire Scott-South joined the meeting at 18:07.

In response to a governor question, the Headteacher explained that if the submission for re-marked was not accepted, this would cost the school £9 per script.

The Assistant Headteacher explained that the end of Key Stage greater depth standard results were lower than in previous years, which had been expected as the focus had been to achieve 'working towards'. The Year 5 data was very strong; the cohort was in a good position to support pupils to achieve greater depth standard next year, which would be a focus. The Headteacher stated that he was confident that they would be in a stronger place next year, when they predicted that 49% of pupils could achieve a greater depth standard. He added that he was pleased that children had got to where they needed to be for high school next year.

The Headteacher explained that the Chair of Governors had queried whether the strategy of pupil/class groupings was still fit for purpose. The Headteacher confirmed that he would not return to chronological groupings; he believed in a system of mixed ability and mixing children according to social, emotional and special educational needs. The Assistant Headteacher confirmed that Year 5 pupils had been mixed with Year 6 pupils and that, in many cases, Year 5 pupils had been higher skilled.

A governor questioned how long split classes had been in place. The Headteacher confirmed there had been two years of split classes.

The Committee Chair thanked the Assistant Headteacher for attending the meeting.

Mary-Kate Swires, Assistant Headteacher, left the meeting at 18:13.

Special Educational Needs and Disabilities (SEND)

The Special Educational Needs Co-ordinator (SENDCo) explained that in Early Years Foundation Stage, there were three pupils on the special educational needs (SEN) register. None had achieved a good level of development, which was a common trend, however this showed what they needed to do in Key Stage 1 to ensure those pupils reached a reasonable standard. There were many plans, including intervention groups, and Teaching Assistant (TA) allocation was in place for the next academic year.

In Year 2, the SENCo explained that there were seven children on the SEN register. The results for these pupils were less favourable than they would have liked and Maths results had worsened since spring – this was because the work becomes more difficult throughout the year. They were reviewing each child individually, to establish what support could be put in place each term.

Referring to the Year 6 data, the SENDCo advised that she was pleased with the results; 69% of SEN pupils had achieved the expected standard in all areas, the combined score was 56%. This was slightly higher than last year's result. There were

16 SEN registered pupils in Year 6, a fairly high percentage of the overall pupils which provided them with a good data set.

A governor noted that 16 students represented a third of the Year 6 cohort and that the results were excellent.

A governor asked whether the pandemic had impacted progress for these pupils. The SENDCo confirmed that it had, and that five children had been added to the SEN register at the end of Year 5/beginning of Year 6.

A governor queried how many children had been registered as SEN in Year 6, in comparison to when the pupils were in Year 1. The SENDCO responded that there were around nine SEN registered children within the cohort at end of Key Stage 2 and that it was likely that this figure had doubled. She added that some was a knock on effect from the pandemic, however some would be in relation to autism; which was generally diagnosed as a child got older. She confirmed that there were currently three pupils undergoing autism screening, which was a lengthy process.

A governor asked whether there had been a process to transfer knowledge onto high school. The SENDCo confirmed that letters had been forwarded to parents with pupil passports, that all school would have copies and enhanced provision had been put into place. She explained that high schools had been very accommodating and had listened to what the school had said.

The SENDCo explained that there were some complex needs in Year 5, including autism and severe dyslexia. Looking forward to Year 6, she did not anticipate that the data would change much; it was not looking as good next year. In response to a governor question, she explained that there were no pupils with Education, Health and Care Plans (EHCPs) in Year 5.

The Headteacher confirmed that he was currently reviewing Pupil Premium spending, which equated to approximately £50k per year. Referring to the SATs headline reports in Key Stage 2, the number of pupil premium children was historically low, however broadly in line with York's local figures. He confirmed that there were ten Pupil Premium children currently in Year 6 and that two of these pupils would be discounted from tests/checking exercises in September.

When comparing the data of Pupil Premium children, in comparison to non-Pupil Premium children, the Headteacher noted that the progress made was consistent across the year but that pupils were not making the accelerated progress needed to boost them to the expected standard.

He explained that Pupil Premium funding was generally allocated to staffing and TAs. Noting that intervention groups were being redirected to one-to-one TAs next year, the Headteacher explained that they were looking to adopt more inclusive/adaptive teaching, which had started this year. He gave an example of children in school, whose successes they were keen to celebrate, however noted that their progress, for a multitude of reasons, had not been sustained. They would be conducting a review at the end of the year to establish if other strategies could be used to make impacts for Pupil Premium children.

In response to a SENDCo remark; that she had spoken to speech and language

support assistants (ELSAs) regarding parental engagement, the Headteacher stated that they would be ensuring that parents were kept informed, information was informative and accessible, and that the school was accessible. Part of this was challenging what the parents knew of school and what their personal experience of school had been. The Deputy Headteacher added that this was about building relationships and rapport with parents on the playground, making them feel welcome and that they knew that the school cared about them as people. The SENCo explained that they planned to conduct monthly home learning workshops with parents.

A governor noted that research suggested that parental engagement was a main factor in progression in all age groups and that breaking down barriers was important. The Deputy Headteacher responded that children with high level levels of achievement were well supported at home and that they would be looking to increase the level of reading with parents in Key Stage 2, which was still vitally important.

The Headteacher noted that they were considering what events would encourage a full range of families and that he was in discussions with the Parent Teacher Association (PTA) to ensure that their events were accessible to a full range of families and were inclusive.

Referring to the Year 2 Pupil Premium data, the Headteacher confirmed that the three Pupil Premium pupils also had special educational needs. Plans were in place for all the children and he hoped that they would make progress over the next four years.

A governor commented that parents may not meet the threshold for Pupil Premium but could be struggling financially and that the school may not be aware of the difficulties they are facing. The Headteacher agreed, confirming that there tended to be smaller numbers of Pupil Premium pupils in the lower years of the school, due to the provision of free school meals. They needed to communicate the benefits and encourage parents of children transitioning into Year 3 to fill in the form.

A brief discussion followed regarding the food bank set up through the school, which was not being fully utilised.

The Headteacher confirmed that the school would be focussing on the lowest performing children in the school; those children would be the immediate focus in all teaching and learning meetings.

Key Stage 1

The Deputy Headteacher confirmed that 73% of pupils had achieved a good level of development in Early Years Foundation Stage and explained that no national comparative data was available yet. Staff were very pleased with this result, especially given the high needs of the cohort. Noting that staff were working closely with the SENCO and parents, the Deputy Headteacher explained that they had had success in making progress with personal, social and emotional development, communication and language and that they had been using the Welkomm toolkit; which they hoped to sign up to as part of a project next year.

Noting that girls had outperformed boys in all areas with the exception of Reading comprehension and Maths, the Deputy Headteacher explained that they were reflecting on the provision in place in Early Years to support girls learning in Maths.

The Deputy Headteacher explained that they were looking at opportunities for high quality learning both in and outdoors and that a wood working area was being developed, which would help improve pupils' fine motor skills. Literacy would be a focus in Early Years next year, and they would be reviewing outcomes for literacy in Key Stage 1 for those children who had not met the expected standard in Reception.

Noting that boys were doing less well than girls, a governor questioned if there was any bias in the way fine motor skills were assessed. The Deputy Headteacher explained that part of assessment was about the way pencils were held, and that the criteria was quite biased. She said that they hoped that woodworking would have a positive impact; that it would help pupils to develop a similar grip.

Confirming that the new phonics scheme had now been in place for one year, the Deputy Headteacher explained that they knew where they needed to make changes to make this successful for the school.

Referring to People, Cultures and Communities, the Deputy Headteacher explained that they were mindful that York was not the most diverse City and were considering how to educate pupils in Early Years about the world beyond their doorstep. She added that this was also about getting to know families very quickly, and considering wider community opportunities. The school were also mindful that many children were identified as Pupil Premium or having special educational needs at a later date and needed to consider what they could do as a school to provide as much enrichment as possible.

The Deputy Headteacher confirmed that 82% of pupils had passed the phonics screening check in Year 1. They were pleased with this result; they had maintained a high score whilst using the new phonics scheme with a new cohort and the score was higher than the targeted predicted result.

Staff were pleased with the outcome of the Year 2 phonics screening test; eight children had re-taken the test as they hadn't met the standard in Year 1, seven children had passed. The child who had not passed was on a reduced curriculum.

Noting that 71% of children had met the expected standard in Year 1, the Deputy Headteacher explained that the biggest barrier related to Reading fluency. Since they had completed the phonics screening check, intervention group focus had shifted to Reading fluency, which would continue into Year 2; children would access Year 2 text in lessons and also participate in fluency intervention sessions.

The Deputy Headteacher explained that how they improved spelling and Writing independence would be a focus next year and that the phonics scheme would support children as they moved into Year 2, providing additional support for children.

Referring to the Maths data, the Deputy Headteacher confirmed that staff had been pleased with the outcomes. She explained that children who had not met the

expected standard struggled to apply numbers in different contexts and were unable to transfer skills. Staff would be looking at how they could reflect those opportunities in their curriculum and daily maths lessons, ensuring that teachers understood those barriers. Transition meetings were an important factor.

SATS / NATIONAL ASSESSMENTS

The Deputy Headteacher explained that Key Stage 1 SATs would no longer be statutory next year. These would be optional and data would not be collected in the same way. She explained that the school would continue to work to the same standard and that they would likely continue to use the SATs papers, however they needed to understand if these would still need to be taken in May, as this had an impact on when they taught certain subjects within the curriculum.

Noting that improving outcomes had been a big focus for the team, the Deputy Headteacher explained that they had managed to do this. 86% of pupils had achieved the required standard this year, in comparison to 73% of children in 2022.

A major focus on driving improvements in Writing had led to 71% of children achieving the expected standard, a positive increase from last year's result of 58% of pupils. The team were reflecting on these results, to identify what had caused the improvement in order that this could be built upon next year. In Writing, 14% of pupils had achieved a greater depth standard, which was reflective of the priority to secure children to reach the expected standard and ensure that basics around sentence construction were secure and embedded. Moving into Year 3, the Key Stage 2 team would build upon voice and independent Writing.

In Maths, results had increased from 76% of children meeting the expected last year to 83% this year, and 31% of pupils had met a greater depth standard, in comparison to 22% in 2022. The Deputy Headteacher praised the team for working incredibly hard, and noted that systems were in place which could be continued next year but which were ready to adapt to new cohort.

Sarah Murray (SENDCo) left the meeting at 19:05.

2 MINUTES OF THE MEETINGS HELD ON 10TH MAY 2023, MATTERS ARISING AND ACTION PLAN *Previously distributed*

The minutes of the meetings held on 10th May 2023 were agreed as true and accurate records and were duly approved.

There were no matters arising.

Action Plan

	Action	Update
1.	Add colour index key in respect of the Standards and Effectiveness Headline Report, to the agenda on Decision Time.	Completed.
2.	Include the number of pupils in each cohort, in the data analysis reports.	Completed.
3.	Check when the next staff survey is due	Completed.

	<p>4. Distribute staff survey, including questions relating to the staff performance management system.</p>	<p>Ongoing. The Headteacher confirmed that the next staff survey was due to be distributed in the autumn term.</p>	<p>HT</p>
<p>5. Revise the behaviour report to include the number of sanctions, which behaviours fed into these and the number of pupils/percentage of cohort the data related to.</p>	<p>Completed.</p>		
<p>3</p>	<p><i>Item three was discussed earlier in the meeting.</i></p>		
<p>4</p>	<p>SCHOOL IMPROVEMENT PLAN REVIEW <i>Verbal update</i></p> <p>The Headteacher confirmed that the School Improvement Plan (SIP) actions had been reviewed by the Senior Leadership Team (SLT), who had agreed what would be taken forward into the autumn term, and which actions would be removed or compacted.</p> <p>Noting that there were three Ofsted actions included in the SIP, in relation to curriculum, subject leads and Safeguarding, the Headteacher confirmed that progress had been made in all three areas however they would be continuing to progress the Safeguarding actions and would be compacting curriculum and subject leads into one target.</p> <p>Reading and Writing would be continuing targets. Early national and York data suggested that the school were now achieving much higher results in Writing – they would seek to maintain this momentum by supporting new staff in school to feel confident, and by being clear regarding their expectations. Reading results were slightly lower, but still above both the early national and York data.</p> <p>Key group outcomes in terms of Pupil Premium and SEN pupils would continue to be a focus in the next academic year. Strategies had been identified which had started to make an impact in these areas, so this wouldn't be an objective on the SIP in 2022/23.</p> <p>The Outdoor Play and Learning (OPAL) scheme would be re-launched in the new academic year. This had been successful so far, with approximately 90% of staff perceiving a decrease in incidents. The Headteacher noted that the school were no longer funding staff at lunchtime; there was a greater push for children in the top levels of the school to take leadership roles.</p> <p>The Headteacher confirmed that a new target for the 2023/24 academic year was in relation to redeveloping the personal, health, social and economic (PHSE) curriculum. They had identified a need for greater independence of children across school and there was scope to put in place development of this, focussing on leadership, kindness and supporting children with behaviour. The Assistant Headteacher would be PHSE Lead as her focussed area and the Deputy Headteacher would oversee the quality of Early Years education, to match learners' needs and build upon the personal development curriculum.</p>		

5	<p>QUALITY OF TEACHING <i>Previously distributed</i></p> <p>The Headteacher gave an overview of the performance management system in place at the school, explaining that this incorporated book reviews and learning visits and that the software gave an overview of trends. It enabled them to review whether they needed to revisit the staff they were dropping in on and provided a narrative, too.</p> <p>Referring to the previously distributed Learning Visit reports, the Headteacher explained that the blue areas on the reports focussed on areas of learning behaviours and scaffolding, which had been identified as key impacts on good teaching and learning in class. The yellow sections within the reports identified areas of focus which had not been effective and grey sections highlighted focussed areas which had not been seen. The outcome of the results prompted questions which staff responded to via the performance management software.</p> <p>In response to a governor question, the Headteacher confirmed that it was the first year of using the system, and that it centralised everything into one place.</p> <p><i>A governor queried how staff felt about the process and feedback.</i> The Headteacher responded that, informally, the centralisation was viewed positively. Staff did not need to double up on data for performance reviews, and the process ensured that they still had personal connections and dialogue with staff.</p>	
6	<p>INCLUSION</p> <p>7.1 Behaviour Data <i>Previously distributed</i></p> <p>Referring to the previously distributed behaviour data, the Headteacher explained that there were no patterns to the incidents per month. He noted that it had been difficult to analyse the behaviour data using the Child Protection Online Monitoring System (CPOMS) in terms of the number of unique children per behaviour category and that he had queried this with CPOMS.</p> <p>The Headteacher confirmed that there had been a reduction in suspensions during the spring term, and a subsequent increase this term. One child was proving challenging, which was having an impact on the suspensions data. Funding had been secured from the Virtual School to provide TA support and alternative provision for one day a week.</p> <p>A significant incident at the school had resulted in a review of suspensions. If another significant incident were to take place, the school would need to review whether the provision at the school was right for the child concerned. The school were redeveloping physical areas, for which they may be able to apply for funding from the Local Authority, retrospectively.</p> <p>The Headteacher explained that the general picture of behaviour was two-fold; suspensions; which they would continue to monitor, and overall behaviour which had fluctuated since autumn 2022. The behaviour of some pupils in Year 6 had been very challenging. The school were providing emotional learning support where appropriate, ensuring that clear boundaries and expectations were in place and were continuing to support staff to deal with behaviours. They were working with children who had repeated 'Time out As', to identify if their primary behaviour was refusal, and working with children who were persistently disruptive in lessons to set boundaries and ensure that their behaviour did not impact in class as much as</p>	

	<p>possible.</p> <p>7.2 Attendance Data <i>Previously distributed</i></p> <p>The Headteacher explained that Department of Education had produced a data sheet which compared attendance rates at the school with other schools in the Local Authority. The data, excluding SEN pupils, showed that the school were ranked number one out of 50 schools in the Authority.</p> <p>The Headteacher advised that the school had the most persistent school refuser; the child did not attend school at all, and that SEN had a huge impact on attendance. Referring to the previously distributed attendance data, he explained that many of the persistent absentees were highlighted in yellow on the report. Seven pupils were persistent absentees on the autumn report. There were still seven pupils who were persistently absent however these were not all the same children as previously.</p> <p>Noting that attendance was managed through a graduating response and the fast track process, the Headteacher confirmed that there had been an increase in the number of families taking holidays in term time. There was Local Authority involvement on one case currently, down from two cases, and a complex SEN case which would likely lead to a fine.</p> <p><i>A governor asked whether the Local Authority were being supportive.</i> The Headteacher confirmed that they were, and had allocated £100k to tackling this issue. He added that the Local Authority were pushing to make sure schools were as consistent as possible in terms of attendance.</p>	
7	<p>POLICIES <i>Previously distributed</i></p> <p>GDPR Policy</p> <p>Suspension and Permanent Exclusion Policy</p> <p>Freedom of Information Policy and Publication Scheme</p> <p><i>A governor asked whether multi factor authentication should be considered for the use of Google drive and other programmes.</i></p> <p>Governors discussed this point and agreed that this related to security of information and agreed that all staff should be using multi factor authentication.</p> <p><i>Ben Sutton, Headteacher, left the meeting at 19:34.</i></p> <p>Action: SBM to raise security and the use of multi factor authentication with Vital.</p> <p>Governors approved the GDPR, Suspension and Permanent Exclusion Policy and Freedom of Information Policy and Publication Scheme.</p>	SBM
8	<p>ANY OTHER URGENT BUSINESS</p> <p>There was no other business to report.</p>	
9	<p>DETERMINATION OF CONFIDENTIAL ITEMS</p> <p>There were no items to be recorded as confidential.</p>	

10	<p>DATE AND TIME OF NEXT MEETING</p> <p>The Clerk explained that the Headteacher, Committee Chair and Chair of Governors had agreed that the Standards and Effectiveness meeting on 13th September 2023 should be cancelled, and a Resources Committee held in late September/early October. The next Standards and Effectiveness Committee will be held on 23rd January 2024.</p> <p>Committee members agreed to this change, on the basis that data in comparison to the national average and informal commentary on the SIP be discussed at the FGB in the autumn term.</p>	
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The meeting ended at 19:44.

These minutes were approved at the Standards and Effectiveness Committee meeting held on 23rd January 2024.

Action Plan following the Meeting of the Standards and Effectiveness Committee held on 19th July 2023 at 18:00

	Action	Item No.	Person	Date
1.	Distribute staff survey, including questions relating to the staff performance management system.	2.4	Headteacher	Autumn term
2.	SBM to raise security and the use of multi factor authentication with Vital.	7	School Business Manager	Autumn term

Items for next Committee meeting

Items for next FGB

Informal commentary on SDP
Data comparison to national average