



## Standards and Effectiveness Committee

Minutes of the meeting held on

Tuesday 23<sup>rd</sup> January 2024 at 18:00 in school

**Present** Claire Scott-South (Interim Headteacher) Anna Riach  
 Dave Hardcastle (Chair) Mark Newman  
 Luke Zwalf

**In Attendance** Lesley Irving (Governance Clerk)  
 Sarah Murray (SENDCo) until 18:57  
 India Haworth (Early Years Lead) until 18:40  
 Mary-Kate Swires (Assistant Headteacher)

		Action									
1	<p><b>ELECTION OF COMMITTEE CHAIR</b>                      Governors unanimously agreed to re-elect Dave Hardcastle as Committee Chair, until the first meeting of the next academic year.</p>										
2	<p><b>WELCOME, APOLOGIES FOR ABSENCE, CONSENTS AND DECLARATIONS OF INTEREST</b>                      Everyone was welcomed to the meeting. Apologies for absence were received from Vincent Lyle. Tom Pexton were absent. There were no declarations of interest.</p>										
3	<p><b>MINUTES OF THE MEETINGS HELD ON 19<sup>TH</sup> JULY 2023, MATTERS ARISING AND ACTION PLAN</b> <i>Previously distributed</i></p> <p>The minutes of the meetings held on 19<sup>th</sup> July 2023 were agreed as true and accurate records and were duly approved.</p> <p>There were no matters arising.</p> <p><b>Action Plan</b></p> <table border="1"> <thead> <tr> <th></th> <th>Action</th> <th>Update</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Distribute staff survey, including questions relating to the staff performance management system.</td> <td>Completed. Results to be shared at FGB on 9<sup>th</sup> May.</td> </tr> <tr> <td>2.</td> <td>School Business Manager to raise security and the use of multi factor authentication with Vital.</td> <td>Carried forward to ascertain whether completed.</td> </tr> </tbody> </table>		Action	Update	1.	Distribute staff survey, including questions relating to the staff performance management system.	Completed. Results to be shared at FGB on 9 <sup>th</sup> May.	2.	School Business Manager to raise security and the use of multi factor authentication with Vital.	Carried forward to ascertain whether completed.	<p>Agenda</p> <p>Headteacher / SBM</p>
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1.	Distribute staff survey, including questions relating to the staff performance management system.	Completed. Results to be shared at FGB on 9 <sup>th</sup> May.									
2.	School Business Manager to raise security and the use of multi factor authentication with Vital.	Carried forward to ascertain whether completed.									
4	<p><b>SCHOOL DEVELOPMENT PLAN COMMENTARY</b> <i>Previously distributed: Headteacher's Report</i></p> <p>The Interim Headteacher advised that the initial stage of curriculum implementation been successful. Noting that staff had working hard to hone the curriculum over previous years, she confirmed that this would be refined this year.</p>										

The Interim Headteacher explained that the current focus was to establish very clear progression maps for each subject; to ensure consistency and so that subject leaders and assessors were able to clearly see the required skills and knowledge. Subject leaders had worked on this during the autumn term, and this would now be rolled out to teams, to collaborate and share feedback. The focus for subject leaders during the spring term would be to refine progression maps based on Senior Leadership Team (SLT) feedback. The Interim Headteacher was aiming for curriculum work to be finalised prior to the next academic year.

*Noting that Ofsted had a clear view regarding what this should look like, a governor asked how this was quality assured.* The Interim Headteacher responded that the schools were working with other York maintained schools to facilitate more subject leader peer reviews across the city, enabling opportunities for networking and development, which would commence after the half term break.

Regarding the redevelopment of the Personal, social, health and economic (PSHE ) curriculum, which had featured in the Ofsted 'deep dive', the Interim Headteacher explained that although they were pleased with their provision, staff felt that this did not reflect their learners, the school or the City and that they felt that this could be more relevant.

She advised that they had reviewed the contextual safeguarding issues raised on Child Protection Online Monitoring System (CPOMS), taken into consideration the influence of peers and technology and acquired parent and pupil voice feedback. They had used PSHE Association guidance to ensure that recommendations were followed and used research and resources from organisations such as the National Society for the Prevention of Cruelty to Children (NSPCC) and Independent Domestic Abuse Services (IDAS) to refine the PSHE curriculum; ensuring that this was relevant to their learners. Next steps would be to work on following Education Endowment Foundation (EEF) guidance, to ensure more of a progression in teaching. The school had also arranged for IDAS to come into school to conduct a workshop, with all staff and pupils, which would be a great Continuing Professional Development (CPD) opportunity.

*In response to a governor comment,* the Interim Headteacher confirmed that they would need to be ready to support children following the workshop, and that they would try to arrange for Emotional Literacy Support Assistant (ELSA) sessions to take place afterwards.

### **Early Years**

The Early Years Lead explained that the Ofsted inspection had highlighted that the Early Years provision was in need of enhancement, to fully utilise the space available and match learners' needs. She noted the following:

- Work had taken place during the summer to establish what was needed, and the indoor and outdoor provision has been evaluated.
- Although changes had been made to the indoor provision and some work had been carried out on the outdoor space, more was needed to make the space greener.
- Weekly enhancement meetings were taking place to review learners and their needs and the Early Years teaching staff met half termly to review and assess the provision.

	<p>The Interim Headteacher explained that funding had been received from Friends of Dringhouses School (FODS) to install decking, seating and a mud kitchen however further enhancements would form part of a realistic longer term plan, which would be mapped out.</p> <p><i>A governor asked whether additional funding may need to be discussed at a later date.</i> The Interim Headteacher responded that they would need to consider how to fund what they'd like to achieve, to lift the space. The Early Years Lead added that they needed to understand what they could do in the short term; to make the space greener and more welcoming.</p>	
5	<p><b>DATA REVIEW</b></p> <p><b>5.1 2022/23 data in comparison to national average</b> <i>Previously distributed</i></p> <p>The Interim Headteacher reminded governors that this data had been reviewed at the last Committee meeting, however at that point only Key Stage 2 (KS2) comparative data had been available. A full data set was now available and had been shared with governors previously. She highlighted that:</p> <ul style="list-style-type: none"> <li>• Overall, the school had performed well in comparison to the national average.</li> <li>• A governor had queried the Key Stage 1 (KS1) outcomes in the last meeting, as Writing outcomes were much lower than Reading and Maths, however the school results were higher than the national average.</li> <li>• For Multiplication tests, conducted online, the school considered a score of 20/25 as a pass, which differed from the way this was reported nationally. The teaching of this had been changed this year. The school had adopted a more rigorous approach, so it was hoped that scores would improve.</li> <li>• Year 6 data, reviewed during the last meeting, was positive overall. Staff had reviewed what had gone well and had tried to replicate this, making adjustments that year.</li> </ul> <p><i>A governor commented that there was lots of positives, however he questioned the seemingly downward trajectory of the Year 6 data.</i> The Interim Headteacher explained that the difficulty was that each cohort brought its own challenges, but they were doing all they could to turn the trajectory around. She noted that staff conducted honest and accurate assessments.</p> <p><i>Noting that the Year 6 autumn data looked to be very positive in comparison to last year, a governor asked if there were any reasons for this.</i> The Interim Headteacher responded that there had been a great deal of need last year, and that this had been echoed in other schools. Noting that the pandemic had interrupted their early education, she stated that this could explain why that cohort's behaviour for learning had been so different.</p> <p><b>5.2 Autumn term data review</b> <i>Previously distributed: Headteacher's Report</i></p> <p>Confirming that she had amended the format of the Headteacher's report, the Interim Headteacher explained that the rationale for this had been to allow staff time to look at data, be reflective, and consider where they would like to drive this.</p> <p><b>Early Years update</b></p> <p>The Early Years Lead explained that the baseline assessment had shown staff that Reading and Writing needed to be a priority, and confirmed that they would need to</p>	

focus on this during the spring term. Noting that many pre-school settings had carried out a lot of work around building relationships and communication, the Early Years Lead said that this was evident in their strong results in building relationships and behaviour for learning.

The Early Years Lead confirmed that they had increased the amount of mark making within the provision and were conducting lots of interventions for early Writing; for which they had seen great progress already. Fine motor skills interventions were also a focus, to get them on track to where they needed to be.

Referring to Reading, the Early Years Lead advised that they were continuing small group interventions and that the phonics scheme had been really successful that year, as the data showed.

*In response to a governor query*, the Early Years Lead confirmed that the data showed the percentage of pupils who were meeting age related expectations currently, noting that staff had been very realistic with the data. She added that children who were working towards meeting age related expectations had clear targets; they knew that many children would move up.

*A governor noted that, in many areas, four or five pupils were not meeting age related expectations and queried whether these were the same children.* The Early Years Lead confirmed that they were; adding that some pupils had Special Educational Needs (SEN) and that some did not have behaviour for learning yet.

*A governor provided positive feedback regarding the new format of the report and thanked the Interim Headteacher.*

*India Haworth left the meeting at 18:40.*

#### **SEN update**

The Special Educational Needs Coordinator (SENDCo) advised that the data was normal for the time of year. She highlighted the following:

- Many children were below age related expectations; however, interventions and support were in place for these pupils.
- Two pupils in Year 6 with complex needs were being supported as much as possible by staff.
- Maths data was looking more positive, and in line with the usual national averages for SEN pupils.
- In Early Years, support was being provided to four or five children, three of whom were SEN pupils. One child was accessing an external Speech and Language unit.
- There were seven pupils with Education, Health and Care Plans (EHCPs) currently and two requests for statutory assessment were currently being progressed.

Priorities for the spring term included:

- Reviewing the ordinarily available provision provided by City Of York Council to ascertain what resources children could access.
- Phonics and Reading interventions, in particular in KS1.
- Working with the Local Authority around the Learning Hub; which received

referrals from schools for specialist support. Two referrals had been made by the school, that day.

- Working with Hob Moor Oaks, who had implemented an excellent Reading and Writing intervention for two children.
- Emotionally Based School Avoidance (EBSA) training, to help provide support to a pupil with c.50% attendance.
- Half termly neuro diversity drop in sessions for parents, run by the SENDCo, which helped parents to feel that they had a voice. A brief discussion about these sessions followed.

The Assistant Headteacher explained that the school's mental health offer had been extended this year; with a KS1 ELSA trained teacher conducting mindfulness intervention groups and a further ELSA teacher supporting in KS2.

Noting that the Local Authority were keen to drive forward Attention deficit hyperactivity disorder (ADHD) strategies, the Assistant Headteacher advised that the school were finding more children with ADHD associated behaviours. Eight schools were being sought for a pilot in conjunction with the ADHD Association; an exciting opportunity which the school hoped to be part of.

*A governor commented that it seemed that more students were attending alternative provision.* The SENDCo agreed, confirming that there was more need in school and a lack of specialist provision for children.

*A governor queried whether the disruption to everyday school life in order to attend an alternative provision was mitigated by the boost to a child's education.* The SENDCo confirmed that it was. The Deputy Headteacher added that it was also useful for the school to gain specialist insight. The Interim Headteacher explained that specialist provision had been very successful in helping a child who with a significant number of exclusions previously, and that their behaviour in school had improved as a result.

*A governor commented that the obvious improvement shown in the data was testament to the work carried out, however noted that it would be useful to see the progress which the Year 6 cohort had made over the years.* The SENDCo confirmed that she adopted a two way approach which enabled them to track progression and that she could look into providing this.

**Action: SENDCo to document progress made by Year 6 cohort.**

SENDCo

*Sarah Murray (SENDCo) left the meeting at 18:57.*

### **Key Stage 1 (KS1) update**

The Interim Headteacher explained that data was low in many areas; that the Year 1 cohort had struggled with learning behaviour last year following the transition from Reception. They had also noticed a lack of resilience in the cohort. As a result, staff had needed to focus on working on pupils' emotional development. This had paid off as positive progress had been made.

The Interim Headteacher explained that the interim arrangements in place meant that KS1 had benefited from an ELSA trained teacher, who conducted mindfulness sessions in every class and was helping children to build their resilience.

The Interim Headteacher advised that the results of interventions which took place in Reception could be seen by the end of Year 2; as results compared favourably to the national average. She noted that they needed to ensure that the team was well supported, during the interim arrangements.

Confirming that the Class 5 teacher and Early Years Lead were completing the National Centre for Excellence in the Teaching of Mathematics (NCETM) Mastery of Number programme, the Interim Headteacher explained that this would focus on basic skills.

The Interim Headteacher explained that the SLT had reflected on staff performance and confirmed that the interventions timetable had been reviewed. She explained that there had been some challenging behaviour generally and that the additional support needed for some pupils was difficult to manage.

### **Key Stage 2 (KS2)**

Regarding lower KS2, the Assistant Headteacher explained that staff had focussed on good learning behaviours for pupils who had moved from Year 2 to Year 3 and that this had gone well. They had been focussing on Writing to continue the upward trend in results.

The short term priorities would be to concentrate on basic skills, multiplication facts and daily smart start. Assembly intervention trackers led by teachers would reflect data, and a regular afternoon intervention session had been scheduled, however this was dependent upon whether supply cover was needed elsewhere.

The Assistant Headteacher advised that as Reading and Writing data had improved, in spring term they would ensure that rigorous high quality text was used for greater depth standard pupils.

In upper KS2, which was a more positive picture, the Assistant Headteacher explained that they had identified why the percentage of pupils achieving a greater depth standard in Writing was lower than normal; this was because part of an objective was not being met. She confirmed that weekly subject knowledge meetings were being held to review where they needed to be for the next week's teaching.

The Interim Headteacher confirmed that two teachers had undertaken training at Pathfinder and that one teacher has passed the test to become a York moderator for Year 6 Writing. This would allow them to work more collaboratively up to the point of moderation and ensure that children received the assessment they deserved.

*In response to a governor comment*, the Assistant Headteacher explained that to support children to meet a greater depth level, a conferencing session had been introduced, together with interventions. They identified pupils on their way to achieving this level by reviewing outcomes and pupil's learning capabilities.

### **Pupil premium**

The Interim Headteacher explained that there were not many Pupil Premium pupils, however they needed to be reflective about whether they knew these pupils well and whether they did enough to support them. She explained that she intended to compile a report which detailed a typical day for a Pupil Premium child; to document the additional support they received, as a reflection of their needs and to identify any

	<p>gaps. <i>The Pupil Premium link governor voiced interest in coming into school to support this.</i></p> <p>The Headteacher explained that the Pupil Premium Strategy was refreshed every three years, and that they needed to be able to justify the spending, and ensure that it was going to the right children for the right reasons.</p> <p>A brief discussion followed, during which a governor enquired the number of Pupil Premium children who participated in clubs.</p> <p><b>Action: Assistant Headteacher to confirm how many Pupil Premium children participate in extracurricular activities.</b></p> <p><b>5.3 2023/24 interventions plan</b></p> <p>The Headteacher commented that as the intervention plan was so dynamic and she felt that this was better reflected in the data, she had not shared the intervention plan.</p>	<b>MKS</b>
<b>6</b>	<p><b>ATTENDANCE</b> <i>Previously distributed: Attendance by term/class/year, DfE attendance statistics and comparison rankings, persistent absentees autumn 2023</i></p> <p>The Interim Headteacher confirmed that attendance was tracked weekly by the SLT, noting that there were a lot of individual bespoke packages for families of pupils with significantly poor attendance. She explained that there had been poor attendance across school during the autumn term, including families taking their children on holiday during term time, however this had improved.</p> <p>The Interim Headteacher explained that a pupil who had zero percent attendance last year had been offered a SEN package from the Local Authority which he would access, and that the child was no longer on the school's roll.</p> <p><i>A governor questioned whether teachers needed to spend time to help children who had taken holiday during term time to catch up.</i> The Interim Headteacher explained that they often suggested activities the child could do in order to keep up. A lengthy discussion ensued.</p> <p><i>A governor noted that Class 10 and 11 unauthorised absence rates seemed to be higher during the autumn term than the previous year.</i> The Interim Headteacher explained that it was difficult to compare individual classes; they would need to review the phases. She added that the SLT reviewed pupil absence individually, to establish the reasons for absence and what actions were being taken.</p>	
<b>7</b>	<p><b>PARENT QUESTIONNAIRE SUMMARY</b> <i>Previously distributed</i></p> <p>The Interim Headteacher confirmed that the survey responses had been extremely positive on the whole, in particular in relation to the hard work and dedication of staff.</p> <p>Referring to the less positive feedback, the Interim Headteacher explained that communication was still the primary concern for parents; that they were unaware what was happening in school. She noted that she had made changes to the school newsletter which had been well received.</p>	

	<p>A governor commented that they were surprised to see negative feedback regarding emotional mental health as they thought this was a strength of the school. The Interim Headteacher responded that the response would be taken into consideration. She explained that they would feedback to parents to let them know what actions had been taken as a result of their feedback.</p> <p>Noting that the availability of wraparound care had been highlighted as an issue for some parents, the Interim Headteacher advised that they would review this to establish if the capacity could be increased.</p>	
8	<p><b>LINK GOVERNOR REPORTS</b> The Assistant Headteacher confirmed that the Key Stage 2 link governor had visited school during the previous week.</p>	<b>FGB agenda</b>
9	<p><b>ANY OTHER URGENT BUSINESS</b> There was no other business to report.</p>	
10	<p><b>DETERMINATION OF CONFIDENTIAL ITEMS</b> There were no items to be recorded as confidential.</p>	
11	<p><b>DATE AND TIME OF NEXT MEETING</b> Thursday 23rd May 2024 at 6pm.</p>	

The meeting ended at 19:52.

These minutes were approved at the Standards and Effectiveness Committee on 23<sup>rd</sup> May 2024.

**Action Plan following the Meeting of the Standards and Effectiveness Committee held on 23<sup>rd</sup> January 2024 at 18:00**

	<b>Action</b>	<b>Item No.</b>	<b>Person</b>	<b>Date</b>
1.	School Business Manager to raise security and the use of multi factor authentication with Vital.	3.2	Headteacher / SBM	6 <sup>th</sup> February 2024
2.	SENDCo to document progress made by Year 6 cohort.	5	SENDCo	9 <sup>th</sup> May 2024
3.	Assistant Headteacher to confirm how many Pupil Premium children participate in extracurricular activities.	5	Mary-Kate Swiers	9 <sup>th</sup> May 2024

**Items for next Committee meeting**

None raised.

**Items for next FGB**

Staff survey results

KS2 link governor report (Mike Hay)