



Standards and Effectiveness Committee

Minutes of the meeting held on
Tuesday 3rd February 2026 at 6pm in school

Present	Claire Scott-South (Co-Headteacher) Dave Hardcastle (Chair) Natalie Wong	Molly Costello Mark Newman
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In Attendance	Caroline Rigden (Governance Support Officer, Clerk)
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	ALL ITEMS TAKEN AS READ	Action
1.	<u>Welcome, Apologies for absence, Consents and declarations of interest</u> Everyone was welcomed to the meeting. Apologies for absence were received from Luke Zwalf. There were no declarations of interest.	
2.	<u>Minutes of the meeting held on 11th November 2025, Matters Arising and Action Plan</u> <i>Previously distributed.</i> APPROVED: The minutes of the meeting held on 11th November 2025 were agreed as a true and accurate record and were marked as approved. Action Plan There were no actions from the previous meeting. Matters arising. The Safeguarding link governor, Mark Newman, noted he had a link governor visit report to share at a future meeting. ACTION: Clerk share the link governor visit report template with Mark Newman. The Headteacher explained that Sophie Cole, School Safeguarding Adviser, from the Local Authority would be in school to do a safeguarding audit on the 18th of March and invited the safeguarding link governor to attend this meeting if available. There were no further matters arising.	CLERK
3.	<u>Headteacher's report for the committee</u> <i>Previously distributed: Headteacher's report Feb 2026, PE deep dive, Writing Framework Audit.</i> The Headteacher went through her report section by section asking for governor comments or feedback and explained that the autumn term update remained on the report with the spring update underneath. Governors liked the format of the Headteacher's report showing termly progression and noted there was more narrative than clear bullet points. The Headteacher explained that she wanted it to be as useful as possible for governors and highlighted that it had input from a variety of leaders, with a lot of work sitting behind the	

updates to be critical and with a good level of analysis.

The Headteacher moved from school priorities to phase reporting, highlighting concerns in EYFS (Early Years Foundation Stage) that only 19% of pupils were on track for GLD (Good Level of Development). Staff saw pupils who were engaged in learning and high-quality actions and independence, with a lot of good that unfortunately did not translate to the outcomes required. The cohort have more pupils who had a single gap which was why they were not on track, and this was a barrier to meeting GLD. There were Writing framework expectations in EYFS and the Headteacher wondered if staff were being overzealous on letter formation, as most pupils were able to form letters. There was a comprehensive plan on the approach for the whole cohort and at an individual level using WellComm, a speech and language toolkit. It was a high needs cohort, with three pupils with complex needs which was stretching staffing capacity and may be a contributing factor to the concerns. There had been a supply teaching assistant in place to cover a leaving staff member, and this had been a loss of expertise and knowledge. The Headteacher had planned to keep the supply teaching assistant in place once the new recruit had started in role to give extra transition and capacity to support pupils and plug gaps. One pupil would be moving to a specialist provision in September, with another family appealing for a placement for their child. This showed that school was not the right provision for the children, but it would continue to be a challenging year until these pupils moved on. Staff were hard working and doing they could, being aware of pupils' gaps, with SLT (Senior Leadership Team) supporting where possible.

A governor asked if the Baseline Check had been completed. The Headteacher explained that the Baseline Check had to be completed within the first six weeks of a pupil starting at the school. There had been some changes in how it was completed, with the teacher using an iPad to record the results with pupils. There had been more demand on the portal so the process had taken longer than it should have.

A governor asked if this data was submitted to the government. The Headteacher confirmed it was, as it was used as a progress measure for the child throughout their school journey.

A governor noted that this could be used in such a way if pupils did not do well in the baseline check to show more progress over time. The Headteacher agreed that it was an early time to get a baseline. The Headteacher had supported with the assessment process which had been interesting to see that while pupils were verbally confident, they did not necessarily know the answers and noted the process could be improved for pupils accessibility.

Key Stage 1's update had a breakdown of priorities and where data was moving to. There would be an additional phonics screening check this week as pupils had not had all the content in the autumn term. The Headteacher had asked for it as Reading could not show it all, particularly unknown word decoding.

A governor asked if additional checks had been used the previous year. The Headteacher thought that it had been as it was good practice to do practice sessions so that pupils could be prepared for test conditions. It also highlighted how and where support was needed. There was a catch-all intervention for all by putting three words on the board every day. Writing had been pulled back to ensure basic skills were being taught and practiced, as was seen in the Writing framework with a huge focus on basic skills. The staff team had reflected on it and how to build over the year, including quality over quantity and this approach was having a positive impact. Classroom learning had support for the most vulnerable and would give the opportunity to put in challenge for those ready for the next step.

A governor asked how comparable the end of Y1 and start of Y2 were, noting the dip

after the summer holidays was often seen in data. The Headteacher noted that it was a usual trend seen, with a slight drop, but mixed year classes could lead to some content being introduced early and exposure to higher levels which could mean a dip in the year expectations but had been above in other areas.

A governor asked if every year had separate criteria to meet for the end of year. The Headteacher replied that they did and explained that the expectations built year on year not just through repetition but building up to add more skills.

Lower Key Stage 2 Maths was performing well. In the Y4 Multiplication check results had improved last year and staff were now honing practice and building success to embed fluency. Staff made sure that pupils were secure in calculations before moving on to the next step. White Rose Maths moved quickly to problem solving but staff needed to ensure calculation skills were embedded in isolation. Reading could be a barrier to understanding the question so improvements here would give confidence in fluency. There had been a steady improve in writing with the focus on basic skills and how to support those who struggled and how to adapt planning to meet those needs, as if not supported it would widen gaps.

A governor noted that Writing was a consistent issue. The Headteacher replied that it had been a concern during most of her time in teaching however pupils were not weak compared to the national average. A lot underpinned high quality writing, ensuring letter formation, spelling, remembering what want to do, and creativity, with many other facets in Writing. The Writing framework highlighted the importance of fundamental skills to be taught and not moving on until pupils were confident so as a school having the focus and drive would hopefully shift and raise outcomes by the end of KS2 but it was a long process. Pupils did not write as much outside of school as in the past, with the purposes for writing not in wider society as much. The Headteacher noted it would be interesting to see of the National Curriculum Review would reflect the changes in society and the purpose of writing alongside increased digital literacy and see if there was a balance to be had.

A governor commented that while wanting pupils to be IT literate was concerned by what could be left behind or lost if foundation skills weren't developed.

A governor asked how the school compared to the national picture on Writing. The Headteacher explained that all it took was one pupil to be below, which impacted the overall data. There was a lot to assess within Writing, and Ofsted were focused on foundational skills.

The Headteacher shared feedback from a recent Ofsted briefing session at the local authority, and described how a primary school inspection would go, starting in EYFS and showing what the focus was and could show the need to increased outcomes across the board.

Upper Key Stage 2 saw Y6 sit mock SATs (Standard Assessment Tests) in January, which gave the Y6 team the opportunity to see gaps in learning and where to go next. Outcomes were not looking as strong as the previous year. There were targeted interventions led by skilled Y6 teachers, with shifts in teaching assistant staffing and SLT supporting to cover the class, and this had been made a priority. Mock testing could give more information than an end of term check and it had been run as a proper mock test. It had also highlighted that there were four pupils who struggled with anxiety when under test conditions. By giving the experience of test conditions, it was hoped that it would reduce anxiety for the real thing. The Headteacher wanted to do another mock if possible to check that the interventions were working and would be sat around six weeks before the actual tests.

A governor noted the issues in Maths being flagged and asked why Y5 Maths did not show the same concerns. The Headteacher replied that as she had not been in school the previous year it was hard to know for sure, and it may have been around limited support

staffing but it was important that concerns were dealt with in Y6. Staff were always reviewing and flagging where support or intervention was needed. When looking at the IDSR (Inspection Data Summary Report), and had also been highlighted at the Ofsted briefing, the trend over the past three years was key to look at predicting the next three years. The current Y5 were a stronger cohort and Y4 were weaker. By looking at the trends in data gathered and staffing could be considered so that it was not just thinking about the end point of Y6. This had helped shift the Headteacher's mindset to be forward looking.

A governor asked if they would see the IDSR. The Headteacher replied that it would be shared soon and suggested that there were online resources to help governors understand the document. The local authority's School Effectiveness and Achievement Adviser for the school, Rachel Lanzillotti, would be visiting the next week and the Headteacher wanted to go through the main points with her. It was important that all knew and understand the IDSR, which had a lot in it to celebrate and could push the drive and vision of the school.

A governor asked if the IDSR was a starting point for Ofsted when inspecting a school. The Headteacher confirmed it was and would inform lines of investigation and points to review. The report had a lot of what had been covered in the meeting with disadvantaged standing out. Inclusion was a known focus and the work already done towards this would be positive. There was a difficulty in having small numbers of disadvantaged pupils, for example Y5 only had two pupils in the cohort, as the data was weighted heavily per pupil in such a small cohort. Case studies and sampling would be used to show context and understanding of each disadvantaged pupil.

A governor asked if inspectors could ask teachers to identify the disadvantaged in their class and how they were supported. The Headteacher explained that staff were already aware of these pupils, and their predicted outcomes, so should be confident about how they were supported.

The Ofsted briefing had been an informative session although it had been hard to hear that even the Expected Standard bar was high, and it had felt a bit demoralising as it had been described as being transformational for pupils. The Headteacher wanted school to change outcomes and trajectory for pupils but there was only so much that could be done when underfunded and needs and challenge were increasing.

The Headteacher would review local schools' results following an inspection and share useful information with staff so that they could understand the new framework and criteria which would have more narrative in each area and what else was needed to reach 'Strong Standard' or 'Exceptional'.

A governor noted that embedded trends could be difficult to shift. The Headteacher explained that the new framework meant that to meet a grade in each area was no longer best fit but a secure fit with each criteria point met. Ofsted inspections were on track, with the school having last had an inspection in autumn 2022, so should be in the Ofsted window in autumn 2026.

A governor suggested that the IDSR was used as a toolkit to help identify challenges. The Headteacher agreed and explained that the SEF (Self-Evaluation Form) would be used to back up and evidence work around the key points. Reports to governors could also give evidence of the narrative around SEND (Special Educational Needs and Disabilities) and disadvantaged pupils as it was recognised that this was not as strong however the SENCO (Special Educational Needs Coordinator) could talk in depth about SEND pupils.

A governor noted the SENCO and SEND provision was a strength of the school as seen by the good outcomes pupils had. The Headteacher agreed but explained that more evidence was needed by showcasing strong practice across the school. The SEF would have evidence linked behind it to show criteria had been met and could show that work was ongoing.

A governor noted that it was a strength of leadership to know where improvements were

	needed. The Headteacher replied that it was not about being perfect but being transformational for individual pupils. Future Agenda Item: Review IDSR at next meeting. The Headteacher explained that there had been a deep dive into PE, as there had been a two-year plan to do these despite changes to Ofsted inspections. Staff were working through the Writing framework, which was a non-statutory document, to ensure they did all they could. A governor asked about actions, asking why ordering pencils was on there. The Headteacher explained it was about the impact of not ordering pencils and how it affected pupils if suitable resources were not available. It was a small action but it showed that something so basic underpinned a lot of other actions and work.	
4.	<u>Quality of Teaching</u> The Headteacher had shared a statement in advance about teaching across the school being consistent and effective, which had been evidenced through Autumn term and linked in with CPD (Continuing Professional Development) to embed practice. The ECT (Early Career Teacher) continued to receive mentor support in line with statutory guidance and was demonstrating steady progress against ECT standards.	
5.	<u>Inclusion report (including behaviour and attendance)</u> <i>Previously distributed: Inclusion report Feb 2026</i> The Headteacher explained that the inclusion report showed that pupil voice on safeguarding was happening and had been positive on feedback, with pupils knowing who a trusted adult was. The Headteacher had considered what to ask, around the online safety learning in school and points of interest about safeguarding in the local community particularly about the playground near railway, and other small things that could be addressed. The process had been useful and would show Ofsted that safeguarding was met with an evidence bank of pupils having a voice. Timeout As had increased, being higher than the previous year at the end of term. A governor asked if this was a trend and if there were any concerns. The Headteacher replied that the behaviour seen was more challenging. Long half terms, such as in autumn term was known for behaviour deteriorating as pupils got tired. There had been a rise in low level disruptions in KS1 and Y6 that hindered learning of self and others. Staff had been encouraged to be robust in following expectations and the use of the behaviour policy to be consistent across all school. While KS1 were little and could have some reasons for poor behaviour, if it did not go away staff needed to set expectations and stick to them otherwise poor behaviour could continue. Staff were holding the line, so pupils knew behaviour was dealt with consistently. Y6's low level behaviour was sometimes disrespectful, so conversations were had about the expectations here and at secondary school. A governor asked whether staff had been more lenient in the past. The Headteacher did not believe so but thought it was a general change from the behaviours that were seen. It was not a reflection of the school and policy but a shift in children's level of respect, discipline, and care for others. The Headteacher shared a recent example, from a pupil with emotional dysregulation, and noted that more pupils seemed to be unable to cope when dealing with others. The Headteacher felt that staff taught a lot about regulation and giving pupils the tools to deal better but they were having to have conversations with more pupils. In response to a governor's question around the support in place for pupils, the	

	Headteacher replied that there was an ELSA (Emotional Literacy Support Assistant) and the right pupils were targeted for this although there was stretched capacity due to the loss of a second ELSA who had not yet been replaced due to financial reasons. An HLTA (Higher Level Teaching Assistant) was supporting a challenging pupil who was transitioning back to mainstream education from an Alternative Provision placement and part-time timetable. The HLTA could also cover classes and be used for supply cover. The Headteacher wanted to look at the curriculum to make sure there was whole class teaching on emotions, friendships and play to be as effective as possible. A governor was concerned that there was less ELSA support available when need was increasing. The Headteacher agreed and highlighted that there was a general concern on support staffing being stretched on academic support and emotional wellbeing. The challenge was as needs increased funding did not. The Headteacher would like to have more support staff in school, but it was not financially possible. A governor asked if the Headteacher was comfortable with the justification for where support staff were placed. The Headteacher explained that while some support for Y6 was important this year, that resource would be freed up next year and moved where needed. In EYFS (Early Years Foundation Stage) next academic year there had been 48 pupils who had chosen the school as their first choice, but it was unknown what needs would come in with that cohort. Support staffing was an issue all schools facing and there was the hope that nationally something may change. The Headteacher always looked at the whole school offer which would not rely on teaching assistants to plug gaps. A governor asked if the positive culture of behaviour was still being enforced. The Headteacher reported that the behaviour curriculum was well embedded and calm, productive, and purposeful behaviours were seen most of the time and even EYFS pupils could say what the rules were. For some pupils' social times were tricky when there was less structure. Staff needed to keep enforcing expectations and be consistent with enforcing the behaviour policy. When a pupil triggered meetings of the family with staff, these took place and could identify when a child needed more support, often moving to the 20-20-20 structured lunch time which ensure a child could burn off energy, have free time and could keep all safe. A governor noted that the numbers of timeouts were not necessarily a concern but having a system in place to manage behaviour was key. The Headteacher agreed, wanting all pupils to be safe, happy, and respectful for all and being robust in how sanctions were applied.	
6.	<u>Policies</u> None tabled.	
7.	<u>Any Other Urgent Business</u> Dave Hardcastle shared that he would be stepping down at the end of his term of office in May. The Headteacher thanked Dave Hardcastle for supporting the school and chairing this committee, noting he would be missed.	
8.	<u>Determination of confidential items</u> There were no items to be recorded as confidential.	
9.	<u>Date and time of next meetings</u> Tuesday 19th May 2026	
The meeting ended at 7:10pm		

**Minutes approved at the Standards and Effectiveness Committee meeting
held on 19th May 2026.**

**Action Plan following the Meeting of the Standards and Effectiveness Committee
held on 3rd February 2026 at 6pm**

Action		Item No.	Person	Date
1.	Clerk share the link governor visit report template with Mark Newman.	2.	Clerk	Complete

Items for next Committee meeting

- Review IDSR at next meeting.

Items for next FGB