



Christ Church C of E VC Infant School

Standards & Curriculum Committee

Caring Governors, Courageously Challenging, Inspiring All

Minutes of meeting held on 25th June @ 9.05am

Committee Members: Anna Martin, Gareth Jones, Amelia Gould, Charlotte Munday, Sheryl Stenner, Belinda Stowe, Robin Butcher, Julie Wilkins.

Clerk: Laura Jones

55/20 Welcome & Apologies

Apologies: Charlotte Munday (mat leave)

56/20 Pecuniary Interests

None

57/20 Minutes of the last meeting

Minutes signed off.

58/20 Governors actions and commitments

Not discussed

59/20 Heads Report

Report circulated ahead of the meeting. Really pleased with the term 5 data, best results we have ever had from our vulnerable group, due to them being in during lockdown and the teachers were all in, rather than teaching remotely. We also had a high ratio of adults to children, so am certain this had a big impact. The reading assistants also had a big impact so have budgeted them for next year and extended the contracts, so we will be keeping both reading assistants, one supporting PP children and one supporting across Y1 and Y2 who are below the standard.

Most delighted about the phonics as it was a priority for us. Extremely high percentage pass rate despite having huge chunks of time out of school, plus SEN children passed who did not in the December screening. Down to the dedication and determination of the teachers who helped the children pass.

Further phonics screening to take place in December 2021 for the Y2's, but we have already assessed the Y1's and they are doing well, and again proud of the quality of teaching. The reading books linked to the phonics scheme have also really helped as they are able to apply and practice what they have learnt in phonics in their reading, so this has been key.

We are likely to have Ofsted next year and reading and phonics is a huge focus for Ofsted, and we are in a good place with it. Our results this year have been great, and they will be next year.

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We will not be focussing on reading and phonics in our SIP next year as we have already done and nailed this, and I know the good teaching will keep going.

English has been split out as a focus into reading, writing, and spelling, and rather than one person taking the lead with English it has now been split out with another teacher helping with the role due to the impact of COVID. Confident this will help lift the reading and writing up to the quality of phonics.

Data tracking system for EYFS is changing in September making it easier to track their progress.

Reading peer review taking place next week. As part of our hub work, we decided for Heads to do peer reviews in each other's schools, like a deep dive into a certain subject but had to choose one which was an area we wanted to improve on, so we chose reading and phonics. Document also shared about the progress made of PP and SEN children regarding reading.

No update to be given on curriculum as inset day coming up and not much to report. A big piece of work is the enquiry led curriculum which focusses on the local context and one of the things we have had to do is think about networks and the contacts we have around us and who may be able to support in certain areas. Sports week has been great as we have made lots of new contacts. Once we have had our inset day I will know more and share at the next FGB meeting where we are at with the curriculum.

The other thing to celebrate is the catch-up teaching and the Y1 focus, and we saw a huge impact on those children who were only just below the standard, really improve with their writing in small focus groups.

Governor: The reading and phonics is good news and was on the SDP. Will it be focussing on writing next time?

Yes, I feel we should be focussing on writing and spelling, teacher will be coming along to the SLT day. I think we need to develop the oracy in children and that will in turn have an impact on writing and spelling. We have seen this successfully done in maths, and this needs to happen in English as well. We will develop a whole school oracy approach policy which is something we do not currently have. We need something in there about the EYFS curriculum and the teaching and learning policy. Growing staff, CPD and research will also be a priority. Behaviour is good now, so we need to keep the ball rolling with all the changes we have made regarding behaviour. These things will be our focus.

Governor: Sounds like you have learnt a lot from having the additional reading assistants in and pooling the resource and focussing it into one area, whether that is just for a term or longer, so it is good to hear you are considering this as part of the strategy.

Having had the two catch up teachers has been a godsend in so many ways, as they can help cover or work in small groups. I wish it were something we are always able to afford to do, as I would love to employ a floating teacher if we had the budget to do so as it has been so useful. The other thing we are doing is employing apprentices and putting them into classes where the most support is needed, through the Government scheme.

Governor: The thing we need to do as Governors is challenge ourselves through S&C and FS&P that we are aligning the information of the impact this has when we are putting the funding into these areas, and we've always prioritised staffing, but it just reiterates again and again and the data is showing us this, so we need to make this a priority from an FS&P perspective.

Governor: You are right that the link between the two committee is so important, and the strategic meetings were put in place, so we are not on two diverging paths as committees

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Governor: It is fantastic you can offer the apprentices such an invaluable experience and they want to stay, and also its one of the few Government schemes that really do deliver across a range of different industries. You can clearly demonstrate this is needed through a small amount of investment and it has paid huge dividends. Fully supportive of the use of apprentices and growing a future workforce.

I will draw the finance part of this together in the next FGB regarding the catch-up teachers, apprentices and reading assistants.

60/20 SEN & PP: PP Governor to give update:

Met with SENCO to talk about PP children. Less about SEN as waiting for an update which will be shared at the next FGB.

EYFS: Overall are making good progress, a couple at the standard and a couple below, but overall, it is a good picture. One area of need is phonics, so provisions are being put in place to enable more progress so should improve over time.

Y1: SEN support, none with EHCPs. All PP children were in school throughout lockdown, and have therefore all made expected or accelerated progress, and overall high attaining. A couple just below in reading and another in all 3 areas but has made extremely good progress from where they were. Used the Boxall assessment which looks at children's emotional needs, such as attachment and social skills. If children are not meeting these areas of need, then they're not ready to learn. SENCO keen to use the Boxall assessment with more children who are struggling with their emotional development as it's easier to track.

Y2: Currently has the highest number of PP children. Discussion undertaken about a non-funded EHCP. Majority are making progress in all three areas. A couple making a small amount of progress in writing. A few with extra emotional needs so using the Boxall assessment to track that better. Overall a good picture. Due to Covid we've been unable to do the coffee morning with parents so were able to use SENCOs time doing one to one mentoring with children and is something we are planning to continue as it had a big impact on children. We'll keep doing the calls with parents rather than them coming into school which is also a preference for parents and has had a good impact on the data.

Governor: Just want to say how great it is again, excellent focus and great to see the data looking so good.

Governor: I love the creative thinking about having the calls to parents and having that contact because if someone has a particular problem to have a phone call and discuss it with somebody is so important as they wouldn't want to discuss that in a meeting at school, so it's far more focussed and effective.

Governor: Building on that, you make your role so much more than it has to be and have shown that through the support being offered, I just wondered if the Juniors offer something similar especially in terms of Y2 children transitioning into Y3?

Our most vulnerable families who get really attached to staff do worry about the move and can often have a bit of a wobble and can feel judged because it's a new relationship and would have probably felt the same when they first started here, and it does take time to build back. They do get lots of support in other ways, we put in the initial work such as the bedtime routines, managing screen time, getting children to eat certain things or toileting, so they won't need those types of things when they go to the juniors. They have a lovely nurture breakfast setting when the children first go in which lots of children benefit from. They do well with behaviour even with complex year groups. There is good balance between the schools. SENCO also take the Y2s across to the juniors with her, there are lots of social stories about what happens at the juniors and helps to build that first relationship with staff over there.

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61/20 Deputy Head Verbal Report:

SATS: Normally we do SATS in Term 5, but we haven't done that as we wanted to give the children a bit longer before we did the final assessment. The assessment period has now finished so the new data will be going on now. We called it Special Agent Training Services and children has different missions to complete throughout the week such as crawling around the school without being seen and lots of other bits and pieces, where there is lots of code breaking activities, and the tasks were provided to them. The maths task was more of an objective based booklet, so we could really see how they did independently, which has been a real positive. We'll probably take this into next year as it worked well and had really comments from parents saying just how nice it was for the children when it could have been a stressful week for them.

Data: The last data set is due in now from the teachers. There will be a slight change for the end set of data from what you have for term 5 because of the YR2's as we've done some moderation in writing, so we are all consistent.

Arbor: Lengthy training has been done with one of the trainers from Arbor. Arbor is not as visual for teachers as the one we've been using. It will save us money and it does what we need it to do but will take time to get used to. There will be training required for staff, as it's a very different way of inputting. Last bit of training will be done at the end of July.

Governor: Are staff on board with all these changes, even though they are not so pretty and visual?

The staff know it is coming but they have not yet seen it. Arbor has been great so far, it's so much clearer so we're all on board and ready to go.

62/20 Policy Review

No policies reviewed due to ransomware attack. To be discussed offline or in the next academic year.

63/20 AOB

Discussion of S&C going forward as it is Belinda's last meeting. One of the new foundation governors feels their skills align to S&C so will be joining from the new academic year. Another foundation governor might join one of the other committees. At the FGB we will go through the skillsets and have a bigger discussion with everyone and have a think over the summer if they want to put their names forward for voting in the September's FGB.

64/20 Date of Next meeting:

8th October 2021 @ 09:00am

Meeting closed @ 09:55am