



Christ Church C of E VC Infant School

Standards & Curriculum Committee

Caring Governors, Courageously Challenging, Inspiring All

Minutes of meeting held on 14th May 2021 @ 9.05am

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

Clerk: Laura Jones

44/20 Welcome & Apologies

Apologies: Sheryl Stenner and Charlotte Munday (mat leave)

45/20 Pecuniary Interests

None

46/20 Minutes of the last meeting

Minutes signed off.

47/20 Governors actions and commitments

AG has spoken with SENCO for an update.

48/20 Heads Report

Head's report received with clear information in a slightly different format to make information clearer.

Curriculum:

Staff meeting undertaken where videos were watched virtually due to Covid. Live inset day to happen during June. First two videos have been watched and the content is exactly what is wanted and thought provoking. Overview has been provided on the report. Will give the children exactly what we need to. Governor needed to come to the inset day in June to understand the pedagogy behind it. (Possibly new Foundation Governor)

Well done to DH and teacher governor for the music deep dive and all their hard work on it. Could not have been more successful.

Data:

Pleased Y2 has made so much progress. Attributed to smaller classes and highest year group in and had personalised support.

Governor: Are you disappointed not to be doing the Y2 SATS?

Signed off.....Date.....

Not too disappointed, it is a lot of manpower but not stressful. Will still use some of the papers for reading as it gives a good benchmark and data for the Juniors, but will not be done in the same format, it will be done in small groups.

Y1 catch up has had a massive impact and would be great to carry on for T6 but cannot do as we would be pulling support away for Y2's so currently looking at a plan.

EYFS are strong, were initially met with resistance to change phonics but are now confidently talking about the results and the difference this has made. Considering how little they have been in school we are happy about the progress that has been made.

Ransomware attack will be talked about further at the next FGB meeting (19/05)

School Improvement Plan:

Has been updated and sent round to governors. We usually start writing in T6 and finish in September because some of the data comparisons are quite late from the LA. Although we are not doing SATs, Y2 data will still be submitted to the local authority. Things discussed with the hub that will be priorities are EYFS and the changes that have been made. Slightly concerned that the changes will make EYFS less challenging. I do not want high standard to be watered down and expect less, as worked hard with the teachers to have high standards and expectations.

English will be split down to have separate reading and writing leads. Good timing when it is a focus for the school and gives the opportunity for someone to change things. Writing has been impacted due to lockdown, but we are happy with it but needs to be a focus.

Lowest area across the school is speech and language which is impacting on reading, writing and maths, which is why PP children tend to struggle in Y2. Oracy in general will be a focus.

Governor: From your report you talked about putting the emphasis on Y1's and Y2's not having SATs and pulling the TAs out and was going to ask the question how does that impact Y2's to the end of the year?

It has not impacted as it has been an hour a day and we have had students. If we were to carry on into T6 we would look to pull a TA out for an hour a day. Maths would not be affected as a lot of this is recapping things they have learned over the year.

Governor: From the data what you are doing is the right thing. Also looking at the writing and the stats I know we were most concerned about this and it is reassuring the other hubs feel the same thing. Do you feel this is picking up?

Impressive amount of progress seen, particularly since the children came back. Things like presentation, spelling, handwriting and stamina in writing need work, but they are improving.

In Y1 we usually expect far more writing in the afternoon, but not been able to push as much as we do not feel it is right for the children's wellbeing and some of them are challenging. This will in turn have had a knock-on effect from lockdown.

Teacher Governor: I agree, the writing seems to be the area they have struggled with the most. In terms of the afternoons, we have tried to make the writing practical such as lots of labelling and posters. They have enjoyed those things, but the quality of writing dips in the afternoons as the children are tired by then and concentration span minimal, so it must be quick and exciting for them, so they are engaging. Stamina in general has dipped but is improving.

Governor: Before Covid you would not have thought you could see such evidence of the ongoing cumulative impact that school has in terms of training children in all these things.

Signed off.....Date.....

Pupil Progress Meeting:

SENCO and Head wanted to measure the impact of the interventions.

49/20 SEN & PP: PP Governor to give update:

Met with SENCO last week and created a report which goes through all the PP children in detail and looks at progress and attainment. She was really impressed with the progress being made overall. Because most children were in over lockdown this had a massive impact in terms of progress. Lots have children have moved attainment from red to Amber, so they are just behind rather than well behind.

Early years is looking quite positive across the board. There are less PP children in early years, so they count for a bigger percentage. Small number of children compared to KS1. One or two not making as much progress as they were, but specific areas of learning.

Y1 data was looking strong and really impressed. Being in throughout lockdown has really helped with this. A few children have moved from red to amber for attainment. Majority of children were in throughout lockdown and saw a big amount of progress. Little dip for writing and maths, particularly girls as less in through lockdown. The intervention groups have really helped with this and at the next data point they should have caught up. Stamina has also improved.

Y2 have made much better progress this time round. Again, lots of interventions happening. Lower attaining SEN children with EHCP's are having complex additional needs considered. Worth considering when looking at the numbers. PP in general have made good progress, one or two have dipped slightly.

Overall strong picture for PP and SEN children.

Teachers agree the interventions are having a big impact. It breaks up groups of children who can be quite challenging and allowed us to really focus on those children and build them up with stamina and independence, and nice to sit and have a chat with them which has helped with their writing as you are able to keep them focussed.

Maths is developing well, and we are doing more practical lessons which they missed in lockdown as parents did not have those resources.

Governor: It is worth mentioning that things like interventions deliver a noticeable difference so when we are thinking about budget it is important to protect that level of staffing, such as reading assistants and support. If we can bring the committees together it would really help us make those decisions. Great results to see and great progress.

It was the best and right decision to have those children in throughout the lockdown which we were not allowed to do for the first one. We also had one adult per 15 children the first time which we did not have to this time round. It meant the high-quality teaching could continue.

Governor: It can be hard for us as Governors to find things to challenge because the instinct and decisions being made are continually the right ones.

Governor: You made an important point – it was not easy, and you had to support staff through that but are now reaping the results from the investments you made through lockdown and not having to play catch up with the vulnerable children, and the individuals and families have been well supported. Calling that out is critical and celebrating that success.

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It was the right thing for children and would have made it easier for staff in the long run.

Governor: It also reflects the policy with resilience being a key thing. This is evident in the staff as well. The foundational things for all the decision making and the progress are the resilience and other values we put such an emphasis on are working how they are supposed to which is to underpin everything so that whatever comes at you whether it is lockdown, or a ransomware attack you will be able to deal with it as it is the bottom-line values that help. It is brilliant.

50/20 Deputy Head Verbal Report:

New Tracking System:

We have been using a system called Insight for years and have been using Arbor for MIS which is our Sims equivalent for our data on the children. Instead of using Insight we will now be using Arbor for tracking. All of Insight will stop and will move over to Arbor at the end of the academic year. This is quite a big piece of work as we need to make sure the systems are set up the way we want them. Training has been scheduled in for the next few weeks

Governor: This is quite a big piece of work for you to manage. Will it be straight forward for staff or will they require a lot of training?

There will be training but it is hard to say now as we are all very new to it.

Governor: If there is anything I can advise or support with let me know. I would be interested in terms of the workload required in setting up and manipulating the data such as prepopulating.

Once I have had some training, I will set up a meeting once I know more information.

Governor: This is where it is good that we have a range of skills across governors so we can help on different things.

Data:

Has been a significant dip in terms of girls writing, and is evident in maths due to girls not being around so much throughout the lockdown period.

A few elements of change due to tweaks in the tracking which is a decrease in GLD due to having to change the bandings in EYFS. It was not showing a picture that is useful enough for us. As a result, it pushed the children who were exceeding down a little bit. It made it a fairer picture coming into Y1.

51/20 Policy Review

Teaching and Learning Policy:

Screen shared so show policy

Head went on some training a while ago regarding how best you get your staff to grow. One of the things they said is you really need is a teaching and learning policy that everyone knows. Policies can be long and dull but must be there which is why we have created a one-page overview that goes with this. We wanted to link this closely with the Ofsted judgements outstanding and ensure this was all in this policy.

It is aspirational stuff on the document, but this is what we want to be aiming for. Staff broke into two teams and we looked at feedback for children as this makes a big impact on learning and we also looked at differentiation. We then looked at all the statements that linked to those two things and we unpicked what we think we do well and what we need to improve on, and we are going to keep doing that. This is a working document so we can keep improving our teaching. The highlighted yellow ones are ones we have already looked at with staff and discussed.

Signed off.....Date.....

We also have listed on the policy the outcomes for children which we can refer to.

Governor: That's a great use of a policy rather than just putting it in a file. I think it is brilliant.

We then want to put the document in the classroom. We felt on the one-page document this is what we are about, and this is good strategic work from us. We could use it when we recruit staff.

Governor: In the Integra training we have just had, it was suggested what we do as a Governing body should be looking at our vision, how we evaluate what is going on, and then expect to see that in the SIP. That would be how we know how to challenge if the school is living up to its vision and values. You are leading on this already.

What we will do for next year is take the statements we are not nailing; they will go in the SIP as objectives so you will be able to see the direct correlation.

52/20 AOB

No AOB

53/20 Date of Next meeting: 25.06.21 @ 09:05am

Meeting closed @ 09:56am