

STANDARDS & CURRICULUM COMMITTEE MEETING

Friday 1 st February 2019		9.30	Dartington C E Primary School		DRAFT MINUTES			
<i>Attendees</i>	<i>Initials</i>	<i>Category of governor Any office held</i>	<i>Time they joined/left if not present for full meeting</i>	<i>Attendees</i>	<i>Initials</i>	<i>Category of governor Any office held</i>	<i>Time they joined/left if not present for full meeting</i>	
Jill Mahon	JM	Headteacher		Abigail Read	AR	Parent		
Amina Abdellaoui	AA	Staff		Lucy Woollett	LW	Parent		

Apologies	Initials	Reason (Category of Governor)
Donna Hamlet	DH	Co-opted
Yvette Elliott	YE	Clerk

Absent without Apology	Initials

In Attendance	Initials	(anyone who is not a governor/associate)

Minutes to
All Governors
School Web Site

Documents shared or referred to:

- Attendance files (JM)
- Pupil tracking data sheets (JM)
- Review of exclusions and part-time timetables (SC)
- Online safety policy
- Anti-bullying policy
- Children in care attendance policy
- Curriculum policy
- USF E-visit feedback

Agenda Number	Details of discussion	Decision or action
1	<p>Present AR chaired the meeting, LW acted as clerk</p>	
2	<p>Apologies</p>	Accepted
3.	<p>Declaration of Pecuniary or Business Interests. None</p>	
4.	<p>Minutes of the last meeting, held on 7th December 2018. Reviewed and approved.</p>	Approved.
5.	<p>Data Progress Review JM stated that the school is moving to Pupil Assist to track pupil progress. This should be faster to populate with data for staff, easier to incorporate new children and should make it easier for staff to use prior attainment data in their planning. Hoping to have it up and running after half term. <i>Action: AR to chase up staff training with SM as license starts today.</i> JM then shared in-house data on pupil progress (focus at FGB was on attainment) for all year groups. Red shows less than expected progress, green shows those making expected progress, blue shows better than expected progress. <i>AR asked what are the changes in our data and how do they compare to national figures?</i> JM stated that there are a lot of pupils not on track to make expected progress in Year 6, their previous attainment at KS1 was high, they are the last year group that studied the previous version of the national curriculum. Maths and Reading are test-based assessments made using White Rose and Star Reader respectively, this is done half-termly. Writing assessment is evidence-based from work in books. After completing assessments and data drops teachers have pupil progress meetings with Maths and English leads, focusing on specific children - their needs, actions to be taken to secure/accelerate progress (measured from previous key stage). JM shared an anonymous version of a record of one of these meetings. Pupil movement affects this. JM shared pupil data summary sheets which allow staff to clearly see cohorts such as gender, PP, SEN etc. This information is expanded into venn diagrams to show the overlap of cohorts. Staff face a challenge to close the gap and accelerate the progress of specific children. <i>AR asked how do staff manage their workload with a lot of different documents to refer to when tracking pupils?</i> AA commented that current systems are time consuming but pupil assist should stream line this process. JM commented that it staff should be able to spend more time analysing data and using it to inform their planning. AR thought pupil assist was a positive way forward, all tracking data would be in one</p>	AR: staff training for Pupil Assist

	<p>place, it should streamline the process for staff and help with continuity during staff/pupil changes and allow leaders to look at progress across the school more easily. <i>AR was concerned that the predictions for Year 6 have dropped from October to January, were initial predictions correct? What were the reasons for the change?</i> JM replied that MF has had pupil progress meetings for these children looking at what interventions need to be put in place to address this. <i>AR asked how do the mixed year -group classes at the top of the school allow a focus on our year 6 children in the run up to SATs? Last year JM taught Year 5 after Easter to allow class teachers to focus on their Year 6 children, would the same be useful/possible this year?</i> JM replied that she recommends booster classes for Year 6 to start ASAP. <i>AR asked was the drop in predictions for Year 3/4 data due to 2 able children off-roll this term? Will there be support for them when they return after Easter to complete any work missed? How will Year 3/4 learning behaviour be supported?</i> JM replied that the drop was thought to be due to 2 able children plus a lack of appropriate learning behaviours in one 3/4 class specifically. Heather will be supporting year 3/4 learning behaviour, in-house Hannah will be supporting both classes and NQT mentor, and these classes will be observing again before the next county E-visit. <i>AR asked does the drop in predictions for Year 6 show difficulties in KS2?</i> JM replied yes, there is lost progress for all cohorts across KS2 not just in Year 6, regardless of whether children are new to school or have been at Dartington throughout. However evidence in books and from lesson observations should show that staff are working hard to reverse this and close the gap. Books at the top of the school show that teachers are filling gaps in prior knowledge and pupils are making progress. JM shared teaching and learning lesson observation form used to record lesson observations and assess teaching and learning.</p>	
<p>6.</p>	<p>USF E-visit Feedback All agreed that this had been covered in last week's FGB, please see minutes of that meeting for a full record of the discussion.</p>	
<p>7.</p>	<p>USF Partnership Update - what's the difference? <u>Leadership:</u> Martin is in school every Thursday and works with Jill. Sophie Wiseman is supporting KS1, Alex Harding is supporting EYFS, Heather Short is supporting years 3/4 and behaviour for learning, Marcus West years 5/6 and Kate Arnold English. <i>AR requested feedback from Martin on the leadership review he has carried out to ensure an even spread of responsibility plus a list of who their links USF are.</i> Action : YE.</p>	<p>YE to forward results of leadership review to governors.</p>

	<p><u>Teaching & Learning:</u> See E-visit feedback at FGB. AA commented that following conversations at Parents Evening last week she felt that reading needed a 'big push' at home from parents/carers, specifically children reading to their parents/carers, rather than sharing books together or children being read stories. JM requested whether budget would allow for an extra teaching assistant for the remainder of the year to support teaching and learning? AR agreed that this was a priority if funds allowed and would be considered by F&P. Action: YE agenda item for F&P.</p> <p><u>Achievement:</u> See E-visit feedback at FGB</p> <p><u>Behaviour & Well-being:</u> See E-visit feedback at FGB</p>	<p>YE agenda item for F&P</p>
<p>8.</p>	<p>SENCO Report (from Sarah Cate)</p> <p>Review of exclusions & part -time timetables compared to national:</p> <p>We have 3 pupils subject to part-time timetables which have all been agreed at multi-agency meetings, 2 children with medical needs, 1 child is awaiting a special school place. 2 children of non-statutory age in Foundation have individual timetables agreed with EYFS. JM reported that first FTE this academic year has taken place today for a child in Year 6. Behaviour support are working with this child and adjusted their timetable but unfortunately the child is managing less and less well in school. JM has also sent the admissions policy to Andrew Brent at County to ensure the highest level of clarity in this document before it is published on the school website. AR reported that F&P have requested a detailed breakdown of how pupil premium is spent so governors can ensure we are making best use of resources. AR requested 2 agenda items for FGB:</p> <ol style="list-style-type: none"> 1- Improved PP work between S&C and F&P committees 2- SENCO to give annual report on SEN & PP plus breakdown of spending in these areas. 	<p>Pupil Premium spending breakdown to F&P from Marea</p> <p>YE: Agenda items for FGB</p>
<p>9. 1</p>	<p>Safeguarding & Attendance</p> <p><u>Attendance</u> - AA agreed to be link governor for attendance. JM stated that attendance for January will be calculated after she has today's figures. JM shared in-school attendance tracking documents. Currently attendance is holding steady at 94-5% despite high levels of illness. More 'C' codes have been used (exceptional circumstances) and there has been an increase in unauthorised absence (where medical evidence has been requested but not provided). This shows where families are struggling and can be targeted for pastoral support and Early Help. JM writes to parents once children have had a certain level of illness absence. Medical evidence is requested for children who have high illness absence/scattered absences/attendance level of 90-95%, thus ensuring the school</p>	

<p>2</p>	<p>is holding parent/carers to account. Emily keeps this file in the office which JM and Becky (EWO) monitor. JM liaises closely with Becky and has weekly attendance actions. The school strives to set good attendance patterns from the start so letters are sent home to children in EYFS detailing our expectations despite the fact that some children are of non-statutory age. AR asked if letters get sent home for lateness? JM replied that they do, after 3 'lates'. JM stated that no holidays in term time are usually authorised but she has just authorised a term - time holiday for an autistic child which has been paid for by grandparents. AR asked if work is sent home if a child is absent? JM replied that traveller families take work with them on their planned absences, but that work is not sent home for children that have been ill. AA commented that USF guidance is that children should still do both the elicitation and final task of a sequence when a child returns from illness and that they are clearly recorded in books.</p> <p><u>Safeguarding</u> - JM commented that training for staff is up to date (including kitchen staff), the SCR is up to date and CAP assemblies are coming up for our children. She has arranged another date for safeguarding training with Sandra Maggs for new staff and volunteers next half term and any governors that missed the previous sessions would be welcome to attend. AR commented that a recent meeting with MH stressed the need to ensure we are meeting all the requirements of KCSIE and that any training should be targeted to this. MH has arranged a safeguarding audit with the L. A. date TBC.</p>	
<p>10.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>Policies for Review</p> <p><i>Online safety policy</i> - JM has updated the online safety policy and highlighted a 'safer internet day" taking place in school on 5th February</p> <p><i>Anti-bullying policy</i></p> <p><i>Children in care attendance policy</i></p> <p><i>Curriculum policy</i></p> <p>The committee ratified all of these policies.</p>	
<p>11.</p> <p>1</p> <p>2</p>	<p>Strategic Questions</p> <p>Raising Standards - AR was satisfied that this dealt with at each agenda item</p> <p>Activity Passport - issued by the DFE and takes the form of a checklist for each year group. AR and LW commented that they had read the passport after it was circulated on a recent Governor's alert. JM commented on the potential links to our '10-a-day"strategy for mental health and that we already use trips and experiences to enrich the curriculum and inspire learning.</p>	

DARTINGTON C E PRIMARY SCHOOL AND NURSERY

<p>12. 1 2</p>	<p>Matters Arising not dealt with above Share a list of safeguarding attendees with Sarah Maunder for SCR Arrange GAP review meeting - adjourned until next S & C meeting</p>	<p>YE to double check list & action Agenda item</p>
<p>13.</p>	<p>Actions, Questions and next steps AR felt that strategic questions and next steps/actions where applicable had been raised throughout meeting in the context of that agenda item.</p>	
<p>14.</p>	<p>Evaluate Impact on School Improvement JM commented that we had had a rounded discussion at today's meeting centred on data and looking at the impact this has on the wider curriculum. AA reported that the recent USF e-visit has been very helpful in terms of being 'OFSTED ready'</p>	
<p>15.</p>	<p>Date of next meeting Friday 15th March 2019 The meeting closed at 11.30 a.m.</p>	