

**STANDARDS & CURRICULUM COMMITTEE MEETING**

Friday 24 <sup>th</sup> November 2017		13.30	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>	
Tony Gregg	TG	Foundation (Chair)		Jill Mahon	JM	Headteacher		
Amelia Poore	AP	Associate		Lucy Woollett	LW	Parent		
Joanne Tisdall	JT	Co-opted		Abigail Read	AR	Parent		
Amina Abdellaoui	AA	Staff						

Apologies	Initials	Reason (Category of Governor)
Michael Potter	MP	Co-opted
Martyn Johnson	MJ	Foundation
Ashley Ford	AF	Parent
Sue Veale	SV	Co-opted

Absent without Apology	Initials

In Attendance	Initials	(anyone who is not a governor/associate)
Yvette Elliott	YE	Clerk

Minutes to
All Governors
School Web Site

**Documents shared or referred to:**

- NGA Model TORs for Standards & Curriculum Committee
- Year Group Statement - Yr 2, Yr 3, Yr 4, Yr 5 (2016-17)
- Summative review - Year 6 (2016-17)
- 2017 KS2 School Dashboard
- End of KS2 Assessments
- 2018-19 School term and holidays
- Whole School Model Safeguarding & Child Protection Policy & Procedures
- Attendance Policy & Procedures

Agenda Number	Details of discussion	Decision or action
1 & 2.	<b>Apologies.</b>	Accepted
3.	<b>Declaration of Pecuniary or Business Interests.</b>	No new interests declared.
4.	<b>Minutes of the last meeting, held on 9<sup>th</sup> October 2017.</b> Reviewed and approved.	Approved and signed by the Chair.
5.	<b>Approve TORs</b> The Babcock model TORs for the Standards & Curriculum Committee were shared and agreed for recommendation to the FGB. AR suggested that individual names are recorded in an appendix to avoid updates during the year.	Recommend to FGB
6.	<b>Upper School (Y3 - Yr6) - outcomes &amp; trends from the summer term and implications</b> TG reported on a very positive Literacy meeting with Hannah Calder where they discussed standards and he will report in full to the FGB, but in summary thy focussed on the disparity between teacher assessments Vs SATs results, why they occurred and how they can be addressed. TG is satisfied that the School Leaders have clear roles and realistic pupil expectations and they are managing the scrutiny of standards well, despite challenges. AR reported that MJ has also had a similar meeting with Maz Foucher focussing on Maths standards, which remain a whole school priority. JM shared Summative Reviews, Year Groups Statements, Year Group Overviews and the 2017 Dashboard. JM explained that standards are a numerical measure, but we also really need to understand the school and pupils within it. The Year 6 SATs data is for a cohort that has now left the school, but we need to understand why the data occurred. We will look at year groups coming through the school, pupil groups, starting points etc so that data can continue to be fully assessed. The Yr6 Summative Review gives some measures, some narrative and a general overview (based on pupil trackers and lots of background data). This data came in July and was assessed over the summer holidays. The Yr 6 Group Overview gives a breakdown of cohorts across the year - our predictions last year were inaccurate and the school is unpicking this and looking for children on the cusp of 'on-track' in the current year in order to raise standards. Our target for this group was to get 100% on-track. If the school had been less ambitious in target setting, predictions would have been seen to be more accurate. External factors impacted on this cohort though, with compensatory marks being awarded to all children due to	

	<p>traumatic events in SATs week.</p> <p>Year Groups Statements for Yrs 2-5 in 2016-17 allow us to focus on our current Yrs 3-6 (there is a split in how assessment has previously been carried out for these children, with years 5 &amp; 6 on the old levels when they started school).</p> <p>In order for the school to understand pupil progress we need to know starting points. 35% of last years Yr6 were not with us in KS1 which makes the quality of predictions more difficult.</p> <p>In terms of trends, there is an improvement in reading, maths &amp; SPAG. Writing looks like it's suffered a big drop, but 2015-16 teacher assessment likely to have been too high. Anne Hudson's moderation last year helped with accurate expectations.</p> <p>The Dashboard focusses on reading &amp; maths as tested subjects (only for pupils we had KS1 data for). JM reminded Governors that we need to be insightful and reflective about our data and a meeting has taken place between JM, AR, Alison Miller and John Searson to discuss standards. Pupil mobility continues to have a significant impact on standards. JM stated that teaching is good and teachers are working hard to teach well. JM has visited Cranbrook Primary following a conversation about working with other schools. Patchy attendance continues to be a barrier to raising standards.</p> <p>Attainment in reading is higher than national - parents support this well at home and articulate children do well. Progress shows well in books but is not always sustained enough through the year and there is no room for catch-up in the curriculum. Disadvantaged children did not do well enough (some made good progress) and we need to focus on why and what we can do.</p> <p>52% of children who were with us all the way through school were on track in English and Maths. 33% of the cohort had SEN. 16% had no KS1 data which represents for formal early years education.</p> <p><i>TG asked how well equipped children are at sitting tests and what is the school doing? JM wants to use the extra S&amp;C meeting to consider assessment fully. LW asked how the school is getting transient children where they need to be in terms of outcomes - clear and rigorous 'new to school' process observed, but how is this built upon? JM stated that we know where children are on entry (historic screening programme on entry) and testing occurs every 4-5 weeks. Teachers are having to be creative due to the challenges posed. AA gave an example of positive intervention with an older pupil joining her class for phonics as this was not secure - clear progress can be seen.</i></p> <p>AR invited questions for consideration at the next meeting:</p> <ul style="list-style-type: none"> <li>• <i>Which other schools have low attendance or transience that have high outcomes so we can learn from them?</i></li> </ul>	<p>December S&amp;C agenda item</p>
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	<ul style="list-style-type: none"> <li>• <i>What's being done with PP children to raise attainment?</i></li> <li>• <i>What's being done with DD children to raise attainment?</i></li> <li>• <i>What resources are being tapped into this year?</i></li> <li>• <i>How are predictions different this year?</i></li> </ul>	
7.	<p><b>Review term dates</b></p> <p>The 2018-19 school calendar was considered and 5 non-pupil days and 2 occasional holidays were recommended for approval to the FGB.</p>	Recommend to FGB
8.	<p><b>British Values - strategic questions</b></p> <p><i>Are teaching staff aware of British Values and how do we know this?</i> JM: Yes, this forms part of their teaching practice and staff planning, with clear evidence of teaching across the school including a democratic school council, pupil voice and outstanding SIAMS report.</p> <p>LW, YE and TG attended Prevent training with Katie Mackle this term and British Values were explained and expanded upon in terms of Prevent training and school practices.</p>	
9.	<p><b>Christian Distinctiveness</b></p> <p>TG has not received any replies from the school newsletter article regarding the new Ethos Committee so he will go ahead and for a committee with the new Foundation Governor.</p> <p>TG reported very positively on his recent experience of attending Collective Worship at the school as well as the Harvest Festival and bell-ringing.</p>	TG Ethos Ctte setup
10.	<p><b>Safeguarding &amp; Attendance</b></p> <p>1 <u>Safeguarding:</u> JM reported that new Designated Safeguarding Leads complete their training next week. This will mean that all Leaders and SENCO will be designated. The Safeguarding audit has recently happened with auditors in school looking at site security, training, pupil files policies &amp; procedures etc. The Single Central Record has improved from being poor to the best in Devon. AR extended her thanks to Sarah Maunder for all her hard work on this. A formal written Audit Report will be shared with Governors when it's received.</p> <p>2 <u>Attendance:</u> We had 95.3% attendance at the end of October against a target of 96%. Absence calling has been tightened up on, with a new format and log of contacts made to parents. The Leadership Team are to be informed by lunchtime if no contact has been able to be made for an absence. Data sheets were sent to all parents to request updates to contact details. Monthly attendance letters are sent to parents. One parent sent an anonymous letter as they were unhappy with the way the school pursues pupil absence, but it was agreed that pupils need to be in school to be safe and learn well if they are not ill. LW asked how PP/SEND children are represented in attendance</p>	

	<p><i>figures? JM stated that this can vary for different groups but PP children tend to have lower attendance.</i></p> <p><i>JT asked if parents have been explicitly made aware of the impacts on pupil learning due to absence? AP confirmed that this is included every month but some parents have a different relationship with formal education.</i></p>	
10.	<p><b>Policies</b></p> <p>1. <u>Safeguarding</u>: Recommended to FGB for approval.</p> <p>2. <u>Attendance</u>: Ratified.</p>	<p>Recommend to FGB YE to update &amp; file</p>
11.	<p>An extra meeting has been agreed for 9am on Wednesday 6<sup>th</sup> December to focus on SIP, Assessment and the questions raised above.</p> <p>The meeting closed at 3pm.</p>	<p>YE to inform absent Governors of extra meeting</p>