

Directorate for Children & Adults

THE GOVERNING BODY OF FLOCKTON CE (C) SCHOOL

Minutes of the meeting of the Standards and Effectiveness Committee held at 6.30 pm at the School on Wednesday, 9 October 2019

STANDARDS AND EFFECTIVENESS COMMITTEE

PRESENT

Ms L Burnett (Chair), Mr N Cappleman (Head Teacher), Mrs H Boyle, Mrs E Hurst, Mrs J Metcalfe, Mrs S Pearson

IN ATTENDANCE

Miss A Emery (Minute Clerk)
Mrs Emmaline Bulmer (Observer)

Item	Minutes	Action
151. Apologies for Absence and Declarations of Interest	There were no apologies for absence and no declarations of interest.	
152. Notification of Items to be brought up under Any Other Business	There were no items notified to be raised under Any Other Business	
153. Minutes of the Meeting held on 26 June 2019	RESOLVED: That the minutes of the meeting held on 26 June 2019 be approved and signed by the Chair as a correct record.	Chair
154. Matters Arising	(a) <u>Safeguarding day</u> – Minute 144 refers It was noted that the Safeguarding Training Day for staff and governors on 2 September 2019 had taken place.	

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	<p>(b). <u>Literacy visit – Minute 147 refers</u></p> <p>Mrs J Metcalfe reported that she had completed the visit in July</p>	
<p>155. New Statutory Inspection of Anglican and Methodist Schools (SIAMs) Framework update</p>	<p>Mrs E Hurst informed Governors that the SIAMs Self Evaluation Form (SEF) had been completed and Read, Amber, Green (RAG) rated during the last academic year. A very detailed action plan had been drawn up but it is still a working document so it can be added to throughout the year. There are now seven strands instead of the original five so the action points have increased accordingly. Mrs E Hurst gave an example of a practical outworking of the new framework – the Ethos Group wanted a more welcoming environment in school so some new furniture and a notice board have been ordered for the entrance. The Ethos group will be responsible for the board and are going to look at a different value each term which will also link into assemblies. There will be a focus on stories drawing from the children's own experience as well as Biblical stories. The lunchtime Reflection group will also look at a different value each term.</p> <p>Q. In relation to the SIAMs increasing the strands from five to seven, are the two extra strands new or do they expand on aspects of the original five strands?</p> <p>A. Yes they expand on aspects of the original five to look more in depth. For example they invite the development of world-wide links and consideration of how this might be achieved and also working beyond school's immediate faith community and considering different places of worship. For example one Governor has links with a school in Uganda and the Diocese of Leeds also has links with Mara.</p> <p>The Head Teacher added that this all links in with one of school's values Koinonia (linking in with the world-wide church) and is an area for school to develop. A key factor is how to link the SEF and SIAMs SEF as one document. He proposed that this should be a standing item on future agendas. All agreed.</p> <p>ACTION: Include the "Linking of the SEF and SIAMs SEF" on all future agendas of the Standards and Effectiveness Committee.</p> <p>Q. How is the Ethos group put together?</p> <p>A. The staff choose the children, looking out for children who are reflective and aware of other children.</p> <p>Q. Is the membership representative of school's year groups?</p>	<p>Governor Clerking Service</p>

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	<p>A. Yes it is and the group keeps the same children throughout the year for continuity. They are all very passionate about being in the group.</p> <p>Q. How often does the group meet?</p> <p>A. Each half term if possible. The group has a good pupil input.</p> <p>The Chair thanked Mrs E Hurst for her update.</p>	
<p>156. Agree EYFS and KS1 Targets for 2020.</p>	<p>The Head Teacher reported that following the forthcoming Pupil Premium (PP) meeting, the targets would be set for Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1). These had already been reviewed with school's Kirklees Learning Partner (KLP).</p> <p>In year 1, 67% of the cohort are on track for Phonics with five children not yet on track. School is targeting three of the children who should pass and supporting the other two.</p> <p>Q. What will be the percentage on track if those three children do pass?</p> <p>A. It will be over 80%.</p> <p>Q. Still 67% then if they do not pass?</p> <p>A. Yes.</p> <p>Q. How are the children being targeted?</p> <p>A. They are receiving daily support and being targeted intensively by the Phonics practitioner. School is also working with the parents.</p> <p>Key stage 1:</p> <p>87% of the cohort are achieving as expected in Reading, 81.2% in Writing and 87.5% in Mathematics. In combined the cohort is slightly below the Fischer Family Trust (FFT) figure at 75%. However this is because of the results for just one child in the cohort.</p> <p>Generally pupils in the school are expected to meet the good level of development (GLD) and also the exceeding level of development. The Head Teacher added that some of the children perform well in the EYFS, but not so well in Year 1. This can be due to illness, so school is considering how they can support these children to reach their targets.</p> <p>Q. Does school collaborate with the parents on this?</p>	

A. Yes it does.

The data from Reading, Writing and Maths at Greater Depth (GD) are closer to the FFT figures and should be achievable in Reading and Mathematics. There needs to be an improvement in Writing but there is just a small number of children below the target so this should be achievable.

Q. School has set aspirational targets, so will teachers do extra work and give extra input to the children to achieve them?

A. Yes there will be interventions, plus additional reading, Phonics input and the use of Reading Friends and also support for the parents of the border-line children who are working to the expected level of progress. School is also giving the children who might exceed the expected level, opportunities for guided reading and scaffolding in Maths.

Q. If the children have targeted interventions, do they miss out on other aspects of the curriculum? For example coming out of a Music lesson for a Maths intervention?

A. Not normally as the children tend to come out in the relevant lesson ie they will have a Maths intervention during a Maths lesson.

Q. Do they have one-to-one interventions or in a small group?

A. Usually there are four children in a group. However linking to the marking and giving the children instant feedback is cutting down on interventions.

The Head Teacher added that at the forthcoming PP meeting, school will consider the cohorts issue in general and also how to gear the curriculum towards both the more able children and also the children who are below the targets at the moment so then school can have two different groups

Primary Targets – Early Years:

The Head Teacher informed Governors that over the last four years, the number of children entering school at Age Related Expectations (ARE) had increased. However this has changed with this year's entrants. There are fifteen in the cohort but only four of the children had entered at ARE. None of the children are above ARE. However 67% of the cohort are summer born and they are not showing a readiness for learning at the moment. School will be looking at their readiness for learning this term.

Q. With so many children like that, does that impact on their behaviour?

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A. It can do, but it is not a big problem at the moment. However the children are finding it hard to sit down on the carpet. School is examining each cohort to look at their specific needs and other learning needs. Then the curriculum will be geared down a bit to focus on motor skills, such as pencil grip. School will also provide more multi-sensory learning.

Q. Is this all happening in that small class room with lively Reception children and Year 1 children?

A. School has moved the Year 1 children to the upstairs class room.

Q. Does that work with support and can the children be divided up?

A. In theory there is one teacher to fifteen children. School is going to consider the impact and look at what else can be done.

Q. What about the four children who are ARE? Are they following the same programme?

A. Yes but there will be a range of activities and opportunities to do lower-level Year 1 tasks.

Q. Next year would it be possible to get this information in advance from the Pre-school?

A. Yes, and school did know in advance, but actually seeing the children is very different.

Q. Would developing links further with the Pre-school help?

A. School had already made a lot of links with them.

Q. At the moment is there just one class room assistant supporting the two teachers in Reception/Year 1?

A. Yes there is.

Q. After half-term, will there be a review to see how the arrangement has been going and will staffing be factored into this review?

A. Yes it will.

Q. Will there be scope for getting someone else in to support the existing staff?

A. Yes there will as school has some of leeway to increase staffing as there will be more children in school in the next academic year – 2020-2021.

The Chair thanked the Head Teacher for his report.

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<p>157. Review of School curriculum</p>	<p>The Head Teacher highlighted the following key changes and implications for school in the new Ofsted framework:</p> <ul style="list-style-type: none"> • A new quality of education judgement • Separate judgements for Personal development and behaviour and attitudes • Small schools will still have a one day inspection • Internal performance data will no longer be used as inspection evidence. It will be up to individual schools what data they want to collect and it will be about using the data to improve performance rather than to prove it. School already does that. • The White Rose Maths Mastery scheme is a good tool and has all the required material but it just needs adapting for school. • Under the Christianity scheme, school needs to look at the Local Authority (LA) syllabus to avoid duplication. • Strong focus on children with Special Educational Needs (SEN). Do they really have SEN or is it down to gaps in learning provision and the curriculum not meeting their needs at an earlier stage, which results in the children not gaining the necessary skills? <p>He emphasised that if school gets the curriculum right, then this will reduce the need for interventions. For example if Phonics teaching is right from the start, then this reduces the need for so many reading recovery schemes</p> <p>He then presented a YouTube video “Debunking Ofsted myths” to the Governing Body and took questions.</p> <p>Q. In terms of Maths if there is a greater development of knowledge in class, this will reduce the number of children requiring interventions?</p> <p>A. Yes that is the case although there will always be some children who need interventions. The use of Maths Mastery has enabled the older children to become more confident in Maths.</p> <p>Q. Is Ofsted really talking about Quality First teaching (QFT) rather than over-reliance on interventions which can result in children missing out on other aspects of the curriculum?</p> <p>A. Yes that’s right.</p> <p>Q. Can the Maths Mastery approach be applied to reading as well?</p>	

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A. Yes it can - a book club works well for example with all the children reading the same book. School already does that with the older children.

Mrs E Bulmer added that in terms of disadvantaged pupils, QFT already works in smaller schools where all the children are very well known as are the staff and their work. As a result children's learning journeys should be evident from their work books.

Q. When school looks at the curriculum, will it start with Year 5 and filter the changes down?

A. That is one approach or does school consider Year 6 and filter down? Alternatively does school look at the Reception foundations and build up?

Q. How does school know where Year 5 children will be in Year 6?

A. School would have start and end points and then key points (Intent) on the learning journey.

Q. How much of school's existing curriculum already works like this?

A. School would only have to tweak the existing curriculum.

Q. As school will be tracking the cohorts, surely it will have to do the tweaks in any case?

A. School has actually got a lot in place already and it's a question of remembering what is already in place and what still needs altering in respect of the cohorts and their needs. For example, school has produced progression frameworks using Rising Stars Assessment Progression Frameworks in Reading, Writing, Maths, Science, Geography, Computing and Music.

Q. How will staff be supported in remembering what's already available?

A. The use of the SharePoint platform will help to remind staff. School will also look at key skills too and the non-negotiables in Writing, Reading and Maths so children can progress.

Mrs E Bulmer commented that it is important for the children to develop new skills in the non-core subjects as well and to bring back those foundation skills in art, craft and music.

Q. In terms of Intent in the new framework isn't that a duplication of Impact?

A. Intent covers what school is doing and when, whereas the Impact is the outcome of the Intent via the Implementation.

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	<p>Q. So would the Impact include some reflection?</p> <p>A. Yes particularly if the desired Impact wasn't achieved so lessons could be learnt for the future and the curriculum adapted. School already works like this in any case.</p> <p>The Head Teacher added that to sum up the Intent is all about what, why and when and visons and values do feed in here but are not actually the Intent per se. The Implementation stage is all about How it will be done and the Impact looks at next steps. The staff inset day had been very useful.</p> <p>Q. Has there been much response from parents so far?</p> <p>A. Yes there has been a lot of responses from parents, the local community and stakeholders.</p> <p>The school, community and the stakeholders were considered at and the following topics were discussed:</p> <ol style="list-style-type: none"> 1. Importance of pupil achievements 2. Supporting learning 3. Changes to improve school 4. How school should look in future 5. The impressions children leave school with 6. What is unique about school and the community <p>The Chair left the meeting at 8pm and all agreed that Mrs S Pearson should take the chair for the remainder of the meeting.</p> <p>Feedback and actions included the following:</p> <ul style="list-style-type: none"> • School's broad based curriculum, musical performances and family focus are much valued. • Positive testimonials from children and parents • There is a lot of information on the school website but it could be made clearer and more accessible. • Raise the profile of foundation subjects • Develop stronger community links • Consider the curriculum coverage 	

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	<ul style="list-style-type: none"> • Develop outdoor learning • Maximise the effective use of staff <p>The Head Teacher informed Governors that the next training day for staff would be on 4 November. It is probable that school will be inspected in the next 12 months but school can already demonstrate that it has started to work on the new framework requirements and is on the journey. The building blocks are in place already but school may have to do some things in a different way not by cramming more things in but by doing what's essential first and then the "nice to do" things.</p> <p>In terms of the Curriculum Framework document, the Head Teacher explained that it would cover the following points:</p> <ol style="list-style-type: none"> a) School values and vision b) Four cornerstones c) Christian values d) Learning behaviours e) Key comments from Ofsted <p>Some categories do overlap but it is useful to have an overall picture and then school can see what elements need to be tweaked. SIAMS will also be incorporated into the framework.</p> <p>Q. Will the Pyramid organise working groups for all the different subjects?</p> <p>A. Some have already been set up – Literacy, Maths, EYFS and Religious Education (RE) via the church, and Physical Education (PE) for example. There are also opportunities for the subject leaders to visit the Middle Schools and Shelley College.</p> <p>The Head Teacher added that the next steps for school were to ensure all the staff have an understanding of the new framework and curriculum, and the three "I"s – Intent, Implementation and Impact and of the differences between them.</p>	<p>Head Teacher</p>
<p>158. Review of SEF and Progress made against SDP Priorities</p>	<p>The Head Teacher informed Governors that the review of SEF and The School Development plan (SDP) priorities were in progress and were being updated in line with the new Ofsted requirements. Few schools had completed their SEFs as yet so there were not many documents available for the sharing of good practice.</p>	

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159. Evaluation & Impact	The Head Teacher reported that this had not yet been discussed by the Steering Committee	
160. Pyramid Moderation Exercise	The Head Teacher explained that the Pyramid Moderation exercise would be taking place in Spring 2020.	
161. Safeguarding Update	Staff and Governors had attended the Safeguarding Training Day on 2 September 2019.	
162. Policy Review	The Head Teacher reported that the SEND policy and the Annual Pyramid SEND report had both been reviewed and some changes made to link in with the General Data Protection Regulation (GDPR) and Ofsted 19. The changes had been agreed by the schools in the Pyramid. Both documents had been adopted and published on the school website	
163. Governor Visits	These would be covered at the next Full Governing Body meeting.	
164. Any other Business	There were no items of Any Other Business.	
165. Dates of Future Meetings and Possible Agenda Items	Future committee meetings are on the calendar.	
166. Agenda, Minutes and Related Papers – School Copy	RESOLVED: That no part of these minutes be excluded from the copy to be made available at the School, in accordance with the Freedom of Information Act.	

The Acting Chair closed the meeting at 8.30pm.

Chair *W.B. King*
25/11/19