

Shirley Community Nursery and Primary School Governing Body

Minutes of the meeting of the Standards Committee held on Tuesday 16 May 2017 at 4.00pm at Shirley Community Nursery and Primary School

Members of the Committee:

Reverend Ruth Adams
Philip Henderson
Sarah Joomun
Angela Leach
Louisa Meynell
Jennifer Thomas
Nicole Went

Visitors (non voting):

Iain Smith

Invited attendees (non voting):

Hannah Kidney (Deputy Headteacher)*on maternity leave
Suzanne Wernham, Christine Marsters (Deputy Headteachers)
Clerk: Harriet Owen

Present: Philip Henderson, Sarah Joomun, Angela Leach (Headteacher), Louisa Meynell (Committee Chair), Jennifer Thomas, Nicole Went.

Visiting: Iain Smith (GB Chair); Suzanne Wernham (DH), Christine Marsters (DH).

In attendance: Harriet Owen (Clerk).

1. Statutory responsibility

• Apologies

Reverend Adams (attending a Conference). Apologies proposed for acceptance by Ms Meynell, seconded by Mrs Thomas. Agreed by all.

• Declaration of Interest

No interests were declared.

• Approve minutes of the last meeting (28 February 2017)

Ms Meynell proposed, Mrs Went seconded the minutes be accepted. Agreed by all.

• Actions Arising

The meeting noted any actions arising are covered elsewhere in the meeting.

3. Monitoring of Standards: Head's Report

The Head discussed movement in the school's roll; pupils are leaving as their families move house or out of the area; other pupils are joining.

The staff meetings this term reflect a varied schedule. Main input includes: girls' friendships; food policy; SRE policy; preparation for Economy Week and Healthy Eating Day; improving teachers' subject knowledge of Phonics; sharing good practice – the Maths and English Hub; IT training; moderation; effective transition for all pupils and time for transition meetings between staff. The final staff meeting of term will be given to meeting parents for individual consultations, if requested, following the issuing of annual reports. All staff meetings have a bite size input.

This is a very busy time for the school with assessments. One pupil missed a day of KS2 SATS; the Head said that this would impact deleteriously by 2% on the school's overall results. The breakfast for KS2 SATS children during test week (8-11 May), had been enjoyed by the children and gave them a good start to each day. KS1 tests take place over the next two weeks and will inform teacher assessments. Phonics screening checks for Year 1 and children in Year 2 who did not meet the threshold in Year 1, will take place 12-19 June. The submission of teaching assessment data is sent to the LA on 29 June.

The first draft of the SRE policy was presented by Mrs Roe to the staff meeting on 8 May. Staff worked in groups to provide feedback on the aims of the policy. The Food Policy is not ready yet to come to Governors; it is hoped this will come before the end of this term or at the start of the Autumn term.

The projections for the Phonics Screening Check have been revised, due to further changes in the cohort. The Head outlined these changes, which had meant in March 2017, the projection was revised to 76% from 80-83%. The Year 1 cohort has changed since the Phonics projections were set in October 2016. The Head discussed the changes within this cohort. There are currently 54 pupils in Year 1. In 2016, 78% achieved the national 'pass' standard i.e. 32 out of 40 (national average 81%). The revised projection for May 2017 is now 65-70%. The projection for PP pupils is (9 out of 13) = 69%; the projection for non-PP pupils is (29 out of 41) = 70%.

The Year 2 cohort has 20 pupils who will take the Phonics Screening Check. Seven of these are pupils who joined the school during Year 1 or Year 2 and they did not take the check at Shirley. The actual result for 2016 was a 50% 'pass' rate; the projection for 2017 is 60% (12 out of 20 pupils). The projection for PP pupils is (6 out of 8) = 75%; the projection for non-PP pupils is (7 out of 12) = 58%. In answer to a Governor's question, the Head said the 'pass rate' criteria is the same this year as last year i.e. to achieve a pass rate, pupils must recognise 32 out of 40 phonemes. The Head said was pleased that the gap between PP and non-PP is smaller for this group.

The Head discussed the KS2 SATS week, earlier this month. Pupils had worked very hard throughout the week. The week had ended with a non-uniform Fun Day on the Friday. Test papers are marked externally and standardised scores will be downloaded from the NCA Tools website on 4 July. Similarly, to the KS1 cohort, there have been pupil changes within the KS2 cohort, which has 45 pupils. The Head outlined cohort information, noting the changed makeup of the cohort will affect the results.

Attendance in Spring B was very positive; attendance has increased within almost every group when compared to previous Spring B terms. The school is particularly pleased with improvements with attendance in Reception and whole school statutory age without travellers (95.8%). In answer to a Governor's question, the Head said the attendance rates of Nursery children still needs to be encouraged. Another area for the school to concentrate on is the gap in attendance between PP and non-PP pupils; the gap is slowly closing but it has closed only by 0.1%. In answer to a Governor's question, the Head said gap in attendance between PP and non-PP in Autumn B 2016 was 1.2%; in Spring B 2017, the gap had closed to 1.1%. Closing the gap more rapidly remains a target for the school.

The Head noted the curriculum report from Miss Harris that is attached to her report. This gives the entry and exit points of the IPC topics undertaken this term. The Head said this shows the wide variety of activities that the children have enjoyed this term. In answer to a Governor's question about monitoring of the IPC, the Head said teachers have been asked to complete their assessments of their current topics; these will be checked on Target Tracker by the IPC Leader (Miss Harris). A date for a learning walk in Summer A has been circulated to teachers. EBI's (even better ifs) from the last learning walk will be looked at.

The Head gave a presentation about FFT to the meeting. All Governors have been issued with access links to the FFT website. FFT has replaced Raiseonline. FFT reflects 2016 outcomes and is interactive in that Governors can access aggregate data. To assess Value Added (VA), it compares children with similar starting points in KS1. Contextual Value Added (CVA) uses factors such as ethnicity, EAL etc.

The Head discussed screen shots of the school's data compared to the national averages and noted colour coding denotes whether the school is significantly above the national average, no colour means the school is in line with the national average, red means the school is below the national average. The FFT data shows the school is above the national average in progress and in line with attainment. The school had an attainment score of 49, with the national average as 54. The Head said the data showed the school demonstrated an upward trend; however, there are groups that are underperforming i.e. FSM pupils. The Head said Governors' monitoring groups need to monitor the attainment and progress of all groups. Whilst the 2016 cohort is reflected in the current FFT, monitoring of the current cohorts will inform Governors' understanding of how the FFT data is produced. Scaled scores have now replaced levels. Therefore, caution should be employed when comparing the attainment and progress of one year's results to another year. The Head said data demonstrated that KS2 attainment in 2016, in the average scaled scores of Reading and Maths, was significantly above the national average and placed the school in the top 20%. Subjects are broken down into Reading, Writing and Maths, so Governors and the school can see the trends over time.

Progress in Writing is evident but is still not at the standard the school would like. In answer to a Governor's question, the Head said that Writing is moderated. The targets are challenging, in line with higher standards. The trends indicate that the school is doing its best to improve the standard in Writing but it is hard to reach the national standard. In answer to a Governor's question, the Head said FFT helps with target setting, and is helpful to leaders.

A Governor commented that FFT was easier to navigate and old conversions will fall away as they become less relevant. Raiseonline did not contextualise. How groups are divided will be important for overall data sets.

The Chair thanked the Head for her report.

3. Report/Update from the Data Governor

Mr Henderson gave a detailed report (FY16) to the Committee. The summary headlines were reported:

KS2

KS2 attainment and progress results in Reading and Maths in most cases compare favorably to national average, with particular improvement in the higher achievement bracket compared to 2015.

KS2 Writing attainment is lower than expected but this may be due to the introduction of the new testing standard and inconsistency in the way that the criterion has been applied between schools.

The gaps in attainment and progress, using the new scaled score metrics for vulnerable groups, have increased as the target score has become more demanding. It is noted that for these groups, the average points scores are just below the target 100 score, whereas for the rest of the cohort the average score is just above, exaggerating the gap.

The school will review the writing assessment process using experience of new attainment criteria and use of target tracker to monitor progress through different requirements so that pupils get opportunities to demonstrate required knowledge.

KS1 and Phonics

KS1 attainment is below the national average though this appears to be consistent with the writing teacher assessment similar to KS2 writing, where some missing criteria at a given level, prevents a pupil from 'completing' that level and advancing to the next assessment grading even where they may have partially demonstrated some of the requirements of later gradings. The school intends to make use of the guidance now available, to provide more opportunities for pupils to reflect their overall level of performance.

Phonics attainment is generally in line with the national average, except for SEN, which is below.

The meeting discussed the breakdown of progress in KS2. The Data Governor reported that the school, as a whole, has strong KS2 results in Reading and Maths. The high achievement category shows a significant improvement in comparison to the former Level 5+ in 2015. Writing attainment is below the national average. However, Writing is not assessed in the same way as Reading and Maths and relies on pupils achieving certain criteria in their writing to progress through the assessment boundaries. The school is aware of the need to have a greater knowledge of the assessment criteria to provide more opportunities for pupils to demonstrate their ability. The use of Target Tracker by teachers will inform their assessments too. The meeting noted the previously discussed difficulties encountered when using Target Tracker, which stipulates every statement in a band must be met, for a pupil to progress to the next band. The Head said Target Tracker does not use levels but uses steps that are not nationally recognised. This will be easier in the future as the school will have comparative figures with which to work that will give a consistent assessment basis. The Data Governor said this would be helpful as current data cannot be compared to old systems.

Writing attainment is below the national average. Historically, writing attainment has been a focus for improvement in the school but the 2016 KS2 results are not in line with the other subjects, including SPaG. Writing is not assessed in the same way as Maths and Reading and relies on pupils achieving certain criteria in their writing to progress through the assessment bands. Writing testing is dependent on teacher assessment. Teachers have noted that it is not possible to consider a pupil's aggregate level of attainment but must show evidence of all the required criteria to move onto the next level of attainment. The Head discussed a visit by a moderator from the LA, who visited the school on a training day, following the submission of the school's projections to the LA. The visit involved scrutinising the expected standards in Reading but the moderator did not scrutinise Writing. The moderator had been complementary on the school's approach, when looking at the evidence presented by the school. The school is working intensively with particular children to ensure they reach expected standard in Reading and Writing. The Head explained the expectations for a pupil to reach the expected standard means a pupil must write a coherent paragraph. In answer to a Governor's question, the Head said SPaG is taught throughout the lower school but it can be difficult to transpose into Writing.

The meeting discussed the thin line between scores. Whilst pupils score in the 90's, this can be just the 'wrong' side of 100. This can mean, as thresholds change, the gaps appear exaggerated. The Data Governor noted in Writing, that no pupil with SEN reached the expected standard.

The Data Governor said that overall, progress is very good. However, the gaps have substantially increased in 2016 using the new scaled score and 100 target. The meeting discussed the average points scores when considering the implications of the larger gaps in attainment of vulnerable groups. Raising the target score has resulted in a higher relative share of pupils in vulnerable groups falling just below the target level of attainment, whereas previously, they would probably been just above. This exaggerates the gaps between the two groups. The KS 2 progress is above the national target of 0% in most cases, especially for Maths, which is 2.8 for the whole cohort. There is negative progress for vulnerable groups in Reading and Writing. A Governor suggested the universality of the language of Maths was a factor in the KS2 progress in Maths.

KS1 attainment is lower than the national average in Reading and Writing. However, KS1 attainment is based on teacher assessment, which requires pupils to meet all of a certain set of criteria at each level to advance to the next level of assessment. The Head noted all the bands within a statement on Target Tracker must be met to allow a pupil to progress to the next level. Whilst a pupil may have met many of the statements if a pupil has not completed all of the statements, then they cannot move onto the next level of assessment. The Data Governor noted that if a pupil has not completed all the requirements of a level, credit is not given in the KS1 assessment for later levels. This potentially does not capture a pupil's aggregate status. The Data Governor noted that as the final components are completed that there would be greater progress in later years. This is also consistent with the school's pattern in prior years under the previous assessment method where progress has been weighted to later years between KS1 and KS2. However, the school has an historical pattern of accelerating attainment over time and this has been evidenced in the KS2 results.

The meeting discussed the premise of a virtual school. The Data Governor explained this is an attempt to blend together various national average results for categories of pupils to see how the results of the school would compare to a hypothetical virtual school with a similar make-up. The meeting discussed the national averages as a comparative measure but noted, due to the school's pupil demographic, the national standards are not always helpful as a comparative measure, as the national average make up of schools is expected to have a lower representation of vulnerable groups. In answer to a Governor's question, the Data Governor said the main issue with using a virtual school approach to produce a single measure is that the relative impact of different categories is impossible to determine. The range of outcomes can be very high depending on which factors are given priority and how much of an overlap of categories is evident. The meeting discussed the weighted average attainment data, noting that although it is not possible to produce a definitive objective value, due to the weightings of the different factors of vulnerable groups. It is clear that a hypothetical school with a similar make-up to Shirley would expect lower national averages when adjusted for the contextual make-up of the school. Using this approach, the school is in line or above the national averages of all core subjects, with the exception of writing.

The meeting discussed the summaries for other potentially comparable schools (*source compare-school-performance.service.gov.uk*) noting there is a wide variation in performance recorded. Governors discussed whether local schools could be comparable: a Governor said that if they are not comparable, they are competitive. The Head noted that Shirley is in line with the average of Cambridgeshire schools but acknowledged Writing pulls down the school's overall score. The meeting discussed this point and agreed the demographic of the

school is an important factor. The meeting agreed differentiation is vital to support the demographic of the school's pupils and enable them to succeed. The GB Chair (a visitor to this Committee's meetings) noted comparability is harder under this new measure, when considering the demographic of this school. The meeting agreed with this comment. The meeting noted that overall, the LA comes out slightly lower than the national average and therefore, individual schools are not perhaps the best comparators. The Head said Governor monitoring groups need to reference the Data Governor's report to demonstrate they are assessing progress and attainment against the targets in the SDIP.

The Committee Chair and GB Chair thanked Mr Henderson for his report.

4. Safeguarding

No further updates were given to those in the Head's Report.

5. Inclusion Update

The meeting discussed the report from the Deputy Head/SENCO (Mrs Wernham). Mrs Wernham said there has been an increase in SEND numbers this term. There are 24.3% of pupils on the SEND register: this compares to 14.4% nationally. The meeting discussed (anonymised data) the number of pupils with SEND, who have had fixed term exclusions this term. Mrs Wernham reported that the Inclusion Team has only one remaining ECHP review to complete this term, as all EHCP/Statement transfer reviews have been completed and submitted to START. Mrs Wernham said she wished to thank Mrs Willis for her input to this process.

Mrs Wernham said all parents of children with SEND had been invited into school to meet with class teachers this term to share methods of provision and support: 71% of parents attended meetings this term. This is a slight drop from last term when 73% attended.

Mrs Wernham reported this term the Inclusion Team has submitted two Early Help Assessments. These replace the CAF. The EHA is an assessment used to help obtain external support for vulnerable families or families who have additional needs. Nine pupils with SEND currently receive support from Blue Smile.

TA observations were held in the first half of the spring term; these indicate that the school has a skilled and experienced group of TAs. Mid-year TA appraisals are being held around half term. During these meetings, evidence from observations and evidence TAs have gathered relating to their targets, are discussed and progress noted.

TAs continue to be trained in-house and at TA and MDTA briefings: subject covered since the last SEND update includes: SPaG training; reasoning to Maths; attendance buddy scheme. Briefings for the remainder of the term will include: promoting independence in the playground; transition procedures and assistive technology.

This week, two TAs from Fulbourn Primary school are visiting to look at the Maths and English interventions that the school is using for disadvantaged pupils. Mrs Wernham said these are excellent interventions. As part of the regular termly cycle of monitoring, the SLT are collecting samples of planning from teachers. The Inclusion Team will look at the provision for SEND pupils and give feedback on the differentiation of strategies teachers have put into place. Mrs Wernham said differentiation is a significant strength of the school.

Mrs Wernham gave an update on the SEND RAP. Data from Target Tracker (spring term) shows a significant improvement in the progress of SEND pupils in reading, writing and Maths. Mrs Wernham said for example, in the autumn term, the progress of Year 4 SEND girls was 1.1 steps: in the spring term it was 1.9 steps. In Year 5, SEND support girls made 0.2 steps progress in reading in the autumn term, compared to 1.2 steps in the spring term. Mrs Wernham said this trend can be seen across all cohorts and demonstrates the efficiency of interventions, differentiation and in-class support for the school's SEND pupils.

The GB Chair noted that SEND had been an item at the termly briefing. The meeting noted the number of fixed term exclusions relating to SEND pupils; Mrs Wernham said the SEND service supports with strategies for reintegration that usually work well. A Governor asked if the needs of SEND pupils are best met through suggested strategies. Mrs Wernham said provision for SEND pupils needs additional adults. Parental support and engagement is also vital to make reintegration successful. There are no extra funds to support additional adult deployment. In answer to a Governor's question about funding decreasing, Mrs Wernham said that the school has to prove continually what is being put into place to support pupils with SEND. It is a constant challenge and the cycles of intervention may increase. Funding and support is essential to enable SEND pupils reach their potential. The Head said the school is continually being stretched to meet the needs of pupils with SEND who have had fixed term exclusions. The Head said there may be occasions when the SLT ask Governors for support if the needs of SEND pupils are not being best met. The Head said the SEND support services are very complimentary about Shirley school. Whilst this acknowledgement is welcomed, the school's resources are being stretched by the accommodating the needs of SEND pupils, some of whom have had fixed term exclusions.

Mrs Wernham discussed the process for submitting an ECHP. All statements, except one, have now been transferred to ECHPs. CAFs have now been replaced by EHAs: Mrs Wernham said two EHAs have been submitted by the school and it is straightforward process to obtain external support for families. Nine percent of SEND pupils receive support from Blue Smile. The Head said this is a very helpful service; the school has a waiting list of children to see Blue Smile, as more children are identified in needing this support.

In answer to a Governor's question, Mrs Wernham said there is a weekly briefing meeting for TAs; those TAs who are unable to attend e.g. if they are working 1:1 with a child, are able to access notes and handouts given out at the meetings as they are stored on the server.

The Chair thanked Mrs Wernham for her report.

6. Equality and Diversity

The Equality and Diversity Governor, Ms Meynell, is to meet with Mrs Taylor. A report will be given following their meeting.

7. Parent Group

The meeting agreed Parent Group meetings and how to capture the views of parents needs to be re-thought. Meetings of this group, held earlier this year, did not attract the number of parents as hoped. The meeting agreed alternative ways of gathering parents' views need to be found. A Governor suggested questionnaires might provide an opportunity. The Head suggested the parent consultations in the Autumn term may provide a suitable opportunity, together with the exit questionnaire for Year 6 parents at the end of the summer term. The Head said that if parents have an immediate concern, they can contact as member of the SLT at any time.

8. Statutory responsibilities

The Chair highlighted some items from the CGS agenda items, including a link to the latest child exploitation document from the DfE. Action: the Clerk will email this out to Governors. Another point highlighted was that schools are asked to consider having a named Pupil Premium Governor. The GB Chair noted that Pupil Premium is an integral part of this school and this area is always highlighted to Governors at Committee and FGB meetings. The GB Chair said Pupil Premium is also covered by the Data Governor in his reports. All aspects of Pupil Premium are the responsibility of all Governors. Governors on this Committee have reports from the Data Governor, and Head's Reports for meetings are distributed to all Governors. These reports contain information about the use of Pupil Premium and the impact it has on pupils and are discussed at meetings. The GB Chair said that Pupil Premium is a major component of the school's budget (10%) and Governors must continually monitor its use and impact.

SRE Policy

The Head thanked the three Governors who had joined a working party with Mrs Roe, to discuss the revised Policy in its draft stages. The existing Policy had been reviewed and had been discussed with teachers at a staff meeting. In answer to a Governor's question, the Head said this is a model Policy from the PHSE service; SRE is statutory but parents may opt to withdraw their child at the moment. The Government is currently discussing whether SRE should be compulsory. In answer to a Governor's question, the Head said letters are sent to parents before SRE is taught, and also states when it is going to be delivered. Parents then have the opportunity to withdraw their child. The Head said the children were not directly consulted about the Policy's content but there was a detailed discussion amongst teaching staff who gave input about how to cover it in the curriculum. A Governor asked how Governors will monitor this Policy. The meeting noted that a Governor visits to capture aspects of the Pupil Voice and suggested this may be an appropriate way to gather the views of children. This will be explored with the Governor concerned. The Head said Mrs Roe will visit a future meeting of this Committee to discuss the activities connected with this Policy and will host a Governor visit, so that Governors may monitor and evaluate the implementation of this Policy. Action: A Governor asked that an example of the letter that is sent home to parents is included with the next Head's report to the FGB. Action: Mrs Went will contact Reverend Adams (both Governors were on the working party, together with Mr Saunders). Action: Mrs Roe will discuss follow up actions with Reverend Adams.

Home School Agreement

The meeting discussed possible revisions and asked the SLT revise the wording, to reflect Governors' suggestions at this meeting.

9. Date of the next meeting

Tuesday 4 July 2017 at 4pm.

*Mr Henderson gave apologies for this meeting, as he is away from Cambridge on this date.

The meeting ended at 5.55pm.