

## Shirley Community Nursery and Primary School Governing Body

### Minutes of the meeting of the Standards Committee held on Tuesday 15 November 2016 at 4.00pm at Shirley Community Nursery and Primary School

#### Members of the Committee:

Reverend Ruth Adams  
Philip Henderson  
Angela Leach  
Louisa Meynell  
Nicole Went

#### Visitors (non voting):

Iain Smith

#### Invited attendees (non voting):

Hannah Kidney (Deputy Headteacher)\*on maternity leave  
Suzanne Wernham (Deputy Headteacher)

**Clerk:** Harriet Owen

**Present:** Angela Leach (Headteacher), Louisa Meynell (Committee Chair), Nicole Went.

**Visiting:** Iain Smith (GB Chair), Suzanne Wernham (Deputy Headteacher)

*Lauren Freedman: Visiting to give a presentation on the SPaG policy*

**In attendance:** Harriet Owen (Clerk).

#### 1. Statutory responsibility

##### • Apologies

Reverend Ruth Adams, Philip Henderson (work commitments). Mrs Went proposed, Ms Meynell seconded that the apologies are accepted. Agreed by all. *Mrs Wernham is at a meeting and will arrive later.*

##### • Declaration of Interest

No interests were declared.

Miss Freedman gave a presentation on how SPaG (Spelling, Punctuation and Grammar) is taught in school. The Committee will adopt the Policy later in the meeting. The Policy has been discussed with staff and parents. Highlighted points included:

- In KS1, phonics is taught daily for 20-30 minutes. Alternative lessons are taught with a reading or writing focus.
- SPaG is taught in Yrs 4 and 5 at the beginning of English lessons
- In Year 6, SPaG is taught at the beginning of English lessons and in two discrete lessons (15 minutes) per week
- Ways of learning SPaG are interactive and fun.
- SPaG has become an increasingly important part of the National Curriculum since the new publication in 2014
- The school believes that spelling should be taught in a fun, interactive way, so that children can discover and explore spelling rules: this gives children ownership of their learning and will help them to remember the rules. Miss Freedman gave examples of spelling, punctuation and grammar games.
- Every week, children are given 8-10 words to learn as homework, which will be assessed in a fun way within class.

In answer to Governors' questions, Miss Freedman noted that SPaG is being rolled out through the whole school. Year 3 is familiar with SPaG, as they learnt it in Year 2, whilst Year 6 have a considerable amount of new SPaG to learn and are also building on what they know. Teachers and TAs are finding the new Policy very helpful, particularly within Writing and Grammar. The Head said discrete lessons are very important. When monitoring takes place, SPaG is scrutinised closely, as the discrete lessons enforce learning. SPaG is not seen in isolation, it is seen as a linking mechanism throughout. A Governor asked if using success criteria grids (in Writing), that allow children can tick off and take ownership of areas, impacted negatively or positively on creative writing. Miss Freedman said it can sometimes impact negatively. The Headteacher said there is a debate about engendering creative spontaneity versus 'absent commas' and the school is trying hard to achieve the right balance. Miss Freedman noted mastery has to have flair in writing. A Governor discussed this point, asking if children should allow their writing to flow and then return to correct punctuation. Miss Freedman agreed with this comment but noted the difficulty with this approach is that the process of writing becomes more automatic. Miss Freedman noted that Team Shirley kindly donated £400 to purchase new dictionaries that are a wonderful addition to the school's resources, especially for Year 6, but it is a resource that needs to be added to i.e. for Year 3 and 4. The GB Chair said the school must take any requests for additional funding for resources to the Resources Committee.

The Chair thanked Miss Freedman for her presentation. Miss Freedman left the meeting at 4.25pm.

##### • Approve minutes of the last meeting (12 October 2016)

Ms Meynell proposed, Mrs Went seconded that the minutes be approved as a true record. Agreed by all.

##### • Actions arising not reported elsewhere in the meeting

The Chair noted the **Marking Policy is to come to Governors in January 2017.**

## 2. Monitoring of Standards : Headteacher's Report

The Head discussed points within her report that had been circulated prior to the meeting.

- Roll numbers continue to fluctuate, with pupils joining and leaving the school. The main reasons for movement is families leaving the area. Nursery numbers are being closely monitored. If numbers increase, another TA may be needed to maintain the required ratio. A Governor asked about the possible impact of the 30 hours a week childcare, offered for working parents who meet required criteria. The Head will discuss the options open to the school with Ray Byford, the school's financial advisor. If Nursery funding drops further, then issues will arise. The Head will keep Governors informed.
- Mrs Marsters has re-joined the school staff, as a Deputy Head, covering Mrs Kidney's maternity leave. The school is very pleased to welcome back Mrs Marsters.
- Autumn A attendance is positive at this point in the term. The school works closely with the school's EWO, who meets weekly with the school's Attendance Officer and Headteacher. The attendance of every pupil that has fallen below 95% is reviewed and, if appropriate, a course of action is determined. The Attendance Action Plan, within the SDIP, gives clear targets and how they compare to the expected national average for attendance (96%). The school's website states expectations for attendance from pupils. A letter explaining key messages that link to 'good attendance and punctuality = your child doing well' is included with the Headteacher's report. It is also on the website. The Chair said she thought it a good, clear letter.
- An advisor from the LA visited the school on 31 October to carry out an audit of the school's performance over the past year. This is known as a Keeping in Touch (KIT) visit. The GB Chair attended this meeting and full feedback will be given to the GB in December. The GB Chair (a visitor to this Committee) noted the visit had been very thorough and figures are impressive, with good progress being evidenced.
- Sophie Harris now leads the IPC within the school. The Head discussed various IPC topics, highlighting corresponding visits that have taken place this term. Regular emails are sent by Miss Harris, showing how success criteria can be used for writing. In answer to a Governor's question about tracking progress within the IPC, the Head said the next staff meeting for IPC will focus on Assessment and ensuring teachers are entering assessments onto Target Tracker confidently. The deadline for assessment data is 2 December. Teachers are currently collecting evidence to enable them to make accurate assessments using Target Tracker.
- The Headteacher said a considerable amount of monitoring work concerning Safeguarding continues. Reverend Adams visited the school on 4 October and 1 November to undertake monitoring tasks comprising:  
how effective is the school's safeguarding training for its NQTs; is the school fully compliant with the mandatory requirements of the School Central Record; are all groups of staff aware of their responsibilities for Child Protection and Pupil Voice. The Head said it is expected Reverend Adams will provide reports of her visits for the GB. The Head said she was grateful to the attention given by the school's three Safeguarding Governors to this key area. Karl Grenz will carry out a monitoring visit on 16 November focusing on safer recruitment and Angela Mason-Bell will visit on 23 November to carry out the annual Child Protection record keeping audit.
- Mrs Wernham has now completed PREVENT training and is the second designated person within the school. Mrs Wernham also attended CP Designated Person training on 3 and 4 November. Mrs Sanders attended CP DP refresher training before her maternity leave started, so that her training does not elapse during her maternity leave. Mrs Taylor's CP DP refresher training is in February 2017. Mrs Marsters is also PREVENT and CP DP trained. Whole-school CP training has been booked for April 2017: this ensures that guidelines are adhered to that state every member of staff must have their CP training updated at least every 3 years.
- Leaders have completed the RAPs for their areas: these will be shared with governors in the priority monitoring groups. Action plans have also been prepared by subject leaders. The full SDIP will go the GB on 8 December 2016.
- The liner in the school's pond has perished. It needs digging out and a new one installing. Following consultation with the grounds contractor and the Forest School Leader, an appeal has gone out to parents to join two working parties on 19 and 26 November.
- The Head discussed the FFT Aspire Dashboard 'headlines' with the meeting. These show the KS2 Attainment 2016 actual results and KS2 Progress 2016 – contextual value added. In answer to a Governor's question, the Head said the dashboard provides an overview of performance in the school, based in the school's actual results (*attainment*) and the value added pupil progress that pupils have made from one key stage to the next (*progress*). The dashboard also provides a simple comparison of school's performance against national averages. For value added progress measures, comparisons are based on the average progress made by similar pupils across the country. 'Similar pupils' mean pupils with similar prior attainment, gender and month of birth.

The meeting discussed the headline overview of the school's results:

the average scaled score for Reading and Maths is 102.8: this compares with the national average of 102.7

% expected standard+ Reading, Writing and Maths is 47%: this compares with the national average of 52%. The Head noted this would be finalised at 49%, as two children have been removed from this data set, in line with the criteria within the annual autumn data exercise.

The Head said she was particularly pleased to report the Progress of KS2 (2016) contextual value added: the average scaled score (Reading and Maths) is +2.9: this is significantly above the national average (0). The % expected standard+ (Reading, Writing, Maths) is +12% and the school's results are judged in line with the national average (0%). Governors discussed the pupil groups that comprised the 2016 groups, noting that the lower performing groups in reading and writing were SEN

Support, FSM, FSM (ever), girls, and lower attainers. Governors agreed that closing gaps was a well-documented priority for the school and the GB Chair reiterated that the SLT must inform Governors if any resources or support was needed. The GB Chair said the analysis of the FFT Aspire Dashboard was helpful for Governors to identify progress of particular pupil groups e.g. pupils on SEN support were among the higher performing in Maths. Not all of this particular group were FSM; therefore, a further, detailed breakdown of this group would be helpful for data analysis purposes. The Headteacher agreed with the GB Chair's comments and noted the graphs provided by the FFT Dashboard gave Governors a good indication of where the school is currently positioned. In answer to a Governor's question, the Head said the current results show the school's rank expected to link into the top 25%. The GB Chair said these are good results and the FFT indicates good progress. It will be helpful for Governors, when the Data Governor has an opportunity to interpret the finer details of the dashboard analysis. A Governor asked about data reflecting accurately any particular circumstances of a pupil e.g. if a TA is working 1:1 with a child – would slower progress be contextualised. The Head said the school has multiple barriers to learning, all of which are supported throughout the school. The newly published Raiseonline document is vital reading for Governors; the Head said she hoped the Data Governor would have an opportunity to analyse it for Governors, with accompanying narratives. The Chair thanked the Head for her report.

*5pm – Mrs Wernham joined the meeting*

### **3. Report/Update from the Data Governor**

Mr Henderson was unable to be at this meeting; therefore, no updates were given.

### **4. Safeguarding**

The Head noted no further updates, other than those reported earlier in the meeting. Monitoring reports from the three Safeguarding Governors will come to Governors in due course. The Head reiterated how fortunate the school is to have three Safeguarding Governors. The Safeguarding Board has been updated to reflect the school and Governor membership within this core area.

### **5. Pupil Premium: Review 2015-16 and Pupil Premium Plan 2016-17**

The Head explained this report was compiled by Mrs Kidney. It includes a RAG rating of the interventions, as requested by Governors. The report is on the website. In answer to questions from Governors, the Head said the SLT believes appropriate interventions etc are in place to close gaps with costs/rationale/impact clearly outlined. Pupil Premium funding is falling, as not so many children meet eligibility criteria. A Governor asked for the reasons behind the decision not to carry music into the new PP Plan for 2016-17. The Head said that £1,000 had been allocated in the 15-16 Plan for PP pupils to have musical tuition that they would otherwise not be able to access. However, parents did not apply for this funding. Governors discussed the difficulty of getting pupils to commit but noted it is highlighted as available at a subsidised rate for PP pupils in the school's Charging and Remissions Policy. The meeting discussed ways of publicising this opportunity to parents: although full details of the music agency are on the school's website, it was agreed that directly promoting this service would be helpful.

The meeting noted PP funding for 15-16 was £212,560; however, the 16-17 allocation is £194,640. The Head said the fall in funding reflects the fact that fewer pupils are eligible for PP funding. In answer to a Governor's question, the Head confirmed PP funding is put into the budget at budget building time. Governors discussed aspects of the PP Plan and agreed that allocations of PP funding are clearly shown to be used effectively to improve the learning experience for pupils. The GB Chair said he was pleased to see a RAG rating is included. The PP Plan will be reviewed by both Committees and go to the GB in December for approval.

### **6. Inclusion Update**

Mrs Wernham discussed her report. There are now 89 pupils on the SEN register: this is a decrease from 117 in summer 2016. The number of statements/EHCP has decreased from 14 to 11 in this autumn term. Mrs Wernham said last year's Year 6 cohort had a large number of SEN pupils. However, the register will change again as new children in Reception and Nursery are now being assessed. Mrs Wernham highlighted the Raiseonline comparison: the school's % of pupils with SEN support is 19.4%: nationally (England) this is 11.6%. The school has 2.7% of pupils with a Statement or EHCP: nationally (England) this is 2.8%. Three EHCP applications that were unsuccessful last year have now been approved and will be added to the above figures; the school is waiting for the final drafts. Another child is being considered for an EHCP in the future.

In answer to a Governor's question, Mrs Wernham said the process of transferring Statement information across to EHCPs is a complicated process; all areas must be meticulously completed. The staff completing EHCPs must have had appropriate training and experience. Mrs Wernham said she is working with Mrs Willis to explain and demonstrate the considerable level of detail required in EHCPs. Mrs Wernham noted that one EHCP annual review and one Statement to EHCP transfer review meeting have been held this term; another three transfer reviews are due to be completed before the end of term. The views of pupils and parents are sought in advance of these meetings and, on appropriate occasions, children have been welcomed to part of the meeting, in line with the new SEND Code of Practice. All parents of children with SEND are invited into school on a termly basis to meet with classteachers. Provision and support is shared and discussed with parents, including the termly targets/goals for their children. This term 75.3% of invited parents met with teachers: a few more parents are due to meet

with teachers before the end of term.

The Inclusion Team continues to meet with parents, and class teachers to provide support for pupils with SEND. Team Around the Family (TAF) meetings occur once every half term and actions are updated on a child's Inclusion Action Plan (IAP). In answer to a Governor's question, Mrs Wernham said the school receives very good support from external services. Mrs Wernham noted the deployment of TAs in the EYFS to provide support to enable children to make good progress. A TA is being trained in reading and writing Braille to support a child in KS1. Observations of all TAs is underway: these observations will lead into their annual Performance Reviews before the end of term.

Mrs Wernham discussed a new referral system 'Early Help Assessment': this will replace the CAF. It is hoped this new referral form will be quicker to process and complete. SEND monitoring this term has included drop-ins before October half term that focused on 'Differentiation and access to learning', to ensure teachers are making appropriate differentiation so that all pupils can access the curriculum. Best practice has included a wide variety of visual and kinaesthetic resources and differentiation that includes assistive technology, supported by TAs. Monitoring specifically on aspects of SEND started in the second half of term with the monitoring of pupils with EHCPs or Statements. This monitoring will ensure that the statutory documents are being used to inform PLPs and being updated regularly to reflect progress. This particular monitoring will occur every B term before new PLPs are updated.

Mrs Wernham discussed the targets within the completed RAP for SEN. They are:

1. To increase the progress of SEND pupils, without Statements/EHCPs; making the expected progress (6 steps per year)
2. To narrow the gap between non-SEND pupils and vulnerable groups such as SEND and pupil premium, girls and EAL pupils
3. To make sure that all staff are consistently implementing fully inclusive practice for pupils with SEND, including differentiated lessons and targeted support
4. To improve the engagement of children with SEND and their parents, in the planning and reviewing of progress and next steps in learning.

The meeting discussed the best ways to monitor the RAP. The Head suggested that the Lead Governors are best placed to organise their monitoring groups. The Lead Governor should initially contact the teachers and get two suitable dates for a monitoring visit. The Lead should then give these dates to the members of their group, agree on one for a monitoring visit in January, and communicate this back to the teacher concerned. The Head will put together a suggested monitoring procedure/protocols sheet and this will be circulated to governors for comments. The Clerk will distribute contact email addresses for subject leaders. The Chair thanked Mrs Wernham for her report.

## **7. Equality and Diversity**

Ms Meynell (named Equality and Diversity Governor) reported she is meeting with Mrs Taylor later this week and will report back in due course, especially in regard to the termly updates to the SES.

## **8. British Values**

Ms Meynell said she would report back following her meeting with Mrs Taylor.

## **9. Parent Group**

Ms Meynell reported that the Parent Group held two meetings on 18 October: topics discussed were school meals/healthy lifestyles; homework; parent workshops. A small number of parents attended both meetings. The Head will ask the EYFS Leader to clarify a point about Yr R homework; parents are to be invited in to have a school lunch in the Spring term: ABM may be contacted to attend a parent group meeting to discuss healthy lifestyles, as exemplified in their menus; mixed views about the parent workshops were expressed. Communication was also discussed: it was suggested that the (now old) whiteboards outside classrooms could be replaced with blackboards for class/year group notices, as this is a very popular way to communicate with parents.

## **10. Statutory Responsibilities**

### **Spelling, Punctuation and Grammar (SPaG) Policy**

**Proposed for adoption by Ms Meynell, seconded by Mrs Went. Agreed by all.**

### **Accessibility Plan**

This is to be reviewed before going to the GB for approval in December. The Committee noted the building is fully accessible for any people with disabilities. The Committee wished to minute it thanks to Mrs Cook (named Health and Safety Governor) for the thorough work she carries out in all regards to Health and Safety that benefits all those within the school.

The Committee agreed the Accessibility Plan is fit for purpose and should go the GB.

**Policies to review and come to this Committee: Inclusion Policy (January 2017): Attendance Policy (January 2017).  
Marking Policy (January 2017)**

## **11. Date of the next meeting**

Tuesday 17 January 2017 at 4pm