



Fen Ditton C. P. School

Minutes of the Meeting of the Standards Committee
Monday 2nd October 2017 at 6.15pm
Version Final

Present;

James Pilgrim	Parent Governor
Mark Askew	Headteacher
Clare Rosscornes	Parent Governor
Jess Hemmingham	Staff Governor
Claire Hawkins	Clerk
Ray Pallister	Parent Governor (Chair)

Supporting Documentation:

[1]	Music Governor Visit Report
[2]	Evaluated 2016-17 SDP
[3]	2017-18 SDP
[4]	English Curriculum Policy
[5]	English Curriculum Aims and Principles
[6]	Governor Terms of Reference

1. Meeting Attendance

Apologies were received and accepted from Vicky Barden.

2. Declarations of Interest

Clare Rosscornes declared her lunchtime ukulele club. This does not affect any items on this agenda.

3. Minutes of the Standards Committee meeting held on 26th June 2017

The minutes were agreed as a true record of the meeting, and signed by RP.

4. Elect Chair and Vice Chair

Ray Pallister was nominated to continue as Chair of the committee, Vicky Barden was nominated as Vice-Chair. Both were unopposed, and accepted to the positions.

5. Matters Arising

5(5.5) NPQH Project – MA reported that he has been making good progress with his NPQH training, which has involved attending training, with future days booked this autumn. He has been supporting Fenstanton with an English writing based project and continues to drive school improvement here at Fen Ditton. However, Claire Worth has not moved forward with her staff deployment project, so there is nothing to report on this at present.

A governor asked if it is likely that the project will continue to be delayed, as we would like to avoid this item rolling over repeatedly?

MA replied that the initiative for the project must come from Claire at Fenstanton, and it is a bonus for us rather than a priority. Governors agreed to review this item in the first half of Spring term, unless MA has anything to report on it earlier.

NOTE

CLERK

5(5.5) Lunchtime staffing – This committee agreed to leave the issue of lunchtime staffing to the Resources committee, but reiterated that continued use of TA's over lunchtimes must not impact on teaching and learning time in the afternoons.

MA reported that TAs have already started interventions this year, which will see a much more effective use of their time that last year.

A governor asked how the impact of TA interventions are monitored?

MA explained that the pupil group are assessed at the beginning of the 6/8/10 week intervention period, and again at the end, therefore the impact can be seen in the accelerated learning achieved. TA's also now have planning time, when they can prepare evidence records of their intervention work.

6 Attendance Policy – this has been corrected, and filed on the gdrive and sent to the school office. Governors clarified how policies are ratified and filed.

6. Governor Visit - Music [supporting document 1]

CR reported her good impression of J Rogan's plans for music in school for the coming year. A follow up visit at the end of the school year would be good, and governors are welcome to attend events in school (assemblies/plays) and the carol concert in church. MA explained that he is hoping to arrange a 'wow' day involving music this year, and is investigating options at present.

A governor questioned the small number of school clubs available at present?

MA responded that there is a club provided every day after school, and two on Fridays. It is voluntary for teaching staff to organise clubs, and it is a big time commitment. JH and AP are teaching an additional Year 6 learning focused group on a Monday after school as well. Outside providers can be expensive, and while Pupil Premium (PP) funding can be used to allow some children to access clubs, take up to more expensive clubs can be low.

7. School Development Plan 2017-18 [supporting document 2]

MA had circulated the evaluated 2016-17 SDP [supporting document 3]. Governors noted that good progress had been made on the school improvement priorities, and the areas which need further work have been transferred to the new SDP, along with newly identified priorities.

The two red areas remaining on the SDP were ESafety and building stronger relationships with more feeder nurseries. MA reported that it has proved too ambitious to develop links with the many nurseries that feed to school, but he considers that building stronger links with just the Fields nursery is more achievable.

A governor asked where exactly ESafety appears on the 2017-18 SDP?

This item is not specific in the new plan, but is mentioned in several areas. Governors commented that it would be useful to see it's inclusion as a success criteria.

A governor asked what is planned to address IT safety training?

MA reported that Sally Prosser and Helen Ingham are leading the teaching of IT, while Angie Nicholls will deal with the website and technical issues. They are undertaking training on the curriculum and e safety. They will disseminate their finding to staff in the Spring term. They are also using the ICT support service, and networking with IT leads in other schools to see best practice.

MA informed governors that Charlotte James received confirmation this week that she has passed her SENCO training, and is now fully qualified. Governors expressed their congratulations.

A governor asked for an outline of SENCO duties in school?

MA explained that the SENCO role is a virtual teacher for all the children in school with any SEN or disability. The SENCO can also identify children with needs, and collates information from the parent voice/pupil voice when planning next steps for each child.

A governor asked how we know our SENCO is fulfilling her duties?

MA considers that her SENCO training informs her work, and local SENCO group meetings are available for support and networking.

A governor asked what approaches are planned to improve SLT meetings?

MA feels that with his experience now, he is better at organising SLT time. Also, following advice, he plans to pick one agenda item for each meeting to draw focus, include updates on core subjects and analyse any monitoring done. At the end of each half term, the SLT will create a work plan for the next half term.

Governors spent some time working out a schedule of governor visits for the coming year, based around SDP priorities, including English as the main priority area this year.

RP will create a visit schedule and circulate.

ACTION

RP

8. Performance Data

MA reported that he plans to use the same data attainment sheet as previously, and include progress data too. Being more familiar with the Classroom Monitor system now, the progress tables are easier to populate.

A governor asked if we can standardise the presentation, in order to make it easier to understand?

MA explained that data is represented differently by the data dashboard, Raise online, and classroom monitor. It is important for governors to know the format and understand all of these.

Governors discussed choosing a focus point for looking at data, (ie, one subject or group in relation to the SDP), and also looking at only attainment in the first half of term, and then progress too in the second half.

Governors asked to look at progress and attainment in Maths at the next meeting (as Maths was the main school priority last year), and also analyse the data dashboard.

ACTION MA

Governors were all asked to consider focus areas for data examination which can be looked at next term.

ACTION ALL

GOVS

9. Attendance

MA highlighted that, Gill Topley (attendance officer) is using last year's attendance data to inform her approach on early absence this academic year, in an effort to prevent poor attendance patterns developing.

CR had circulated several articles regarding approaches to school attendance prior to the meeting. While building relationships with parents to improve attendance are considered successful, her concern is that making the children in school feel responsible for their attendance can negatively impact those who have been genuinely ill.

MA agrees that building relationships with parents can have an impact, but also believes that there is some benefit to rewarding good attendance in school, and that small margin goes towards the improving picture. At present, the school is doing all it can to improve attendance, and will not change their approach.

Governors discussed focussing on ensuring that the school environment and teaching and learning are the best they can be, so that children really want to be in school, and also carrying out a pupil voice visit on the children's view of attendance rewards.

MA commented that the governing board's focus on attendance has helped tighten procedures, and caused reflection on the rewards used for attendance.

Governors decided to review the issue of attendance approaches and rewards at the end of the year, as part of the SDP analysis.

10. Policies

English Curriculum Policy [supporting document 4]

This document is likely to be updated again as the school finalises strategies for the teaching of reading and writing, but it has been updated to include the Talk4Writing approach and cursive handwriting.

A governor questioned why there is not more information on Talk4Writing in the policy?

MA explained that the system has limitations, and while it works well for KS2, it's not appropriate for every cohort. The approach is an addition to the teachers' techniques rather than the only scheme being used.

A governor asked when the policy was due to be completed?

MA replied he aims to complete it in Spring or Summer term, although research in to successful teaching strategies, and associated training is always ongoing.

A governor asked how children who don't understand cultural references are supported?

MA replied that staff are aware of this issue, and use of vocabulary is often discussed.

A governor commented that it would be helpful to read the policy alongside the handwriting scheme and marking policy, could these be added to the policy introduction?

MA will look to add these to the policy.

ACTION

MA

A governor asked how the use of standard English is assessed in school?

MA replied that this is assessed through learning walks, drop-ins and general observations. It happens continually, but not as a priority. Teachers are aware of the need to use standard English, and are also aware of the sensitivity and respect required when feeding back on their colleagues. This is not specific to this issue, but through all work related communication.

A governor asked how the quality of books is checked, and how stock is renewed?

MA replied that at present, there is no system in place, and teachers are ordering books for their own classrooms.

A governor asked why there is no EYFS stage on the English Aims and Principles document? [supporting document 5]

MA replied that the EYFS curriculum is separate to the main curriculum, but considered that it would be useful to have them in the same document. He will talk to Fergal McDonnell (English lead) regarding this.

ACTION

MA

Governor Terms of Reference [supporting document 6]

Governors noted that the acronym TOP should change to 'workplan' on page 10, and inconsistencies in the frequency of meetings on Pages 8, 9 and 11 need clarity. The term RAP (Raising Attainment Plan) on pages 11 and 12 and 'single plan' also need altering to reflect current procedures. The clerk will tidy up this document and bring to Full Governors. **ACTION CLERK**

11. AOB

Governors asked for clarification on how our school policies could change after academisation, and what the process will be.

There being no other business the meeting closed at 8.20pm

The next meeting of the Standards Committee is on 20th November 2017.