

Minutes of the Meeting of the Standards Committee of Ivydale School, held on Thursday 6th June 2019 at 6:00pm.

Present

Ashley Bernard (AB)	Sophie Broadfield (SB) (Chair)
Helen Ingham (HI) (Head)	Jessica Skinns (JS)
Kimberley Starke (KS)	

Also Present

Nicole Galea	Clerk
Judith Lambert (JL) from 6:50pm	Observer
Miles Smith (MS) Item 4 only	EYFS Lead

PART 1

GOVERNOR BUSINESS (A)		
It was agreed to vary the agenda and take Item 4 first.		
1	<u>Apologies for Absence</u> Apologies for absence had been received in advance from Anna Townsend. The Clerk confirmed that all other committee members were present and that the meeting was quorate.	
2	<u>Declarations of Interest</u> SB reminded Governors of the need to declare any interests for items on the agenda. There were no declarations.	
GOVERNOR BUSINESS (B)		
3	<u>Minutes of the last meeting –</u>	
3.1	<u>Approval of minutes</u> The minutes of 22/1/19 had been distributed in advance. It was RESOLVED that they were an accurate reflection of the meeting and SB signed the minutes which were retained by the Head.	
3.2	<u>Actions Log</u> Governors reviewed the actions log and provided updates where appropriate (attached).	
ITEMS FOR REVIEW		
Strategic Priority: <ul style="list-style-type: none"> • <i>Consistently good or better teaching</i> 		
4	<u>EYFS Action Plan and Data</u> Miles Smith (MS) tabled an Early Years summary for 2018 / 19 noting that the data is provisional until formally agreed and submitted to the LA by the end of the summer term. He advise the need to be cautious with the data as pupils are assessed against 5 key areas of learning covering 12 sub areas – they must achieve a ‘Good Level of Development’ (GLD) in all 12 sub areas in order to qualify as GLD overall (children are judged as levels 1, 2 or 3). It is anticipated that 78% of	

pupils will achieve GLD this year. He highlighted the GLD data at entry to EYFS and at the exit into KS1, showing the progress pupils make during this time.

MS reported the demographics of the current EYFS cohort as having a high percentage of boys, of summer born children and high SEN. As part of the changes brought in by Ruth Fairclough in her Inclusion role, EYFS now benefit from having its own SENCo support which has enabled the team to quickly and robustly identify SEN; this is now an area of strength.

He advised that there are 26 pupils across EYFS on the SEND register (9 in Nursery and 17 in Reception); an increase of 14 from the previous year. There is a spectrum of needs and some children present with a number of needs. There are various interventions in place to address the needs, some take place inside the classroom led by a Nursery Nurse or teacher while others are bespoke and take place outside of class with a Nursery Nurse. There is additional support provided by a Learning Mentor.

The EYFS team review the autumn data for those children who are on the cusp of securing the GLD measure and from the spring term provide daily sessions to address their areas of weakness. It tends to be that those pupils identified with personal, social or learning needs and summer born who have a very low baseline on entry who find it difficult to achieve GLD within the year although many can go on to exceed by the end of KS1. HI added that the EYFS assessment is carried out in mid June, leaving a further month for progress to be made before the end of term.

JS asked if there are interventions for physical needs. MS confirmed that there are lego, building skills and manual skills based interventions.

SB asked if there are pupils who are exceeding the GLD measure. MS confirmed that there are. When reviewing the data, different interventions tailored to the needs of those children who are on the cusp between scoring a 2 and 3 are put in place. They have found that 65% of children with these interventions make accelerated progress.

SB commented that the data shows scores moving between the 70's to mid 80's and asked if this is cohort related or due to a change in provision. MS stated that it is cohort related; this year there are a number of solid L2 pupils, a high number of exceeding and some that are difficult to move. Many enter EYFS at a higher than national average level which largely depends on their background. All of these factors are important as these pupils move up through the school. However, the measurements of 1/2/3 within GLD are very broad brush and have little differentiation so are less definitive.

MS advised that the end of year data will be provided to Governors when available.

SB stated that at the recent inspection Ofsted debated whether the EYFS provision was good or outstanding and decided on 'good'; what is the priority for this area of the school and what are the next steps?

MS responded that there it is difficult to say what would change the judgement. The quality of teaching is generally very high, teachers are highly skilled and there is a committed support team. The outside provision and the difficulties of managing both the inside and outside spaces are a challenge; there may also be some staff training needs.

	<p>Governors thanked Miles for his useful presentation – he then withdrew from the meeting.</p>	
<p>5</p>	<p><u>Link Governor report – Wider Curriculum</u></p> <p>Y1 – Y6: Wider Curriculum AB had circulated a briefing document in advance, examples of Y2 topic planning, pupil’s work and how topics are assessed; she then expanded on these points.</p> <p><i>JS asked how learning is developed through topic work.</i> AB advised that a topic starts with a subject focus and as children progress through the years, the topics build on the skills and knowledge learnt previously. HI added that the school took the requirements of the national curriculum, drawing out all of the skills that pupils were required to learn and drafted this into a document showing the progression of skills as a year group and over time. This is used in topic books to assess what has been learnt and to ensure that there are no gaps.</p> <p>AB stated that teachers use cross curricular links (eg learning skills such as stop motion animation for the Fire of London topic) and make sure that the links between subjects are clear. For continuity, the language used in the communication to parents matches that used in class eg ‘I can……’. All topics start with a check on what pupils already know.</p> <p><i>SB asked if there are specific knowledge and skills that pupils need to know.</i> AB confirmed that there are some prescribed elements such as objects from a time period, compass points etc but much of it is broad. Teachers seek to foster a love of learning and tweak their learning style and lesson hooks based on their knowledge of the children. Teachers at Ivydale are very enthusiastic and committed and are helped by the Subject Leaders and supported through the PLPs.</p> <p><i>SB queried if so much is left to class teachers to put in place, how is this organised across the school.</i> HI confirmed that it is organised through the SDP. She advised that the next step is through involvement in a project with the Southwark Teaching School’s Alliance, looking at curriculum structure and development to create a knowledge bank. This will then be used in planning, the PLPs and to collate what pupils need to know by the end of a topic, with a large focus on the key vocabulary needed. It will be accompanied by links to assessment information which can be sent home to parents. It will be a time consuming process but is an exciting opportunity.</p> <p>Progress is tracked through assessment, this identifies gaps which are then filled. Children are encouraged to be self reflective in their learning and evaluation. Senior Leaders monitor the wider curriculum through book looks and learning observations. The PLP has focused on the wider curriculum which has fed into staff CPD. Middle leadership is expanding next year to include more subjects supported by Subject Leaders.</p> <p>EYFS – Wider Curriculum KS referred Governors to her briefing on the Wider Curriculum in EYFS and also the Development Matters guidance document, both of which had been distributed in advance.</p> <p>KS stated that learning looks different in the EYFS, it is less formal, follows children’s interests and makes greater use of the environment. There are half termly topics, the learning objectives for which are drawn from Development</p>	

	<p>Matters and mapped to ensure sufficient coverage. The aim is that pupils will have reached the 40 – 60 (months) Secure marker by the end of Reception.</p> <p>The topics are used to teach in a cross curricula way with classes planned and tables arranged for children to apply their learning independently in their play. Progress is monitored through continuous assessment of books, via observations and through conversations with children. Senior Leaders carry out book looks and Miles Smith is part of the planning meetings to ensure that all of the Development Matters guidance is included.</p> <p>SB asked if Subject Leaders are included in the EYFS structure. HI confirmed that they are in order to ensure progress and development into Y1.</p> <p>SB queried what the next steps for the wider curriculum in EYFS are. HI and JL stated that the next steps are to make practice more robust, provide individual support for teachers and to ensure that staff have an understanding of all curriculum areas.</p> <p>Governors thanked AB and KS for their interesting reports and asked that the Wider Curriculum documents be circulated to the summer FGB.</p>	Clerk
6	<p><u>Curriculum and Standards relating to Data Protection Policy</u></p> <p>HI had circulated the Data Protection Policy (GDPR) in advance. She advised that it includes all of the legal requirements but it still needs to be personalised to the school. Governors noted the policy in respect to pupil progress and attainment data.</p> <p>Governors asked if the school has the appropriate processes in place. HI confirmed that the company overseeing the school's GDPR requirements is very proactive – they have carried out an audit and support policy writing. Pupil data is held on the SIMS system and is heavily password protected; Governors receive only anonymous data but can view pupils' work during visits.</p> <p>Governors highlighted that employee references should include 'governors'. HI undertook to include this. She also noted that information on Governors' LGfL email addresses, to be used from the autumn term would be provided at the FGB.</p>	HI
STANDING ITEMS		
7	<p><u>Teaching and Learning update</u></p> <p>The Head had circulated the spring term progress and attainment data. She cautioned that this headline data is over 3 months old now and highlighted the following:-</p> <ul style="list-style-type: none"> • External moderation will be conducted by the LA next week in Y2 and also in Y6 for writing • SLT are confident in the internal moderation with around mid 70% reaching ARE in Y6. It is anticipated that the end of year data will be above the national average but it is unlikely to be as high as last year as the cohort experienced a high level of mobility coupled with this being the final year group to combine the old and new curriculums. Therefore, the progress made will be important to the narrative. 	

	<ul style="list-style-type: none"> • Y2 will be moderated across reading, writing and maths the following week. Tests carried out prior to the half term break will feed into the teacher assessment; it is anticipated that approximately 80% will reach ARE. • The administration of moderation is hard work but it is helpful for staff to get a sense of their own assessments. • The Phonics test will be held next week; the outcomes will be provided to FGB. • The next round of assessment will take place at the end of June; next year the plan is for Standards Ctee to meet after the termly data is available and FGB to take place when the provisional external data is published. • Summer term Parents' Evenings were introduced this term to provide feedback to parents on progress; parents will consequently receive a shorter end of year report. Parents were informed of the change and feedback will be sought on the format change. • SB highlighted the differences across the year groups in terms of Greater Depth. HI stated that there has tended to be a drive to achieve Greater Depth but actually this should only be for a minority with the majority consolidating their learning at ARE. It was agreed that this would be an area for the committee to monitor next year. • JS queried the use of comparing the percentage ARE to the previous key stage for Y6. HI stated that the problem with this comparison is the differences between the old and new curriculum and suggested that looking at the difference between Y2 and Y6 would be more useful. • It was noted that the maths data was incorrect and would be amended. <p>Governors thanked HI for the data.</p>	<p>Ctee</p> <p>HI</p>
8	<p><u>Review of the School Development Plan</u></p> <p>HI had circulated a briefing in advance. In reviewing the progress against the 2018 / 2019 Standards aims she stated that:-</p> <ul style="list-style-type: none"> • 'Consistently good or better teaching' – use of PLP data and external assessment, including Ofsted has judged teaching to be good. • 'Narrow achievement gap between identified vulnerable groups (including pupil premium and SEND) children and their peers' – this will be determined by the end of year data. <p>HI stated that the SDP is moving into 2 phases – developing and maintaining (especially for the vulnerable pupils) and commented that she is keen to ensure that the 2019 / 2020 SDP recognises the dual aspects.</p> <p>The key developments will be in line with the new Ofsted framework and the areas for development identified in the recent Ofsted report. SLT are working on curriculum development and leadership which include plans for Curriculum Leadership roles (a UPS teacher leading on an area with individuals having subject specific responsibilities). The key will be the cycle of improvement across the curriculum and so the Curriculum Lead will focus on one curriculum area at a time.</p>	

	<p>HI advised that MFL will be re-introduced next year with the person who provided Mandarin previously now having a split role as NQT class teacher job sharing a class and providing Mandarin across the school. PSHE will have greater emphasis on health and wellbeing including the Daily Mile which is an LA priority.</p> <p>However, HI stressed the importance of maintaining consistency across teaching and learning; it was agreed that the FGB should discuss the maintenance aspect of next year's SDP not becoming unwieldy.</p> <p>HI highlighted the change in Ofsted framework and noted that although Ofsted will no longer focus on the school's internal data, the school will continue to use it in order to maintain focus.</p>	HI
9	<p><u>Policies</u></p> <p>Data Protection Policy It was noted that this item was covered under Item 6.</p>	
10	<p>Urgent Business</p> <p>The need for a new committee Chair for the autumn term was noted.</p> <p>There were no further items and the meeting concluded at 7:30 pm.</p>	
9	<p><u>Dates of Future Meetings</u></p> <p>8/10/19 26/11/19 21/1/20 5/5/20</p>	
<p>Signed:.....</p> <p>Date:.....</p>		