

Minutes of the meeting of the Full Governing Body – Standards Committee of Ivydale School, held at the school on Tuesday 21st January 2020 at 6:00pm

Present

Helen Ingham (HI) (**Head**)

Kimberley Starke (KS)

Jessica Skinns (JS) (**Chair**)

Anna Townsend

Also Present

Carol Frazier (CF) - Observer

Judith Lambert (JL) – Deputy Head

Ruth Fairclough (RF) – Deputy Head and Inclusion Lead

Nicole Galea – Clerk

	<u>PART 1:</u>	
1	<p><u>Apologies for Absence</u></p> <p>Apologies for lateness had been received in advance from Jessica Skinns; it was agreed that Anna Townsend would Chair the meeting pending her arrival. The Clerk advised that the meeting was quorate.</p> <p>It was agreed to vary the agenda and take Item 4 as the first item of business. JS arrived at 6:10pm.</p>	
4	<p><u>Inclusion Update</u></p> <p>RF provided Governors with an update on the current situation with inclusion at Ivydale and possible future steps.</p> <p>The following points were highlighted:-</p> <ul style="list-style-type: none"> • Ivydale has 566 pupils, 87 (13%) of which are on the SEN register. This is significantly lower than the position prior to the setting up of the Inclusion Team a few years ago however, it is an increasing trend with more children joining the school with needs or being identified as having a need. This comes at a time of reduced funding and adult availability. • Of the 13% of pupils on the SEN register, 72% are due to communication and interaction issues • There are currently 9 pupils with Education Health Care Plans (EHCPs); an additional 5 EHCPs have been agreed and awaiting funding confirmation. The SENCo Team at Ivydale are very successful at securing EHCPs. The average number of EHCPs per primary school in Southwark is 11. • The Inclusion Team consists of 3 SENCO's (1 in each phase), 1:1 TA support for children with an EHCP, and CPD for in class SEN support; support is provided as follows:- <ul style="list-style-type: none"> ○ 72 English as an Additional Language (EAL) pupils ○ The Pastoral Team supports 208 pupils ○ 39 pupils are supported by Wave 2 interventions ○ 17 pupils are being supported with a new screening intervention which aims to early identify mid range language issues with fully resourced interventions through the Language Link ○ Strategies for Autistic pupils transition from Y6 ○ A fully timetabled sensory room • There is no comparable information on LA / national averages for progress for SEN children. Typical progress data is not a particularly useful measure as it does not sufficiently take into account the very small but significant steps of 	

progress that these children make. This can be very frustrating for parents and pupils alike.

The following is in place to support pupils with SEN: -

- CPD on differentiation and learning opportunities for all children to access the curriculum within the context of less adults
- Work with Redriff Primary school which has a formal provision Autism Unit. It is a leading school and benefits from having a large staff group.
- Work with Charles Dickens Primary school, which does not have an additionally resourced base but has a model of working incredibly well with SEN pupils without the use of lots of additional adults. As an informal provision it provides a lifestyles curriculum for SEN pupils in the afternoons based around communication.
- Pre-teaching – a teacher consistently and frequently works with a small group of children on a piece of work before it is covered in class, giving them greater opportunity to understand the learning; this has shown to be most effective for SEN children (40% of pupils who received maths pre teaching achieved 'expected').
- Working with Cherry Gardens Special School which has developed a 'branch map' as a means to measure small steps of progress for those children who cannot access the national curriculum. It is being trialled with 3 children at Ivydale; most of the other SEN pupils are working within the curriculum.
- Book looks are used to monitor the use of differentiation in the classroom and to ensure that SEN pupils are getting the support they need

Governors asked the following questions: -

JS asked how long the pre teaching session is. RF stated that it is just being used in Y4 for maths at the moment, during assembly time. Of the 7 children, 3 made accelerated progress in 1 term; it did not work for 1 child so they left the group.

AT asked how the Branch Map is measured. RF stated that there are 7 branches based on the Early Learning Goals focused on gaining life skills. The teacher sets a target eg 'I can ask for things' and then sets activities around it. The national curriculum is not designed to break down in this way however, Redriff are looking at curriculum maps to show small steps of progress within the national curriculum.

Alternative Provision

RF advised that SLT are looking at the possibility of hosting an alternative Speech and Language provision at Ivydale which would include ASD. Both Redriff and Charles Dickens pool their EHCP funding in order to provide specialist teaching rather than the current Ivydale model which is based on the 1:1 approach. An alternative provision would provide high quality provision for those with the highest need, an appropriate curriculum, small class sizes, internal specialists and training and links with other schools. The LA can direct the placements within a formal setting but the informal allows the school to take from within. However, the more negative aspects of an alternative provision are the potential impact on the standards data, there are staffing implications, parental perceptions and different perspectives on inclusion.

JS asked what the parental perceptions were at Redriff. RF stated that it has been a 12 year plus journey for Redriff parents, it works for some but not others. The challenge is to encourage parents to see that 1:1 support may not be the most effective model for a child with an EHCP.

Governors asked how likely it is that Ivydale could have an additionally resourced unit. RF advised that it is a serious consideration but it would need Governing Body approval. HI cautioned that the school needs to find different and creative ways to manage its diminishing resources whilst maintaining the quality of education. The only

	<p>area of flexibility is in the number of additional adults available across the school, but a reduction is likely to impact on the quality of education of the most vulnerable. Currently there are additional adults supporting full time in Reception and Y1, in Y2 there is almost full time support but from Y3 – Y5 there is no additional support but some provided for Y6. One of the issues with EHCP funding is that it is fluid as children join and leave the school and as plans are awarded.</p> <p>Governors asked if parents have control of the EHCP funding, could they choose not to accept the pooled approach and instead request 1:1 provision. RF and HI noted that this may be tricky for an existing Ivydale pupil with an EHCP but if the school changed to a pooled approach, parents could ask to move their child to a different school; it is a grey area that would need further investigation.</p> <p>Governors thanked RF for her presentation; she then left the meeting.</p>	
2	<p><u>Declarations of Interest</u></p> <p>No declarations were made.</p>	
3	<p><u>Minutes of the last meeting – 21/11/20</u></p>	
3.1	<p>Approval of the Minutes</p> <p>Governors agreed that the minutes of the previous meeting held on 8/10/19 were a true reflection of the meeting and RESOLVED to ratify them as presented.</p>	
3.2	<p>Action Log</p> <p><u>Item 3.2 (9): Link Visits</u></p> <p>HI reported that no Governors had attended the visits day on 15/1/20; Governors will be reminded of the dates agreed for the rest of the year.</p> <p><u>Item 9: PP data for attendance at clubs</u></p> <p>HI reported that PP families are offered a free club per child and an early opportunity to book. Some families use it successfully, others do not and some choose not to use this provision. There is a tendency for the less organised families to take up the offer and so a multi layered approach will be tried to encourage as many PP children to access the provision as want to.</p> <p>There were no other actions to report.</p>	
5	<p><u>Teaching and Learning Update</u></p> <p>HI referred Governors to the Quality of Education report, circulated in advance, which now incorporates the quality of teaching and pupil progress data broken down into: -</p> <ul style="list-style-type: none"> • Overview of PLP outcomes • 2019 / 20 KS1 & 2 termly summary of Pupil Progress and Attainment • Y1 – 6 % at or above ARE • Y1 – 6 % above ARE • Y1 – 6 % making typical+ progress • Y1 – 6 % making typical+ progress in Reading • Y1 – 6 % making typical+ progress in Writing • Y1 – 6 % making typical+ progress in Maths <p>Autumn term PLP Data</p> <p>Governors reviewed the autumn term PLP outcomes data, broken down by phase and an overall mark. For the benefit of CF, HI explained the development of the PLP system stating that it is based on the following scores: -</p>	

1. Partially or unmet target
2. Fully met target
3. Excellent

HI stated that the SLT look at the data in terms of phases, strands, individuals and the whole school. The data is broadly positive for this point in the year especially given the number of NQTs in post. The key area of focus is around support and challenge – finding different ways to provide it given the reduction in the number of adults available. As a result of the autumn data, the January INSET was on differentiation within the classroom and supporting children with additional needs.

Governors asked if the system was based on support or challenge. HI confirmed that it is a balance of the two. The aim is to observe and support an area that a teacher has self identified as an issue, therefore they are not expecting to score 3. She added that this data provides a means of communicating the ongoing internal school dialogue with Governors.

Governors asked why the numeric and percentage given for the last column are so different. JL stated that it is an average of the scores within that group. NQTs in particular find it difficult to score highly in the wider professional responsibilities column especially in the autumn term.

The next step will be to work on developing the leadership approach.

Autumn term – progress data and review of end of year targets

HI referred Governors to the data provided which compares to the data at the same point last year. The following was highlighted: -

- There is a tendency for teachers to be cautious with the autumn term data, as they take time to decide if a child has really achieved that level. They tend to be less cautious by the spring term. The notion that a child makes 1 step of progress each term is not a true reflection of how children learn. However, there are no obvious dips across the school, this reflects the teacher consistency producing consistency in outcomes.
- Y6 are in a very favourable position across all 3 areas
 - Reading – there is consistency from July 2019 to now and also from Y2 (bearing in mind the impact of mobility)
 - Writing – significantly improved throughout KS2 from the low Y2 point and confident that they will reach the end of year expectations
 - Maths – it is an improving picture
 - The percentage of Y6 who are at or above ARE (including those who are just 1 step below) is positive, particularly from their KS1 point
- The data shows a lot of cross over between low ability and SEN pupils. Progress is tricky to track for these pupils and so something between the Branch Map and the conventional systems is needed which has a wider perspective.
- All class teachers receive analysis of their own class data broken down in a number of ways
 - Who has achieved in all 3 areas
 - Tracked progress from the previous key stage showing whether they are on track for the end of the key stage
 - The PLP conversations would have already picked up the contextual analysis of the class including the identification of the red flag and vulnerable children identifying who to target, what is in place and if anything else is needed.

JS queried the maths progress for low ability pupils at 55%. HI stated that from Y1 up children do termly reading, comprehension and maths tests; the analysis of these shows that the low ability pupils are not understanding the concepts as well as they

	<p>should given the speed of the curriculum. A number of maths interventions have been tried but none have been ideal and so alternatives are being sought.</p> <p>Update on the writing moderation project JL reported that the moderation exercise has been completed in Y3 and Y5 so far but by the end of the spring term there will be a complete set of data. It uses anonymous comparison of work and includes examples from other schools. Research has shown that it is as effective as detailed marking. It will not replace the Big Write as it is only done annually and it does not fit with the Southwark STAR assessment system but it provides a broad bush view and will feed into the general moderation data.</p> <p>JL commented that the project has revealed much about how children are taught to read and write in what is a 'clunky' fashion with built in scaffolding. The data suggests that pupils are performing better than the school had realised.</p>	
6	<p><u>Relationships Education Policy</u></p> <p>JL stated that Sex and Relationships education can be a very sensitive topic and has had much media coverage of late. Clear values have been established at Ivydale and much work has been undertaken with parents and pupils over time and so the school is confident that the new statutory requirements will not cause any difficulty. In reality, there are already a number of same sex families at Ivydale and so this aspect of diversity is normalised. There is currently a policy in place which is age appropriate and is taught according to the needs and development of the cohort but new guidance requires a review.</p> <p>Under the new guidance schools are required to provide sex education from age 11, primary schools can choose areas to cover. Much of the new Relationships Education curriculum is compulsory and is covered within the science scheme of work. The DfE guidance focusses on positive relationships, keeping yourself safe, physical health and mental wellbeing. These areas have always been covered at Ivydale but under different umbrellas. Schools can also choose other elements of sex education that they wish to cover, for example, linking adolescent changes to the knowledge of the human life cycle including how a baby is conceived and born.</p> <p>Schools are required to consult with parents on the new curriculum; there will be a session on 28/2/20. Parents have the right to remove their child from the sex education aspect only; the school would discuss this with the parent if a request was received.</p> <p>Governors discussed the guidance and what should be included in the new policy. It was RESOLVED to teach in an age appropriate way using research based guidance, with appropriate and accurate naming and terminology used.</p> <p><i>Governors asked if Female Genital Mutilation is covered in this aspect of the curriculum.</i> JL stated that this is included in the Safeguarding Policy but is also raised when covering the 'keeping safe' aspects of the new Relationships Policy and as part of the NSPCC Pants campaign.</p> <p>The Clerk undertook to provide a guide for Governors on the new Relationships Education guidance.</p>	Clerk
7	<p><u>Pupil Premium Report</u></p> <p>HI referred Governors to the Pupil Premium Report which had been circulated in advance. She stated that the school's Pupil Premium Policy has been highly regarded by the last two Ofsted inspections and by external agencies.</p>	

	<p>HI highlighted that</p> <ul style="list-style-type: none"> The number of Pupil Premium children continues to fall at Ivydale which impacts on the funding received Ruth Fairclough is booked to attend a course in the summer term on closing the gap, her findings will be incorporated into practice. <p><i>JS highlighted the lower reading progress score for Pupil Premium pupils (2.31) included in the report.</i> HI advised that there were a number of PP pupils who also had an EHCP for whom reading was an issue; this was picked up during the discussion on data.</p>	
8	<p><u>Curriculum Review</u></p> <p>HI reported that the November INSET focussed on how to provide pupils with the key information needed to access the curriculum. Knowledge Organisers are documents provided to pupils and parents which will include key technical and subject specific vocabulary and concepts around each topic. The school will also be looking at cultural concepts, resources and materials needed to reflect the diversity of the school.</p> <p>HI undertook to forward examples of the Knowledge Organisers.</p>	HI
9	<p><u>Link Governor Reports</u></p> <p>No visit reports had been received; it was agreed to defer this item to the Summer term.</p>	
10	<p><u>Dates of Future Meetings</u></p> <p>5/5/20</p> <ul style="list-style-type: none"> Link Reports Maths / Literacy / Pupil Premium / Sports Premium 	
11	<p><u>Urgent Business</u></p> <p>There were no items of Urgent Business and the meeting concluded at 8:00pm.</p>	

Signed

Date