

Minutes of the meeting of the Standards Committee of Ivydale School, held on Tuesday 18th May 2021 at 6:00pm via Zoom.

Present

Helen Ingham (HI) (**Head**)
Anna Townsend (AT)

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

Also Present

Nicole Galea
Jan Harpley (JL) (Item 7 only)

Clerk
EYFS Lead

GOVERNOR BUSINESS		
1	<p><u>Apologies for Absence</u> HI reported that JL is on an extended period of absence due to family commitments and has therefore sent her apologies for this meeting; Kimberley Starke has resigned as a Governor due to taking on additional responsibilities within school.</p> <p>Governors discussed the need to recruit a broader range of Governors for this committee. HI advised that the 2 Parent Governor vacancies will be filled after half term and that the Staff Governor vacancy will be raised with staff later in the term.</p> <p>It was agreed that the committee membership would be reviewed at FGB.</p> <p>The Clerk advised that the meeting was quorate.</p>	FGB
2	<p><u>Declarations of Interest</u> JS reminded Governors of the need to declare any interests for items on the agenda. There were no declarations.</p>	
3	<p><u>Minutes of the last meeting –</u></p>	
3.1	<p><u>Approval of minutes: 9/2/21</u> The minutes of 9/2/21 had been distributed in advance. It was RESOLVED that they were an accurate reflection of the meeting; JS undertook to apply an electronic signature to the minutes and forward them to the school office.</p> <p>There were no matters arising not covered elsewhere on the agenda. The Action Tracker was updated at the end of the meeting.</p>	
STANDING ITEMS		
4	<p><u>Teaching and Learning Update</u></p> <p>HI referred Governors to the PAA report that JL produced prior to her absence, and which had been shared in advance. She reminded them that pupils were in school for the autumn term; the data was collected in December and shared at the February Standards meeting.</p> <p>Most pupils carried out remote learning throughout the spring term until 8/3/21, when schools re-opened. Following an initial resettling period, all pupils were assessed in reading and maths using the standardised PUMA and PIRA tests.</p> <p>There was some concern with the accuracy of the data as the assessments came at the end of a long period of remote learning. However, its usefulness was in</p>	

driving forward the analysis of pupils needs and looking in detail at the knowledge and teaching gaps to identify the focus areas for the summer term. They found that children had had a range of learning experiences, despite having been offered the same provision. As shown in the data tabled, there was a mixed bag in terms of progress across the school. Teachers looked at individual pupils who were at Age Related Expectations (ARE) in December 2020 but not in March 2021 in order to identify the requirements of Catch Up. Not all pupils needed academic catch up as social and emotional needs were also identified.

The following barriers to learning were identified: -

- Poor access to technology / remote learning during lockdown / bubble closure / self isolation
- Years 4-6 – gaps in mathematical knowledge
- Years 1-3 – these cohorts particularly displayed a delay in development of core skills
- Pupil Premium pupils engaged less well with remote learning.

In addition, the comparative judgement for writing assessment was also completed for Y2 and Y6; it is a nationally moderated assessment which gives a good sense of school's positions across the country. Y2 and Y6 also took part in a moderated writing task with other Southwark schools in the absence of SATs tests.

There will be a further round of assessment at the end of the summer term to review the impact of the Catch Up provision. It is anticipated that the data from this will be more rigorous as pupils would have benefited from a significant period in school.

HI highlighted the additional support provided to pupils as: -

- lots of opportunities for children to practice their basic skills in reading, writing and maths were built in to all that they did upon the wider re-opening of the school.
- The out of hours Catch Up interventions should have begun in January 2021 but were delayed by lockdown until the return in March. 67 pupils are receiving either before or after school sessions led by teachers (for 1:1) or TAs (for small group work) based on identified gaps via teacher assessment. These sessions have been targeted on Y1 – Y6 pupils; they have been well received and well attended. However, HI stated that in reality, all pupils are being targeted in class through Quality First Teaching.
- Ivydale also signed up to the Academic Mentor programme for which schools only pay on costs. A maths mentor is working in Years 4-6 with those pupils who were identified as missing subject knowledge.
- Kath Nicholls continues to support Y6 with additional high quality teaching support.
- As mirrored by the experience in schools generally, Years 1 – 3 have missed phonics input. There is a mixture of need which will take time to address and will continue into next year.

HI stated that it is anticipated that additional funding will be announced by Sir Kevan Collin for further Catch Up initiatives and this has been earmarked for EYFS as part of a focus on getting back into school and the early experiences of learning. There are currently 68 pupils in Reception and so Southwark would like the school to have mixed 5 x Y1 and Y2 classes next year. However, the view of SLT is that these Reception pupils missed significant chunks of both Nursery and Reception. Therefore, the Catch Up funding will be used to maintain smaller single year classes with Quality First Teaching which will be more beneficial for them than hour long 1:1 sessions.

Governors thanked JL and HI for the report and updates; they asked the following questions: -

As writing was discussed as an area of concern at the last meeting why is there no assessment data for writing? HI stated that the priority at the end of the spring term when the school fully re-opened was for reading and maths. No writing assessments were carried out as one of the main issues identified was pupils' stamina for writing and it was felt that pupils needed more time in school to work on this. The data from the Y2 and Y6 comparative writing judgements is expected within the next week or so and will be used as a benchmark. She stated that the school's own quick analysis of the work produced found the usual spread; nothing stood out as terrible in comparison to the standard seen in previous years and there were some brilliant Y6 examples. The Y2 work was generally less refined and was impacted by some aspects missed or not so fully covered earlier in the year during lockdown. Additional resources have been put in to address this, but they are not 'quick fix' areas. HI undertook to circulate the comparative writing data upon receipt. She stated that there will data on writing at the end of the summer term.

HI

Page 4 of the PAA report showing progress since last term was very helpful, is it possible to have a breakdown of those pupils who made less than expected progress? HI reported that there was a combination of different pupils in this group including an increase in those eligible for PP as well as those that did not engage with remote learning, all are being targeted. The breakdown can be included in the next report.

HI

The data shows that maths is the area across the board with higher levels of pupils achieving less than expected progress, particularly with 56% of Y6 in this category. Is there a reason for this? HI stated that this is most likely to be linked to the need to revisit skills, which is difficult to do through remote learning. Class teachers need to follow up who has / has not understood a particular concept and can independently evidence the skill. It may be that pupils need more practice in the objective, or in taking tests, that they are out of practice or missed the lessons in which that subject area was taught.

There was a similar experience with Y6 last year, but it was a relative quick fix, with things quickly falling back into place. Y6 staff are not unduly concerned at this stage, they are clear on the areas of maths that need to be focused on which Kath Nicholls and the Academic Mentor will work on. The aim is to send these children on to secondary school as well prepared as possible, however, secondary schools are very aware of the need to continue with Catch Up, support and an amended curriculum.

Are there plans to hand on the relevant information to secondary schools? HI stated that from the schools that have shown willingness to engage, there has been a more thorough handover than has previously been the case and at an earlier point. There has been the opportunity to have proper conversations on where individual children are. As there will be no SATs again this year, the receiving schools will be dependent on teacher assessment and the Y7 baseline assessments they undertake.

How do these figures compare with other schools? HI stated that this information is not generally shared, although she will ask fellow Head colleagues at the next network meeting. However, Southwark schools have been forced to re-engage with the School Improvement team as the LA has top sliced funding in

	<p>return for the standard package. This will entitle them to 4 visits per year from a School Improvement Adviser.</p> <p>Are the groups that are targeted for the Academic Tutor support set or fluid and what do the pupils miss by doing it? HI advised that he works with a core group in each class but there is flexibility to include a particular child who is having issues understanding a topic. The sessions are timetabled where possible to avoid core learning but, particularly at the present time, the wider subjects are important too, PE is also avoided. The sessions therefore tend to be moved around which does cause some disruption to the wider curriculum. There is also out of hours Catch Up which has been well received by parents, it has been well attended and there have been no pick up issues with the after school sessions.</p> <p>Is it possible to have the data of Catch Up pupils shown as a separate group in the next round of data? HI confirmed that the data will show this to enable the rate of progress to be seen. Furthermore, these pupils do week by week assessments so that there is an audit trail to account for the additional funding. The headline data should be available for the FGB on 6/7/21, the detailed data will be presented for the autumn term Standards Committee meeting.</p>	<p>HI</p>
<p>5</p>	<p><u>SDP – Review and Plan for 2021 / 2022</u></p> <p>HI shared her screen to discuss an overview of elements of the draft SDP for 2021 / 22. She stated that as will be the case in most schools, a significant proportion of the plan will be a repeat of the 2020 / 21 SDP. The school made good progress in the autumn term on improving curriculum diversity, but this was parked due to lockdown. The current priority is basic skills and the post lockdown curriculum, and this is likely to continue to be the focus for the next few years.</p> <p>However, the SDP and the budget are interlinked as funding impacts on the ability to improve. The curriculum is the only area of flexibility and as a result, it is also the area that is most likely to be squeezed. Over time the number of TAs has been reduced as have the wider curriculum opportunities such as Forest School as there has been an increased focus on teaching and learning. This now has to be delivered within a restricted budget and limited human resources whilst staff are being brought back into class for high quality teaching to enable pupils to make rapid progress post lockdown.</p> <p>Overall, HI advised that some elements of the SDP have worked very well but others will need driving forward next year. There will also need to be some work undertaken next year on vision in terms of the school's direction of travel. Staff will be doing their part in this later this week, which will be fed back at the July FGB. There is concern amongst Heads that they will be unable to deliver the national curriculum; that the wider curriculum is at risk due to cost of specialist teachers and their ability to hold on to them.</p> <p>Governors asked what aspects of the current SDP will be carried forward. HI confirmed that curriculum diversity, incorporating the skills of blended learning, reviewing the curriculum and specialist provision will roll over into next year. At risk is music, Modern Foreign Language and PE and whether class teachers will be called upon to deliver these. This will not be known until the budget situation is resolved.</p>	

ITEMS FOR REVIEW	
<p>Strategic Priority:</p> <ul style="list-style-type: none"> To maintain consistently good or better teaching throughout the school To narrow the achievement gap between identified vulnerable groups (including pupil premium and SEND children) and their peers; 	
6	<p><u>The Wider Curriculum</u></p> <p>HI stated that in the absence of JL and with lockdown, it is difficult to review the wider curriculum. Heads have told the LA that the pressure on the wider curriculum leaves schools vulnerable to Ofsted judging that there is insufficient evidence of a broad and balanced curriculum.</p> <p>This item was further discussed and recorded under Part 2 – Confidential Items.</p>
7	<p><u>EYFS</u></p> <p>Jan Harpley (JH) provided the committee with an overview of the new Development Matters curriculum.</p> <ul style="list-style-type: none"> It is non statutory and a different style curriculum to KS1 and 2. It sets out skills based opportunities centred on the needs of the cohort. Whilst it retains the 7 areas of prime and specific learning and the characteristics of effective learning, the new key aspects are levelling up for all children, self regulation and teaching children to control their emotions and memory with the best learning underpinned by research. There are clearer links to the KS1 curriculum with strands based on recognisable KS1 curriculum areas. There is a greater focus on oracy skills with increased exposure to books, drama and performance. Recognised research has shown that oral skills at the end of Reception are an amazing predictor of the position reached at the end of KS1. It introduces observation check points – what a child as a specific age should be able to do in order to see if that child is on track or needs additional support Overlapping age bands have been removed in recognition that children do not learn in a linear fashion, but that it is more web like. The key priority of the new document is communication The focus is on interaction and observation of ‘wow’ moments, showing leaps in learning and the equalling up of life chances There is a reduction in workload so that EY staff can focus on catch up of additional support and needs Children’s health will have a higher focus – physical activity, stamina, oral health etc <p>Currently, pupils are judged at the end of Reception on a 3 point score – working toward ARE, at ARE and exceeding ARE. From September, this will change to just working toward ARE and met. The aim is to stop children moving forward into the areas of the KS1 curriculum and instead ensure that they are very solid in their knowledge before they reach the next stage in Y1.</p> <p>The Reception Baseline will be introduced next year as part of the steps towards removing KS1 SATs in 2022 / 23 as there will be a clearer track between Reception and Y6. Ivydale has historically undertaken baselining, but this will be formalised and must be reported on within 6 weeks of the start of the autumn term. There will be a set test that teachers will carry out on a 1:1 basis using interactive resources, leading to an outcome of achieved or not achieved. The data will then be submitted to a central point for analysis.</p>

	<p>Schools will be able to see the test and materials in June; it is supposed to encompass all SEN and EAL pupils but there will be an inherent disadvantage if a pupil has no or very limited English. Schools will be sent a report which they can share with parents as a guide, although parents can also request the data.</p> <p>Governors asked if the change to EYFS is seen as broadly positive, what are the challenges and how can these be addressed? JH stated that it is seen as a positive change and is sector driven. The EY sector is very engaged and did have some control over the document, which is based on best practice. The challenge will be that much of the planning will need reviewing, particularly to provide lots of opportunities for structured talking between children. Although there is less evidence required than is the case presently, the challenge will be in how to collect it and also how to retain shared information across groups of children.</p> <p>The team is very enthusiastic and has spent considerable time looking at a diversity of text stimuli to use. HI added that there needs to be a whole school approach to the framework to see how it can be utilised and taken through the school. There also needs to be work on mapping the transfer to Y1 and the national curriculum. JH stated that she has made links with the Maths and Literacy Co-Ordintors so that they are aware of the change, what the implications will be for their area and that it is included in their training input.</p> <p>Do you know what the Baseline will look like? JH stated that it is supposed to be skills based fun tasks; the issue will be that some children have still not settled within the first 6 weeks of term when it must be completed. Children can also be quite random at this age too which may impact on their scores. Previously staff could do a range of observations to support the assessment, but this will not be possible with the new framework. However, Ivydale will also continue to do their own baseline activities which takes an holistic approach.</p> <p>Has there been any contact or advice received from pilot / early adopter schools? JH stated that she does not know any early adopter schools but there is a lot of documentation available on the new framework and she is part of a working group set up by the EY Adviser at Southwark.</p> <p>Are there any budget implications for resources or training? JH advised that she has commandeered a lot of staff meeting time to deliver training, there was a meeting this evening on long term planning and overarching themes and the June INSET will be based on the new curriculum. She added that it would be good to have more from the budget but there is an understanding of the context.</p> <p>HI and JH stated that once they have seen the test and new framework material in June and have completed the training, the changes will be communicated to parents and will be discussed as part of home visits. It is hoped that parent workshops can take place in the autumn term.</p> <p>Governors thanked JH for her interesting and informative overview, she then withdrew from the meeting at 7:30pm.</p> <p>The Clerk had circulated a link to the Key's summary document on the changes to the framewotk.</p>	
8	<p><u>Link Governor Reports</u> JS reported that she would write up her maths and literacy visit conducted prior to lockdown and forward it for the next meeting.</p>	JS

9	<p><u>Pupil Premium / Sports Premium Statements</u></p> <p>The Clerk referred Governors to the Key's summary document on the changes to requirements for PP reporting and accountability from 1/9/21.</p> <p>It was agreed to add the change in requirements to the PP item on the meetings planner for 2021 / 22.</p>	Clerk
10	<p><u>Policies</u></p> <p>Collective Worship Policy</p> <p>It was agreed to defer this item to the next meeting.</p>	HI
11	<p><u>Dates of Future Meetings</u></p> <p>TBC</p>	
12	<p><u>Urgent Business</u></p> <p>There were no further items and the meeting concluded at 7:35 pm.</p>	
<p>Signed:.....</p> <p>Date:.....</p>		

IVYDALE:- STANDARDS CTEE ACTIONS LOG v 18/5/21

Standards Ctee: 18/52/21			
ITEM	ACTION	WHOM	STATUS
1	Committee membership to be raised at FGB	HI	FGB 6/7/21
4 (a)	Comparative writing data to be circulated when available	HI	
4 (b)	Breakdown of pupil groups who made less than expected progress	HI	Aut 2021
4 (c)	Headline data to be provided for summer FGB including Catch Up pupils as a specific group	HI	FGB 6/7/21
9	Changes to PP reporting from 1/9/21 to be included in the committee meeting planner	Clerk	
10	Collective Worship Policy to be deferred to Aut 21	HI	Aut 2021

Standards Ctee: 9/2/21			
ITEM	ACTION	WHOM	STATUS
7	Provision of groups data to include those accessing catch up provision	JL	Aut 2021
8	Maths & Literacy Link Gov report to be circulated	JS	Aut 2021
10	Revised PP & SPG statements to be published on the school website with BLM statement	HI	Completed

Standards: 17/11/20			
ITEM	ACTION	WHOM	STATUS
5	Interventions data to be presented to spring term meeting	JL	Aut 2021
7 (c)	Inclusion Policy and SEND Inf Rpt to be shared with AT before distributing to Board	RF	