

STANDING ITEMS		
6	<p><u>School Development Plan 2021 / 2022</u></p> <p>HI shared her screen to discuss an overview of elements of the draft SDP for 2021 / 22, which had been discussed at the Autumn 1 FGB on 23/9/21. She reminded members that the committee aims, which have clear direction and purpose were developed about 4 years ago and so it is timely to review them.</p> <p><i>Governors agreed that the existing aims remain relevant but asked if there were any new aspects to add.</i> HI stated that the aims were driven by the comments arising from the previous Ofsted inspection; they remain relevant as the school hopes to return to a more usual year. In addition to the catch up needs, the school will be refocussing on progress, achievement and attainment.</p> <p>HI and JL confirmed that Ivydale is not due an inspection imminently but the 3 I's (intent / implementation / impact) remain a key consideration for Ofsted and so it will be important to continue to highlight evidence of them. Following the comments of the last Ofsted Inspection, one area that was further developed was leadership of the wider curriculum. This was an aspect of the school which JL historically had sole responsibility but this has subsequently been extended to the middle management team. The change provides them with an opportunity to develop their leadership skills with JL's support. Part of this has been enhanced monitoring of the wider curriculum and rather than having lots of observation sessions, the team have been looking at different strategies focused on learning rather than teaching.</p> <p>It was agreed to update the committee aims to include</p> <ul style="list-style-type: none"> • 'develop effective monitoring of the impact of the wider curriculum, its leadership and as part of the PLP' • HI to update and present to the November Board. <p><i>Governors asked if there is contingency within the SDP for hybrid teaching or home schooling given the increase in positive Covid-19 cases in local schools.</i> HI stated that Ivydale has been fortunate in having only had 2 separate cases so far but the systems for age specific remote learning are ready and available at short notice if they are needed. The laptops which were loaned to families last year have all been returned and are available should they be required. Some aspects of the Covid-19 security plan that were in place such as one way systems have been retained. JL stated that the Contingency Plan from last year is still in place and can be adapted to fit the current context.</p>	HI
7	<p><u>Curriculum 2021 / 22</u></p> <p>JL reported that the school has quickly got back to business as usual: -</p> <ul style="list-style-type: none"> • singing, swimming lessons and assemblies have been reinstated, equipment can now be shared across year groups and trips are being planned. • There have been some changes in the curriculum which reflect staff changes. The Sports Coach was not replaced when he left. Class teachers received training last year from the Sports Coach during the weekly lesson covered and are now providing both of the two PE lessons per week. • The Middle Leaders and Curriculum Teams reviewed the core learning for each year group, identified what had been missed last year and adapted this year's plans to include those aspects. They worked with class teachers to plug the gaps. 	

	<p>Governors asked whether the review of all subject areas identified any themes of what was missed and can this be seen in the data. JL highlighted that each child has different gaps which makes it hard to identify a pattern, however, these are the more common areas. It can be seen in the data, although the school does continue to be in line with where it wanted to be: -</p> <ul style="list-style-type: none"> • Maths - calculations was an area that was difficult to teach via remote learning. Children tended instead to fall back on earlier strategies and so a focus has been on core calculation strategies. • Reading – the fluency of reading was not really impacted but comprehension skills were • Writing – Pupils enjoyed writing upon the return to school but many had lost skills, structure and stamina <p>Was the specialist sports provision used for PPA cover previously? JL confirmed that Ivydale has benefited from specialist sports and music teachers for many years. Unlike many other schools with this provision, it was not used for Planning, Preparation and Assessment (PPA) instead, the class teacher was present for these sessions. From this year however, PPA will be used to cover music and PE.</p> <p>Are there concerns with the change in the model? JL and HI stated that the specialist teachers were popular with children and parents, but teachers' confidence has grown thanks to the in house training available and the change is a more sustainable model given the reality of the budgetary situation. However, there will be an impact if there is a loss of other specialisms such as Mandarin in the future as there will be training implications to meet the curriculum expectations. Any new teachers to the school will also need to be trained.</p> <p>Is the Sports Premium still be received? JL confirmed that it is, but it cannot be allocated to staff salaries. A significant proportion of the funding is used for the PE Network and Sports Network which provides staff and pupil training and events. Following feedback regarding the reduction of the number of adults available in school to accompany small groups of children to events, the network is looking at alternative models of provision that work for the whole class or year group. They are also able to provide expertise tailored to different group needs – for a particular cohort, SEND etc, so pupils are getting a different but not lesser offer.</p>	
<p>ITEMS FOR REVIEW Strategic Priority: Consistently good or better teaching</p> <ul style="list-style-type: none"> • PLP data consistently 2+ in all areas • Summer data – external and internal, including any external reports available • Breakdown by pupil groups including <ul style="list-style-type: none"> ○ Those that made less than expected progress • Those accessing Catch Up Premium interventions 		
8	<p><u>Provision for disadvantaged pupils</u></p> <p>JL advised that</p> <ul style="list-style-type: none"> • with the removal of most Covid-19 security arrangements, the school has now returned to interventions for children from different groups and the use of spaces for different groups of children. • There has been a significant reduction in TAs (who are not being replaced as they leave) and so the difficulty has been finding sufficient numbers of adults to lead interventions. As a result, more creative means to deliver some interventions is being used, including the use of volunteers for additional reading and homework support. 	

- Class teachers are being asked to use the school data to identify pupils who have missed particular aspects of learning or who have gaps that can then be targeted with quality first teaching.
- The DfE has made changes to how it funds Academic Mentors, part of the package of Catch Up provision. Last year Ivydale had a Maths Mentor, an application has been made for another one but there are less available and a waiting list. HI reminded Governors that the conscious decision was made last year to use some of the Catch Up funding to maintain Y1 and Y2 in 6 single age classes this year rather than merge them into 5 mixed age classes as proposed by Southwark. These children, who missed so much of their formative education, are now benefitting from smaller class sizes with quality first teaching and have been prioritised for general TA support.

Governors asked if the Academic Mentor worked well last year and if there is a choice in the specialism. JL stated that there were real benefits, he was very enthusiastic. The focus was on targeted support for Y4/5/6 and some individual work; it had real impact for some children. However, he had received very limited training and so required training in post. He began in January, during lockdown so could only work with those children who were in school which was difficult to change when the school fully re-opened. This has made SLT aware that any future Mentors would come with training requirements as well as an induction into the Ivydale way. Schools were offered CVs of candidates, Ivydale made a selection based on those with the right background. No CVs have been provided so far this year but maths continues to be an area of concern.

JL shared her screen to provide an overview of the data included in the report distributed in advance.

Proportion of those at or above predicted scores (Y1 – Y6)

Ivydale has continue to use the nationally standardised PUMA and PIRA tests. There was no teacher assessed writing task last year but Ivydale is part of the Comparative Judgment programme in which children nationally do the same piece of age specific work. This is then uploaded and teachers compare two pieces of work to determine which is stronger and rank them according to children of the same age. Due to the pandemic only Y2 and Y6 did the test last year, this year Y3 will be doing it before the autumn half term.

JL stated that the data shows that despite the pandemic, it was not a disastrous year. There will be a more in depth review of some year groups to see what may have affected the scores and teachers will be targeting those pupils who came within the dark (at Age Related Expectations {ARE}+) and light orange (one step below ARE) bands.

Governors raised the following points: -

Governors commented their surprise at the lower than expected Y1 Reading results given the greater opportunities for parents to read with their children during lockdown. JL stated that Y1 Reading involves decoding in the autumn and spring terms but by the summer they are expected to sequence ideas and answer early comprehension questions. Class teachers felt that the children were not really ready to move to the latter and it is an area that has been prioritised now that they are in Y2, volunteer readers will also provide additional Reading support.

The Y6 data looks very solid, how does this compare with previous years and across Southwark? JL advised that it is not possible to compare the data with other schools as it has not been published. Last year's Y6 was a strong cohort that worked very hard, showing that it is possible to make progress whilst learning remotely.

Do the Y6 Maths results reflect the positive impact of the cohort being split into smaller groups? JL stated that it was an able cohort, but it did benefit from the additional teacher who has worked with Y6 on interventions and enabled smaller group sizes for the past 6 years or so. This arrangement will no longer be possible as that member of staff has been allocated to a class this year.

Could this model be used for earlier cohorts? HI and JL acknowledged that this would ideally be the case but that it is particularly beneficial for Y6 as part of their transition to secondary school. In this model, the interventions teacher also worked with Y5 in the summer term in preparation for them moving up into Y6.

The data shows that across the year groups the dark orange colour (at ARE +) increases each year with the exception of Y3 writing – why is this so? JL stated staff are aware but that it is harder to identify the reason why. Class teachers have reported that the children returned and are happy to write but some groups struggle with the writing skills required in Y3 (punctuation etc). Y1 – Y3 were more affected by remote learning.

Proportion of those working at Greater Depth (Y1 – Y6)

HI highlighted that there is a general aim for schools to increase the number of pupils reaching Greater Depth but this was not the intention of the change in the curriculum.

JL referred the committee to the following in the data: -

- Y5 were in a good position, the focus now in Y6 will be on those that did not reach this standard.
- Y4 Maths and Reading was strong
- Y1/2/3 – were more affected by lockdown
- The proportion of pupils reaching greater depth was higher than previous years, these children did very well working more independently at home.

Progress data Y1 – Y6

- It is challenging to have such an accurate view of progress as there was no 2019 / 2020 data and the spring 2021 data was compiled when pupils had only just returned to school.
- Writing data was probably less accurate as it is teacher assessed and with remote learning it was difficult for teachers to do this.
- Progress was slightly down in Y1 but overall KS2 is in line; patterns will be reviewed and compared this year.

Groups Progress data Y1 – Y6

JL highlighted that the impact of the range of Catch Up interventions can be seen in that the progress made by Pupil Premium (PP) children compares more favourably than the non PP pupils. Class teachers reported that especially where they provided the intervention themselves, there was an impact and it can be seen in the data. There was less progress for the EAL pupils, which is likely due to an increase in the use of the home language during lockdown.

Governors noted that there was less progress shown for SEN pupils. JL confirmed that this is as expected and is due to the fact that these pupils tend to make smaller steps of progress. Some of the pupils with an EHCP have very complex needs and follow a different assessment system that more accurately reflects those smaller steps. It was agreed to return to the data for SEN pupils at the Autumn 2 meeting including how the Cherry Garden progress model works.

Agenda

	<p>Do all PP pupils receive an intervention? JL stated that all PP pupils are offered Catch Up but some did not take up the before or after school offer and so instead were targeted in school. It was good that the school had the choice on the most appropriate way to use the funding. The decision was taken to use existing staff who knew the children and the Ivydale way rather than bring new people in - the data shows that this worked. The DfE has changed how schools access the funding this year and the new approach is less appropriate to the needs of pupils at Ivydale.</p> <p>Governors asked if there is a breakdown in the data between those pupils who were at home and those that were in school during the lockdown. JL stated that this is something she will do; her hunch would be that there would be a big difference but that this would have been mitigated by the return to school at the end of the spring term.</p>	<p>JL</p>
<p>9</p>	<p><u>Teaching Quality Data</u></p> <p>JL advised that the teaching quality data is not available yet as the PLP cycle has only just begun. It was agreed to review the data at the Autumn 2 meeting.</p> <p>HI stated that Ivydale is very fortunate as the school is fully staffed with a high quality teacher in front of every class. As there are no new teachers this year everyone is familiar with the children and the curriculum. TAs have been bottom loaded in Y1 and Y2 for the additional support that these children need.</p> <p>HI shared the organogram; some cohorts are 2FE, the rest are 3FE. There are a number of job share staff and many of the class teachers were moved around this year as part of their career development. The document also shows the deployment of TAs and additional adults to support pupils with an EHCP.</p> <p>Governors asked about the management of staff as the cohorts change from 2FE to 3FE and if Reception will be 3FE next year. HI stated that staff are moved around to fit the size of the cohort. The size of Reception for 2022 / 23 is not clear at this point; the current assumption is that the outgoing 2FE Y6 will be replaced by a 3FE Reception cohort. This increase will absorb the returning maternity leave staff and some part time staff will be offered the opportunity to increase their hours to cover any shortfall.</p>	<p>Agenda</p>
<p>10</p>	<p><u>Review of CPD</u></p> <p>HI highlighted that she provides CPD information to this committee, Resources and the FGB. It was agreed that there is value in this committee reviewing the impact of CPD on progress; HI undertook to provide this information to the Autumn 2 meeting.</p> <p>Governors asked what the expectation is for staff to undertake CPD. JL stated that this is not fixed, there are 5 INSET days per year plus a schedule of staff meetings and individual training based on need and stage of career development.</p>	
<p>11</p>	<p><u>Policies</u></p> <p>Marking and Feedback Policy</p> <p>JL shared her screen to provide an overview of the policy. She stated that the policy has been developed over a number of years and was significantly adapted at the last review in 2019. The evidence shows that this style of marking and feedback has the biggest impact on children and so SLT have worked with class teachers and TAs on following it in class. It can be onerous and so smarter rather</p>	

	<p>than harder systems have been put in place including selecting just the key aspects of the learning objectives. The key presentation guidelines build up over the years and a colour coded system is used. There are different expectations for EYFS, KS1 and KS2.</p> <p>The policy is used quite consistently by class teachers. SLT and middle leaders monitor this in book looks, including how pupils respond. The impact of marking on learning is then discussed at PLP meetings.</p> <p>Governors asked if the policy sets out how the consistency of marking is monitored. JL advised that this is in the Teaching and Learning Policy, which also includes a visual appendix that is displayed in all classrooms so that teachers and children are clear on what the short hand codes mean.</p> <p>Governors also asked if teachers are expected to read about the changes in policies in their own time. HI stated that this would be included in the induction arrangements for all staff and is also covered at INSET, usually in phase groups.</p>	
<p>12</p>	<p><u>Dates of Future Meetings</u></p> <p>16/11/21</p> <ul style="list-style-type: none"> • SEN progress data and assessment • Breakdown of data for those who were in school during lockdown against those at home • PLP data <p>8/2/22 17/5/22</p>	
<p>13</p>	<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: 5/10/21			
ITEM	ACTION	WHOM	STATUS
6	Aims to be updated in the SDP	HI	
8(a)	Progress data and assessment process for SEN pupils to be brought to next meeting	JL	Aut 2 agenda
8(b)	Breakdown of progress data by those who were in school during lockdown and those who were at home.	JL	Aut 2 agenda
9	PLP data to come to Aut 2 meeting	JL	Aut 2 agenda

Standards Ctee: 18/5/21			
ITEM	ACTION	WHOM	STATUS
1	Committee membership to be raised at FGB	HI	Complete
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	complete
9	Changes to PP reporting from 1/9/21 to be included in the committee meeting planner	Clerk	Complete
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

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	