

Minutes of the Meeting of the Standards Committee of Ivydale School, held on Tuesday 22nd January 2019 at 4:45pm.

Present

Ashley Bernard (AB)	Sophie Broadfield (SB) (Chair)
Helen Ingham (HI) (Head)	Jessica Skinns (JS) (Items 1-7)
Kimberley Starke (KS)	Anna Townsend (AT)

Also Present

Nicole Galea	Clerk
Judith Lambert (JL)	Observer
Laura Blackman (LB)	Subject Leaders
Katie Murray (KM)	
Kath Nicholls (KN)	
Grant Perry (GP)	

PART 1

GOVERNOR BUSINESS (A)		
1	<p><u>Apologies for Absence</u></p> <p>SB thanked the subject leaders for attending the start of the meeting and led a round of introductions. The Clerk confirmed that all committee members were present and that the meeting was quorate.</p>	
2	<p><u>Declarations of Interest</u></p> <p>SB reminded Governors of the need to declare any interests for items on the agenda. There were no declarations.</p>	
ITEMS FOR REVIEW		
<p>Strategic Priority:</p> <ul style="list-style-type: none"> • <i>Consistently good or better teaching</i> 		
3	<p><u>Link Governor report and lead teacher – Literacy</u></p> <p>SB advised that the Literacy Link visit will take place next week and the report will be forwarded to the committee for review.</p> <p>GP / KM provided Governors with an overview of the literacy priorities</p> <ul style="list-style-type: none"> • Following the last Ofsted framework change there was an increase in the level of skill required for spelling, handwriting and grammar. There is a consistent approach to assessment, feedback and revisiting these aspects as pupils move from year to year • Pupils are taught to use the correct terminology from early on to enable greater consistency and improved accuracy to their work • Curriculum maps were drafted, some aspects were rejigged and others removed that were no longer required. Teachers use these to provide focus • The framework and assessment were updated as a result of the changes and now match 	FR

	<ul style="list-style-type: none"> The current Y5 are the first cohort to start the new curriculum in Y2 <p>SB asked how the impact of the priorities is reviewed and what the impact has been on results and attainment. GP confirmed that the impact is reviewed through PLP, book looks and the monitoring cycle. The support is measured against targets based on prior attainment (as is also the case with maths). KM stated that the impact on results and attainment can be seen in the data – which has improved massively both the ARE and GD.</p> <p>JS queried if the gaps are identified termly; GP / KM confirmed that they are.</p> <p>SB asked if the Phase Leader approach is working. Staff responded that generally it is, the split in the roles allows for the sharing of ideas, workload and skills across the subject, although working across both buildings can be challenging. HI stated that they have ½ day release per fortnight but the challenge is to arrange it for the same time.</p> <p>Governors thanked Subject Leaders for their hard work and acknowledged the massive improvement in the data.</p>	
4	<p><u>Link Governor report and lead teacher – Maths</u></p> <p>JS spoke to her Maths Link Governor visit (from 18/5/18, updated 21/1/19 which had been distributed in advance</p> <p>Aspects for clarification highlighted at the end of the visit report and points raised within the report were addressed as follows:-</p> <ul style="list-style-type: none"> The new website – AB confirmed that the website will be ready to go live very shortly and will include the school’s calculation policy Maths related clubs – JL stated that Leigh has an appointment with a company which provides maths extra curricular related clubs and will feedback on her progress Subject Action Plans have been circulated <p>AT asked if pupils are streamed for maths. KN stated that Y6 are streamed for 3 days per week in wide ability groups to help them prepare for SATs; it has proved to be very effective over the last 2 years, especially in helping those pupils progress to reach ARE. For the remaining 2 days per week, maths is taught in class.</p> <p>SB asked where the gaps are at present. KN stated that in Y6 the gaps are with the lower ability / borderline ARE pupils and those with SEN. There are also targeted interventions within Y4 and Y5</p> <p>SB asked if the issues identified with maths provision in the February 2017 Ofsted report have been addressed. JL and HI confirmed that they have. They added that the next change will be the introduction of the Y4 online multiplication tables tests in 2020, although the format of the actual test itself is yet to be finalised. JL commented that over the last few years it has been necessary to do a lot of mopping up of tables knowledge in Y5 & 6 which impacts on the time it take pupils to secure their knowledge. KN added that a systematic approach is being used in the current Y3 to prepare them for the test when they get to Y4, including learning the inverse calculations.</p>	

	<p>AB queried the Action Plan point on the teaching of measurements. KN stated that this aspect of the curriculum has now been moved to earlier in the year, LB stated that there is now a variety of CPD available on this curriculum area</p> <p>SB asked the maths leads to comment on the progress of the priority for consistently good or better teaching across the school. LB stated that PLP sessions are used to share good and poorer practice, there is support, team teaching, staff training, disseminating learning and attendance at subject lead meetings at the LA.</p> <p>Subject Leaders then withdrew from the meeting.</p>	
	GOVERNOR BUSINESS (B)	
5	<u>Minutes of the last meeting – 27/11/18</u>	
5.1	<p>Approval of minutes The minutes of 27/11/18 had been distributed in advance. It was RESOLVED that they were an accurate reflection of the meeting and SB signed the minutes to be retained by the Head.</p>	
5.2	<p>Actions Log Governors reviewed the actions log and provided updates where appropriate (attached). In addition the following was discussed:-</p> <p><u>Item 3.2: Data comparison</u> HI reported that she continues to seek comparative data from similar schools but the LA does not provide it and schools are unwilling to share their data. It was agreed to continue this as an action.</p> <p><u>Items 7 and 8: PP and SP reports</u> HI confirmed that the PP and SP reports have been uploaded onto the new website which is accessible via the current website for now pending a 'go live' date.</p>	HI
STANDING ITEMS		
6	<p><u>Teaching and Learning update</u></p> <p>LA Review HI reported that staff have been provided with verbal feedback and the final report has now been received. She stated that it was a supportive review in preparation for the next Ofsted inspection and as such no judgements were given. It was beneficial having someone come in and see the school with fresh eyes – he was able to identify strengths, areas to improve and points to ponder.</p> <p>Improvements</p> <ul style="list-style-type: none"> • Quality of teaching and end of key stage data • Leaders have a good knowledge of teachers' skills • Subject Leaders achieve good outcomes over time • Governors know the school well • There are early signs of the positive impact of the new leadership and structure for inclusion • PP and SP strategies are having a positive impact 	

<p>Areas to Improve HI and JL commented that the reviewer was very focussed on the new Ofsted framework (effective September 2019) and had secondary school experience.</p> <ul style="list-style-type: none"> • Communication around the curriculum • Greater evidence of pupils acquiring skills • School to be clear on the outcomes of all areas of the curriculum • Standards agenda to better reflect the curriculum • Ensure that pupil visits are relevant and the learning from them is maximised • Be mindful of intent, implementation and impact (the focus of the new framework) <p>He raised a concern regarding how the school teaches democracy; JL stated that the focus at Ivydale is on how democracy can be seen in the school setting and reflects current national events whereas school leaders felt his approach was more appropriate to secondary schools.</p> <p><i>SB stated that the school has focused on improving outcomes but he asked lots of 'why' questions and so it is a good time to ask Subject Leaders to share this with them.</i></p> <p><i>JS asked why is there a view that it is inevitable that standards fall when there is a change in focus.</i> JL stated that the new framework is signalled to have greater emphasis on a broad and balanced curriculum but if the same level of input is given to all subjects as is currently given to english and maths, this will have an impact.</p> <p>HI highlighted that the review provided a valuable lesson regarding some of the school's more complex internal systems such as PLP; they need to be able to demonstrate how it holds teachers to account. A document showing links to appraisal and greater consistency will be drafted in order to show how this works in practice. It also revealed that not all information is held in one location and so JL is working on a Teaching and Learning Handbook which will bring all of these pieces together. The Reviewer expressed some concern with how objectives are included in the SDP format and so this will be reviewed.</p> <p>Autumn term data The autumn term data had been circulated in advance.</p> <p><i>SB noted that the Y6 data was not looking as good as the data in the previous year, highlighting the gaps for PP and BME pupils.</i> HI stated that it is more useful to compare the pattern over the year as shown in the pupil attainment and achievement data – more of this will be carried out in future.</p> <p>HI stated that the current Y6 is different to the last cohort but both had similar outcomes at the end of Y5. The profile of Y6 is 50% + PP, 3EHCP, 3 LAC and is the first year of 3FE. This year group is receiving the same input as the previous one with resources being targeted more strategically to those who need it most and they are making progress.</p> <p><i>AT queried if the percentages of pupils above ARE in Y1-6 are lower for writing.</i> HI stated that it is too early in the year to make these predictions for writing as it takes time to develop the new skills needed to meet the new expectations of the year. She confirmed that the December data showed that they all reached ARE for the end of the first term, noting that it is difficult to see</p>	<p>HI</p> <p>JL HI</p>
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	<p>evidence of Greater Development over one term but this should be seen as the year progresses.</p> <p>HI added that they continue to look at the groups; even though the review found that PP pupils do well, this group will continue as a focus as will the progress of SEN though Ruth's work on inclusion and quality first teaching.</p>	
7	<p><u>Review of the School Development Plan</u></p> <p>HI undertook to forward the whole SDP to Governors.</p> <p>It was agreed that it was a useful evaluation but did not need to be on each meeting agenda.</p> <p>JS left at 5:45pm.</p>	HI
<p>ITEMS FOR REVIEW (B) Strategic Priority:</p> <ul style="list-style-type: none"> • <i>Consistently good or better teaching</i> 		
8	<p><u>Sex and Relationships Education Policy</u></p> <p>JL reported that the policy (which had been circulated in advance) was rewritten 2 years ago following in depth consultation with the Parents' Forum; there have been no changes made to the content of the policy but the school values have now been included.</p> <p>SB asked if many parents choose to withdraw their children for SRE sessions. JL confirmed that there were very few pupils withdrawn; sharing the content usually overcomes any concerns that are raised.</p> <p>SB asked how SLT can be sure that a teacher is following what is in the policy and that pupils are receiving the knowledge. JL stated that SRE is team taught across the year group by the teachers and Learning Mentors. The lessons are observed and progress is seen in assessment for learning.</p> <p>AB asked when it is taught in KS1. JL stated that it is split across science, PSHE and P4C and more generally, in response to children's questions.</p> <p>AT asked if it is taught more explicitly in KS2 and how. JL confirmed that SRE is taught as a unit in Y5 and Y6 (unless it arises earlier); again it is spread across science and PSHE. Baby watching is targeted at particular classes to help with relationship building issues.</p> <p>It was RESOLVED to ratify the policy.</p>	
9	<p><u>Dates of Future Meetings</u></p> <p>14/5/19</p> <ul style="list-style-type: none"> • EYFS • Wider curriculum / appoint Link Governor 	

10	Urgent Business There were no further items and the meeting concluded at 6:00 pm.	
Signed: Date:		