

## Minutes of the meeting of the Standards Committee of Ivydale School, held on Tuesday 17<sup>th</sup> November 2020 at 6:00pm via Zoom.

Present

Helen Ingham (HI) (**Head**)  
Kimberley Starke (KS)

Jessica Skinns (JS) (**Chair**)  
Anna Townsend (AT)

Also Present

Alasdair Buckle (AB)  
Ruth Fairclough (RF)  
Nicole Galea  
Judith Lambert (JL)

Observer – Pupil Premium Link Governor  
Observer (Items 1 – 3 & 7)  
Clerk  
Observer

### PART 1

<b>GOVERNOR BUSINESS</b>		
<b>1</b>	<b><u>Apologies for Absence</u></b> The Clerk advised that all committee members were present and that the meeting was quorate.	
<b>2</b>	<b><u>Declarations of Interest</u></b> JS reminded Governors of the need to declare any interests for items on the agenda. There were no declarations.	
<b>3</b>	<b><u>Minutes of the last meeting –</u></b>	
3.1	<b><u>Approval of minutes: 29/9/20</u></b> The minutes of 29/9/20 had been distributed in advance. It was <b>RESOLVED</b> 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 for retention.  There were no matters arising not covered elsewhere on the agenda.  It was agreed to vary the agenda to take the PP and Inclusion items first.	
<b>STANDING ITEMS</b>		
<b>4</b>	<b><u>Teaching and Learning Update</u></b> JL provided an update <ul style="list-style-type: none"> <li>• The Teaching and Learning Policy is now embedded and has had a number of Covid-19 updates.</li> <li>• The autumn focus has been on wellbeing and transition. There has been quality first teaching and the use of Catch Up funding. Basic skills have been included in all lessons across all subjects</li> <li>• A lot of work has been put into resources to ensure that all lessons fit within the Risk Assessment</li> <li>• The curriculum has not been narrowed: in class singing has moved to bubbles having a weekly singing assembly in the hall, there are also year group bubbles for Y4 ukulele, Y3 xylophones, Y2 and Y6 steel pans and Y5 chess. The PE curriculum plan has been re-organised around non sharing of equipment.</li> <li>• Some classroom changes have been implemented – all tables face forward, there is no carpet time (except EYFS) and outdoor learning is encouraged. Class teachers have proved to be very flexible in their</li> </ul>	

	<p>approach and ways of teaching; the changes seem to be working well and have helped with reflection.</p> <ul style="list-style-type: none"> <li>• The Remote Learning Plan is in place; all pupils have access, staff were trained at the October INSET and are ready to go should a bubble collapse.</li> <li>• The Curriculum Teams are growing increasingly effective. They are working on a curriculum development programme across Southwark, Lewisham and Bexley. Charles Dickens School is leading for Southwark, although Ivydale is in the Bexley cohort. It builds on using evidence based understanding to effectively inform practice. Each school will choose an area of focus and write an action plan; the Ivydale focus is likely to be on memory and information retrieval.</li> </ul>	
<p>5</p>	<p><b>Catch Up Plan and Structure</b> JL stated that the plan is in place but there is no data available so far to share. The £42k funding has been allocated as follows: -</p> <ul style="list-style-type: none"> <li>• 2 existing part time members of staff have been appointed as Catch up teachers, initially providing 3 days in total with Y1/2/3 receiving a day each, as these were assessed as having been most affected by lockdown. <b>JS asked how these cohorts were identified as having the greatest need.</b> JL stated that without the use of formal assessments, class teachers and TAs used informal assessments to decide. Typically, older pupils revisit concepts and so can pick up on missed areas whereas if a younger child misses something in Y1 it can be very difficult for them to pick up later.</li> <li>• This releases the most senior (UPS) teacher in each cohort to take a group out for additional core lessons (literacy will be the focus until February 2021, followed by numeracy until the end of the summer term). There will also be small group work for reading and phonics. The remaining children in the class benefit from working in a smaller group with the Catch Up teacher.</li> <li>• 1:1 offer for 50 PP pupils either before or after school in Y1 – Y6 with a TA. <b>JS asked what the expected take up will be given the historically variable take up of this group for extra curricular clubs.</b> JL stated that typically the out of school hours non academic clubs have been less valued but it is hoped that parents will see that these are tailored 1:1 catch up sessions. Lunch time clubs have been considered as an alternative but this is difficult logistically for staff.</li> <li>• An application was made to the Academic Mentor Programme through Teach First for a Numeracy Academic Mentor. The salary for the post is met by the DfE with the school paying the on costs. The person will start in January 2021 and be based at Inverton working with Y3 and Y5 as these groups were identified as having the greatest need.</li> </ul> <p><b>JS asked how this plan compares with that in other schools.</b> JL stated that she has spoken to some other schools, they are taking many approaches depending on what they had in place before and how they chose to spend the funding. There are lots of agencies offering Catch Up tutors but they are of unknown quality. At Ivydale there is consistency across Y1 – Y3 with the most experienced teacher providing the Catch Up sessions, pupils are not missing core lessons and are also getting additional phonic support. The remainder of the class benefit from smaller groups with an existing member of staff. With the Academic Mentor Programme, the DfE asked schools to consider PP pupils, however, when</p>	

	<p>the formal assessments are completed at the end of term it will identify the pupils with gaps.</p> <p><b>JS asked how the outcomes of these programmes will be assessed.</b> JL stated that this will be a challenge; Helen Easton (Phase 1 Lead) will review the impact of Catch Up against the baseline assessment. For the Academic Tutor and the 1:1 sessions, a baseline will be taken when the specific pupils have been identified in order that impact can be determined.</p> <p><b>AT asked if the Catch Up groups will be fluid.</b> JL advised that the pupils with gaps have been identified so they will remain in the Literacy group until February, then pupils will be reassessed for the numeracy focus.</p> <p>JL undertook to bring the key data for these interventions to the spring term meeting.</p>	<b>Agenda</b>
<p><b>ITEMS FOR REVIEW</b>  <b>Strategic Priority:</b> To narrow the achievement gap between identified vulnerable groups (including pupil premium and SEND children) and their peers</p>		
<b>6</b>	<p><b><u>Teaching Quality Data</u></b>  JL advised that staff are half way through the first of 3 cycles for the year. It is going well so far with all staff partnered and observations taking place. The first set of data will be available for the spring term meeting.</p>	<b>Agenda</b>
<b>7</b>	<p><b><u>Link Governor Reports</u></b></p> <p><b>Pupil Premium (PP)</b>  AB reported that he had just taken on the PP Link Governor role and plans to undertake virtual visit.</p> <p>HI reported that the annual PP report was very similar to that of last year. Schools are unable to provide an impact statement for 2019 / 20 due to the lack of contextual summer term data following lockdown. Instead, the 2018 / 19 data has been retained as this is the latest national comparative data.</p> <p>She stated that SLT felt that it was appropriate to maintain the same approach for this year, as the barriers and the way that the school targets the funding is the same.</p> <p>The numbers of pupils eligible for the PP grant has increased slightly this year, a mirror of the national picture and a reflection of families moving into the FSM category during lockdown. Families have been encouraged to apply to FSM particularly because of the holiday voucher schemes. There will be a further push to remind parents of the criteria before the end of term.</p> <p>The following areas of support provided through the PPG were highlighted: -</p> <ul style="list-style-type: none"> <li>• Maintain a teacher for 3 days per week in Y6</li> <li>• Assess for Easter booster sessions in Y6 if needed</li> <li>• UPS teacher larger groups, small groups and individuals</li> <li>• Phase Leaders and TA and Speech and Language Therapist all work towards targeted interventions including speech and language sessions across the school</li> </ul>	

<ul style="list-style-type: none"> <li>• Subsidies for extra curricular activities would usually be offered but have been paused due to the pandemic (although some music lessons are being provided outside school via Zoom)</li> <li>• Additional pastoral support from the Learning Mentors and targeted psychotherapists</li> </ul> <p>There is some cross over between PP, Inclusion and Catch Up spending.</p> <p><b>AT asked if the funding that would have been used for the extra curricular clubs will be rolled over to the next year.</b> HI stated that SLT will look at the best option – whether to roll the funding on or possibly provide additional sessions in the spring term if that is possible. It is highly unlikely that there will be school journeys this year and so they will look at creative alternatives.</p> <p><b>AT highlighted the importance of transparency in how the funding is allocated and asked if it would be possible to include the total expenditure for each of the three expenditure areas in the report to avoid easy identification of individual’s whose salaries are covered by PPG.</b> HI stated that she would investigate providing this without breaching confidentiality.</p> <p><b>JS asked if the slight increase in pupils eligible for PP could be quantified by numbers, percentage or additional funding.</b> HI confirmed that there are currently 86 PP pupils this year. Last year there were 83 pupils; this figure would usually reduce to reflect the departing Y6 but this year, the joiners have more than replaced the leavers. Over the summer and since the beginning of the autumn term there has been an increase in FSM applications.</p> <p><b>JS commented that the increase would not have a significant impact on the budget.</b> HI agreed that it would not, but the budget had assumed a loss in income rather than a slight increase which is positive.</p> <p><b>AT queried if the funding would be lost if the family circumstances improve.</b> HI confirmed that even if a family become no longer eligible for FSM, they come into the category of ‘Ever 6’ and the school continues to receive the funding for 6 years.</p> <p>There were no further questions.</p> <p><b>Inclusion</b> RF provided the committee with a presentation on Inclusion at Ivydale. She stated that the Inclusion Team is responsible for the school’s behaviour system and SEND pupils; this presentation (to be forwarded for circulation by the Clerk) will focus on SEND.</p> <p><b>Behaviour</b> RF stated that the focus for the first half of the autumn term was on behaviour as it was anticipated that there would be some tricky behaviours following the return to school. However, as shown in the snapshot provided, the number of Achievement Points awarded was high (most being awarded for ‘responsibility’) and of the 1250 recorded Behaviour Incidents, most were yellow cards for small mistakes or reminders which children are expected to make.</p> <p>The Behaviour System has been developed this year with the introduction of the online Celebration assembly. Class teachers provide photographs which are included in a slideshow and the event is included in the school tweets.</p>	<p>HI</p> <p>RF</p>
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**AT asked how behaviour compares to previous years.** RF confirmed that the number of Behaviour Incidents for the first half of this Autumn term are lower than those recorded in both 2018 and 2019. Achievement Points were higher in the first year but then dipped, they are now increasing following greater input on motivation with the celebration assemblies and the focus on collective House responsibility rather than individual classes. AT commented that, as a parent there seems to be greater consistency in the system across classes.

## SEND

RF stated that

- there is no significant or reliable attainment data for SEND pupil from last year, it will be forwarded when available.
- The number of pupils on the SEND register has fallen from 106 in 2018 when the new system was introduced in school to 76. This shows that the model of early intervention is working, with the number of interventions on a downward trajectory in place of the upward trajectory found in 2018.
- In 2018 there were 8 pupils with an EHCP; this has increased to 9 and with the massive triumph of 3 pupils moving on to special schools.
- The team is ambitious in the number of EHCP applications made; 7 were awarded last year. However, there has been a shift with greater focus now given to those pupils that could remain within the mainstream setting if they had additional support and therapy to do so. These pupils qualify for a lower band of funding.
- The gender breakdown of the SEND register in comparison to that of the whole school matches the national picture: -
  - girls 36% SEND, 45% whole school
  - boys 64% SEND 55% whole school
  - girls are therefore being targeted for any less obvious but underlying SEN issues
- The ethnic breakdown is
  - White 39%, 64% whole school
  - Mixed 32%, 19% whole school
  - Black 24%, 14% whole school
  - Asian 4% **xx% whole school**
- There is an overlap between SEN and other vulnerable pupil groups: approximately 17% pupils are eligible for PP but 43% of pupils on the SEND register are PP which is a larger proportion than in 2018.
- Attendance – 21% of SEN pupils have 90% or less attendance, however this includes one child who cannot attend school due to health reasons and 2 families with multiple siblings that are being taken through the legal process by the LA due to poor attendance.
- The largest proportion of need is
  - SLCN (Speech / Language Communication Needs) at 54% which is as expected as communication issues are usually the first to be picked up
  - SEMH (Social, Emotional, Mental Health) is 19% and
  - ASD (Autistic Spectrum Disorder) 13%.
  - The other categories used are SPLD (Specific Learning Difficulties) eg Dyslexia, MLD (Mild Learning Difficulties) eg Global Delay, PD (Physical Disabilities including those who use a wheelchair and HI (Hearing Impaired)

**JS asked how these numbers compare with local and national data.** RF confirmed that the levels are similar but that the early intervention model may account for higher SLCN levels. However, the early identification in EYFS and Y1 mean that the issues facing

	<p>these children are addressed, allowing the child to learn and move off of the register.</p> <ul style="list-style-type: none"> <li>• SEN action plans have been derailed by the pandemic but have been adapted where possible. All high needs pupils have had a risk assessment completed to review their safety to attend and there continues to be a high level of communication and weekly welfare checks.</li> <li>• During lockdown SENCos ran a 'school at home' programme that was specific to pupils' EHCP targets, followed by very successful reintroduction sessions in the summer for individuals and groups of children.</li> <li>• 1 child is being home schooled and transition timetables are being used where needed in school, with varying success.</li> <li>• The intervention offer has been adapted to fit the bubble system with some being run virtually.</li> <li>• Moving forward, the SENCo Team will continue to provide pupil and class teacher support, INSET training and observations for all staff across the school as well as working with Cherry Garden Special School on the trial Branch Mapper project.</li> </ul> <p><b>JS asked if parents can use Branch Tracker.</b> RF stated that initially the class teacher uses steps and recordings to create an 'orchard of success', parents can then access this to see where their child is doing well and areas that are less successful. The trial began successfully last year but was interrupted by the pandemic.</p> <ul style="list-style-type: none"> <li>• SDP Priority 2: Rapid Pupil Progress – the Inclusion Team work to support assessment and the demonstration of progress but it is challenging to show the gradual progress with SEN pupils especially with the weight of need at Phase 1.</li> <li>• SDP Priority 3: Pupil Wellbeing – Ivydale is involved in RULER - a trial programme developed by Yale University and run through London South Teaching School which has had a massive impact at Charles Dickens School. It helps children understand and express and then regulate their emotions. The impact of the trial will be assessed and reported back to Governors.</li> </ul> <p><b>JS asked how pupils are identified for this programme.</b> RF stated that the 1<sup>st</sup> session has been held with Charles Dickens School. The 8 schools involved in the trial have been asked to identify a trial year group, at Ivydale this will be Y5 as one of the Y5 teachers is Head of the Wellbeing Committee</p> <p>Governors thanked RF for her presentations, there were no further questions and she withdrew from the meeting at 6:40pm. HI stated that she would share the Inclusion Policy and SEND Information Report with AT prior to circulation to the Board.</p> <p><b>Sports Premium</b>      JL referred the committee to the Use of Sports Premium Funding 2020 – 21 Report which had been circulated in advance. She stated that the targets are very similar to those set last year but that it is difficult to provide a review of the 2019 -2020 allocation as schools cannot report on Y6 swimming or progress towards the action plan.</p> <p>JL highlighted that the participation in the London PE and School Sport Network (LPESSN) will now provide some work in assessment in PE which will bring it in line with other subjects. Live competitive sports with other schools has been tricky due to the pandemic; there have been some virtual sessions but it is hoped that live sessions will restart as soon as possible.</p>	<p>HI / AT</p>
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	<p><b>AT asked if all teachers have the opportunity to upskill with a sports specialist.</b> JL stated that some classes receive the session as part of their PPA allocation but CPD is also available from LPESSN.</p> <p><b>AT asked if it would be possible to have clearer information on the allocation of funding, particularly in terms of sustainability.</b> HI undertook to include this in the cost column in the document.</p> <p>HI added that in January 2020, the Health and Wellbeing teacher put forward an application for Ivydale to be assessed for the Healthy School's Award. However, this has not yet been achieved but not through want of effort – initially the LA did not consider the application due to the pandemic and then it did not include the Covid-19 related information provided and now, following further prompting it has asked for an additional policy. It is hoped that the award will be given before the end of term.</p> <p>HI advised that due to the pandemic restrictions it had not been possible to organise any Link visits but she undertook to arrange virtual Governor Visit sessions to take place if possible before the FGB for</p> <ul style="list-style-type: none"> <li>• AT – Literacy</li> <li>• CM – Safeguarding</li> <li>• AB – PP.</li> </ul>	<p>HI</p>
<p>8</p>	<p><b><u>Policies</u></b></p> <p><b>Fundamental British Values (FBV) Statement</b> HI reported that there have been no significant changes to the non statutory statement which links with how the FBV fit with the school's values based approach. It is a useful document highlighting what the school does. <b>AT asked which cohorts do Philosophy for Kids.</b> JL stated that most year groups do something throughout the year culminating in a greater focus for Y6.</p> <p><b>Curriculum and Standards Relating to Single Equalities Policy</b> HI reported that the Scheme has had only minor updates but the Action Plan has been significantly updated, these then relate to other policies and documents. Pre Covid-19 and into this year there is a big focus on increasing diversity, ensuring that there is representation across the curriculum and in reading material.</p> <p><b>JS asked if there is a statement addressing the issues raised by the Black Lives Matters movement.</b> HI reported that the school put out a statement to all families in the summer term which could also be published on the website, reference to the movement could be included in this document. The issues raised continue to be addressed through diversity in the curriculum.</p> <p><b>JS asked if there a review of school books for diversity is included in the plan.</b> HI confirmed that this is included but that she will make it more high profile. The Action Plan will be reviewed by this and the CFC Committee.</p> <p><b>AT asked if the books will be updated in both the library and in class.</b> HI confirmed that they will be in both. She stated that the library is very well stocked in terms of diversity but the challenge is access; an electronic cataloguing system is being installed this half term. A significant portion of the budget has been used to order new content for book corners.</p>	<p>HI</p> <p>CFC / Stds Ctee</p>

	<p><b>Collective Worship Policy</b>          HI reported that this is a non statutory statement of what the school provides. Assemblies are currently pre-recorded by SLT and virtual, one positive of this is that all pupils are getting the same voice and message across the school. In addition, there are Celebration assemblies, Phase assemblies and the singing assembly – all of which are virtual.</p>	
<p>9</p>	<p><b><u>Dates of Future Meetings</u></b></p> <p>9/2/21</p> <ul style="list-style-type: none"> <li>• Catchup / Academic Tutor / 1:1 – initial data</li> <li>• PLP data</li> </ul> <p>18/5/21</p>	
<p>10</p>	<p><b><u>Urgent Business</u></b></p> <p>There were no further items and the meeting concluded at 7:30 pm.</p>	
<p><b>Signed:</b>.....</p> <p><b>Date:</b>.....</p>		