

**Present:** Hayley Brooker Sarah Jarman (Headteacher) Sally Prosser, Maura Rutter (Maths Leads, Queen Emma)  
Cath Stubbs Sean Lang (Chair) John Alexander (Maths Lead, Queen Edith)  
Clare Chapman Victoria Renfro  
Craig Dyer Zoe Vassiliou (Clerk)  
Nicola Simmons

Item	Notes	Actions
1	<b>Apologies for Absence were accepted from</b> Ambili Nair, Esther van Sluijs, Jo Dooley, Joanna MacKenzie and Steve Rothwell.	
2	<b>Declaration of interest</b> None	
3	<b>Agree Minutes of the last meeting</b> Minutes of 26.09.2022 were agreed by the committee.	
4	<b>Matters Arising</b> <ul style="list-style-type: none"> <li>• <b>Gov Q: In the QED Data Report there is reference to a focus on PP children in all areas. Has the focus on these pupils improved their outcomes?</b> Pupils have sat their first set of assessments this week and whole school outcomes from this half term will be shared with the FGB at February's meeting.</li> <li>• We welcomed Craig Dyer to the Committee.</li> </ul>	
5	<b>Maths Update</b> <a href="#">Queen Emma</a>	

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	<p>I. We have implemented a whole school approach to maths mastery. Focus on all children developing a deeper understanding of structures and being more fluent. We have also implemented curriculum prioritisation documents and all staff are teaching from these and training is being provided. This is the first year maths mastery has been used in Reception and we hope to see pupils develop a deeper understanding of key facts (numbers within numbers). Maths leads attend a work group and share information with teaching staff throughout the school. Sally Prosser started her maths mastery specialist course last week. Planning is being developed and worked on as we embed this further into the curriculum across the school. Maths leads are providing support and training to teaching staff. To develop fluency and fluency facts in KS1 teachers are being asked to assess children and target those who are still struggling. In KS2 multiplication matters has been launched since half-term.</p> <p>II. School is working to raise the profile of Numbots and Timestable Rockstars through homework with certificates being handed out.</p> <p>III. Maths leads are visiting classrooms as regularly as can be managed and are seeing a greater use of structure and encouragement to use better vocabulary, answering maths questions in full sentences.</p> <p>IV. <b>Gov Q: How do you support parents to support their children?</b> We are trying to push fluency in the homework, key number facts within 10 and above. This should be known by Year 2 although some pupils automatic knowledge isn't there. Maths leads are working on a calculation policy detailing steps that children need to follow in school which will be shared with parents.</p> <p><i>Queen Edith</i></p> <ul style="list-style-type: none"> <li>• School continues to us White Rose maths planning. It is a great scheme and teachers are familiar with the teaching methods and are seeing good progress. A few issues have been identified; it is excellent at teaching and improving fluency and arithmetic but not so strong in embedding use of manipulatives. Addition lessons take place each week with progress quite good but with areas to build upon; these have been shared with staff today at the staff meeting.</li> </ul>	

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	<p><b>Gov Q: What do you hope to see happening in two years?</b></p> <ul style="list-style-type: none"> <li>• We hope children have a deep understanding of the maths they are doing and want to make sure that all children are accessing learning and that PP children make good progress as well.</li> <li>• At Queen Emma Years 4,5,6 haven't had maths mastery embedded as strongly as in EYFS and KS1 so we would hope to see this improved.</li> <li>• We would like to see evidence that pupils link lessons back to previous year groups showing layering and depth of knowledge in their understanding .</li> </ul> <p><b>Gov Q: Is training being provided for staff and how will you monitor subject knowledge?</b> We have looked at planning and maths books to monitor subject knowledge and put support in place where necessary. Staff are very forthcoming about seeking help. Training has taken place recently and maths leads will continue to cascade information.</p> <p><b>Gov Q: Is there evidence of the impact of the training during last half term?</b> We can see improvement in teaching and planning in classrooms, but it is harder to track the confidence of staff and maths leads will need time out of classroom to monitor more fully. A key problem we have identified is that upper KS2 teachers are not aware what teaching took place in Year 3 so linking back lessons is quite a challenge and an undertaking. Maths leads have high ambition for progress at Queen Edith with all children having access to small group time with teachers. Teachers are using their knowledge to expand learning and build on White Rose maths planning.</p>	
6	<p><b>Attendance and Admissions</b></p> <ol style="list-style-type: none"> <li>I. When attendance drops below 90% DH's often call the parents to look at reasons for absence and issue a soft letter first reminding parents of the importance of strong attendance. However, it is common during the Autumn term for a child's attendance to drop below 90% due to illness.</li> <li>II. Attendance letters have been looked at and amended in line with LA expectations.</li> <li>III. A list of children whose attendance is below 90% is provided to class teachers for parents evening so this can be discussed with them. Teachers also get a weekly up-date so they can have conversations with children / parents.</li> </ol>	

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	<p>IV. Office staff send a daily absence report via email which alerts staff to any issues very quickly.</p> <p>V. Family worker and senior management have carried out home visits when children don't come to school and have asked police to do welfare checks. On occasion police have referred concerns to social care but social care have stood the case down and police will then not do further welfare checks.</p> <p>VI. <b>Gov Q: Is the SEN / EHCP data skewed by 1 student?</b> Yes; a year 4 pupil, whose attendance is of concern, has ill health and mum is visiting doctors. Another child who has been on a part-time timetable has just started back full-time so this hopefully this figure should improve. Parents of another vulnerable child with an EHCP are being incredibly careful of her in relation to Covid-19 and this is having a significant impact on attendance.</p> <p>VII. With regard to admissions at Queen Edith 3 new pupils have joined since the report.</p> <p>VIII. Persistent absence for Queen Emma is quite high at 15%; this is in part due to 4 children leaving the school, not returning in September but remaining on roll. They have now joined their new schools and have been taken off our roll so this should improve. The national average for persistent absence is 12.1%. We will bring up-dated figures to the next meeting.</p>	
7	<p><b>Up-dated Policies</b></p> <p><i>Assessment Policy</i></p> <ul style="list-style-type: none"> <li>• <b>Gov Q: Why was FFT chosen for reading?</b> We looked at many programmes and liked FFT. Many programmes required schools to buy in and were costly. The benefit of FFT is that you could use a range of books that we already had in school. This has been up and running for a year now.</li> <li>• <b>The Committee accepted the Assessment policy.</b></li> </ul> <p><i>Policy for managing serial and unreasonable complaints.</i></p> <ul style="list-style-type: none"> <li>• <b>The Committee accepted the policy for managing serial and unreasonable complaints.</b></li> </ul>	
8	<p><b>Safeguarding Update</b></p> <ul style="list-style-type: none"> <li>• Craig Dyer had attended the Federation's Safeguarding training which he had found very informative.</li> </ul>	

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	<ul style="list-style-type: none"> <li>The committee were provided with a list of how we ensure that the Federation meets the statutory obligations for safeguarding as set out in KCSIE. This detailed specific measures to strengthen safeguarding which have been put in place since September 2021.</li> </ul>	
9	<p><b>Correspondence received or circulated</b> None</p>	
10	<p><b>Items to be reported to parents</b> Parents have been informed about our phonics change in the last newsletter. We will soon be holding phonics workshops for parents.</p>	
11	<p><b>Any other business</b> None raised</p>	
12	<p><b>Date of next meeting – Monday 16<sup>th</sup> January 2022, 5.30 pm</b></p>	

Signed: S. F. Lang Dated: \_\_\_\_\_  
 (Sean Lang, Acting Chair, Standards & Improvement Committee)