

## Standards & Improvement Committee Meeting

Monday 15<sup>th</sup> January 2024, 5.30 pm

Queen Emma School

### Minutes

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Governors Present:

Ambili Nair  
 Craig Dyer (Chair)  
 Joanna MacKenzie  
 Sarah Jarman (EHT)  
 Sarah Steele  
 Sean Lang  
 Steve Rothwell  
 Sulochana Subramaniam

Others present:

Cath Stubbs  
 Hayley Brooker  
 Julia Neal  
 Nicola Simmons  
 Rachel Holman  
 Zoe Vassiliou (Clerk)

	Item	Supporting Paperwork	Notes	Action
1	Apologies for Absence		Apologies for absence were received from Siobhan Dickens.	
2	Declaration of Interest		None declared	
3	Agree minutes of the last meeting	Minutes 20.11.2023	Minutes were agreed	
4	Matters Arising		Monitoring schedule to be share – Item 8.	
5	Data outcomes – Autumn Term B (NS/CS)	Queen Edith – Autumn Term data report Queen Emma – Autumn Term data report	<p><i>Queen Edith School</i></p> <ol style="list-style-type: none"> <li>Progress is slow in nursery; note the PSED (personal, social, emotional development) figure for our current nursery class is low (54%), and that Literacy and Understanding the World are also low. The cohort is made up of many EAL pupils and two pupils who are non-verbal so there are challenges</li> <li>School is delighted with progress in Reception with significant progress seen in all areas.</li> </ol>	

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			<p>3. <b>Challenge: Maths progress is particularly impressive in Reception. What has been put in place to achieve this?</b> Staff identified gaps in understanding and spent time focusing on these to ensure good grasp of learning to date.</p> <p>4. Results in Y1 are also pleasing with good progress (above national outcomes) in all areas. Focus is on writing with staff receiving training and introducing the Write Stuff to support development.</p> <p>5. Year 2 attainment in reading and writing is below national outcomes. Staff have identified the lowest 20% of readers and those who are borderline and will focus on providing support through 'Reading with the Lightning Squad'. It is worth mentioning that marking for Year 2 is quite harsh as we can face external moderation during the Summer term and staff want to be able to justify their assessment of each pupil.</p> <p>6. In Year 3 attainment is below national outcomes in Writing, but above national outcomes in Maths. Reading is in line with national outcomes and the number of pupils achieving GD is above. Staff have identified gaps and will implement interventions using TA support and the Lightning Squad FFT tutor.</p> <p>7. Attainment in Y4 is above national outcomes in Maths and Reading, but below in Writing. Again staff have identified gaps and will introduce interventions using TA support and the lightning Squad FFT tutor.</p> <p>8. Progress was good in Y5 and attainment was above national outcomes in all areas. Good progress was made by PP children in all areas.</p> <p>9. Year 6 are within 10% of national outcomes in Writing and Maths. Governors should note that assessments in year 6 take place earlier in the Autumn term than for other year groups so progress will have been made since these assessments. Next year the Autumn term assessment will be brought in line with all other year groups.</p> <p>10. <b>Challenge: Are staff confident in their judgements?</b> Yes, we have done a lot of work supporting staff with assessment and moderate work across the two schools.</p> <p><b>Queen Emma School</b></p> <p>1. Queen Emma Nursery has 5 pupils with an EHCP, 2 non-verbal pupils and a high number of EAL pupils which accounts for the low results in communication and language and PSED. We are continuing to implement and monitor the use of the FFT First Steps to Phonics</p>	

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			<p>Programme into Nursery to support progress and to identify gaps in children's understanding.</p> <ol style="list-style-type: none"> <li>2. Reception has pupils with 5 EHCPs with 2 non-verbal pupils and this has impacted scores. Staffing has been disrupted for one class, but we now have an excellent supply teacher in place who is working very hard, alongside Lucy Coston, to raise outcomes for our Reception pupils.</li> <li>3. The school improvement champion is working closely with Year 1 to increase their writing stamina and provide support.</li> <li>4. Year 2 have made good progress in all areas and greater depth is above national in all areas apart from maths.</li> <li>5. The transition from Year 2 to Year 3 has impacted on outcomes; some brighter pupils moved to the private sector and pupils who have joined in Year 3 are pupil premium and have special needs, with a large EAL cohort.</li> <li>6. Year 2, 3 and 4 are receiving targeted support in reading and writing and also providing support for the transition between KS1 and KS2 from NTP funding.</li> <li>7. Year 6 have introduced early morning maths booster sessions supported by the school improvement champion.</li> <li>8. <b>Challenge: PP results are patchy across both schools; what action is being taken?</b> Nurture provision is now in place at both schools and we are seeing the benefit of this; teaching assistants are running interventions for the lowest 20% of pupils where gaps in learning have been identified. The Federation is committed to closing the attainment gap for pupils receiving pupil premium funding.</li> <li>9. We are concerned about the spaces in both schools; as we have spaces we are getting increasing requests to accept pupils with high level SEND and / or behavioural needs. Some pupils have been non-attenders, or have a language barrier. Occasional pupils have arrived from overseas and have SEND but no EHCP, which does take time to put in place and this has an impact on our budget. Our SENCo, who is on secondment with us from the Local Authority one day per week, says that she has never seen anything like the need in our school.</li> <li>10. Both schools have lower than usual first place preferences for Reception 2024 which is also concerning.</li> </ol>	

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6	School development priorities (Governors and EHT)	School Development priorities – 04/23 to 03/24 Leadership plan – 04/23 to 03/24	<ul style="list-style-type: none"> <li>We have again shared development priorities with governors as we are now in the last quarter of the year. The Leadership and Management development plan has been shared with governors so they can refresh themselves of their priorities and complete impact statements by the end of March 2024.</li> <li><b>Challenge: Where do you think we are?</b> The SLT consider that we have made good progress towards priorities for April 2023 to March 2024 and will be completing impact reports after half term, along with subject and phase leaders.</li> <li><b>Challenge: Have you planned your development priorities for the next year?</b> The SLT has a scheduled planning day during March where priorities will be set. Pupil premium attainment will remain a priority along with continued hard work on behaviour. The SDP for April 2024 to March 2025 will be shared with the full governing body at a later meeting. Governors might also want to give some consideration to their priorities for the next year.</li> </ul>	
7	Attendance Report (HB/CS/RH)	Queen Edith – Attendance and Admissions (Autumn A) Queen Emma – Attendance and Admissions (Autumn A)	<ol style="list-style-type: none"> <li>Attendance dipped at both schools, although is better than at the same time last year. Autumn term B is always impacted by children picking up bugs. Also around the Christmas holidays many families from overseas do take holidays that result in unauthorised absence.</li> <li><b>Challenge: The attendance rate is less good at Queen Edith; is there a reason for this?</b> Yes, Queen Edith has a greater number of pupils on reduced timetables arranged through the Local Authority and attending alternative provision.</li> <li>We are disappointed in attendance figures for PP children and are liaising with family workers and the local authority to try and promote improved attendance. This remains a focus for both schools, not least because these are typically vulnerable children.</li> <li>Governors noted that LAC pupils at Queen Emma have amazing attendance.</li> <li><b>Challenge: Is poorer attendance still linked to Covid?</b> It does seem that with more parents working from home there is less imperative to bring children in to school. However a larger problem is parents taking holidays within school term time; they calculate that it is cheaper to pay the fine than to pay for a holiday during school holidays.</li> <li>Numbers at both schools are lower than we would like and will impact funding.</li> </ol>	
8	Monitoring schedule for FLT and to support Governor visits (NS)	Monitoring schedule – will be tabled at the meeting	<ul style="list-style-type: none"> <li>The FLT shared their monitoring grid for the Spring term with governors. This is to support governors to build their visits around school monitoring.</li> <li>The committee requested that this be shared at the full governing body meeting; in the</li> </ul>	<u>ZV to add to FGB agenda</u>

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			<p>meantime Sean Lang, Craig Dyer and Harriet Phillips will meet to consider governor visits in line with the monitoring schedule</p> <ul style="list-style-type: none"> <li>Governors asked what WIGs stood for; Wildly Important Goals – these are goals set for a class or set by an individual child for themselves around their learning. Wiglets are awarded and will be presented to the FGB so governors can see them.</li> </ul>	<u>ZV to email to SL, CD, HP</u>
9	Safeguarding (SJ)	<ul style="list-style-type: none"> <li>Lettings policy (includes safeguarding update in line with KCSIE)</li> <li>Actions taken by Community lettings administrator</li> </ul>	<ul style="list-style-type: none"> <li>Keeping children safe in education (KCSIE) 2023 has been amended to strengthen guidance around external providers safeguarding policies and procedures. To meet these requirements the Federation has amended our lettings policy and procedures (Item 14).</li> <li>External providers now have to confirm and share their safeguarding policy and procedures with the Federation, or sign up to our policy and procedures. We also offer the opportunity for all external providers or peripatetic teachers to attend our training.</li> <li>This will all be saved on file and reflected on the SCR.</li> </ul>	
10	Correspondence Received / Circulated		None	
11	What is the impact of decisions made during this meeting upon the standards and improvement of the Federation?		Having an opportunity to see the monitoring schedule will support governors to create a targeted and effective visit schedule.	
12	Actions for Governing Body to discuss/carry out CPD/ arrange a visit/etc. from this meeting/previous FGB (CD)		Sean Lang, Craig Dyer and Harriet Phillips will meet ahead of the governing body to discuss the monitoring schedule and review the visit cycle.	
13	Items to be reported to Parents		<ul style="list-style-type: none"> <li>Once Ozzy, Queen Emma's therapy dog, has been into school we will up-date parents about his progress.</li> </ul>	<u>Craig Dyer will visit later in the term, once Ozzy has</u>

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			<ul style="list-style-type: none"> <li>• <b>Challenge: Did parents respond positively during the consultation process?</b> Yes, responses were overwhelmingly positive; where parents raised concerns we did liaise with them directly. Ozzy will start his training in early February and we have a Dog Policy and risk assessment in place.</li> <li>• A parent has been in touch to ask if they can monitor the success of a therapy dog and try to measure impact on children's learning.</li> </ul>	<u>attended training and is coming into school more regularly.</u>
14	Any other business		No	
15	Date of next meeting		<b>Monday 4<sup>th</sup> March 2024, 5.30pm</b>	<b>Steve Rothwell apologies</b>



Signed: \_\_\_\_\_ Dated: 4<sup>th</sup> March 2024  
 (Craig Dyer, Chair, Standards and Improvement Committee)