

Standards & Improvement Committee Meeting
Monday 20th November 2023, 5.30 pm
Queen Emma School
AGENDA

Governors present

Ambili Nair
 Craig Dyer (Chair)
 Sarah Jarman (EHT)
 Sarah Steele

Others present

Cath Stubbs
 Hayley Brooker
 Jemma Thurston
 Nicki Simmons
 Rachel Holman
 Rachel Hyde
 Zoe Vassiliou (Clerk)

	Item	Supporting Paperwork	
1	Apologies for Absence		Apologies for absence were received and accepted from Joanna MacKenzie, Sean Lang, Steve Rothwell and Sulochana Subramaniam.
2	Declaration of Interest		None reported
3	Closing the Year 5 – 6 gaps and strategies for achieving ARE (Rachel Hyde and Jemma Thurston)		<ol style="list-style-type: none"> Upper KS2 Phase Leaders – Jemma Thurston (QED), Rachel Hyde (QEM) shared their data for Summer 2023 and provision to support pupils in Y6 and their attainment, during 2023-24. EHT shared with the Committee that following Y6 national results last year some schools have received a celebratory letter from the LA; others have received a letter that is less celebratory. This Summer Queen Edith received a letter celebrating their results, however, it is likely that in Summer 2024 results will be less good due to the current KS2 cohort; this is the case across both schools and is true of the current Y5 as well. <p><u>Queen Emma</u></p> <ol style="list-style-type: none"> In Y6 there are 4 full-time, unfunded TAs (4 pupils have full-time support but do not have an EHCP and therefore the full cost of the TA support is covered by the school), 1 full-time TA supporting a pupil with an EHCP, 1 pupil on alternative provision, 32 pupils who are EAL, 10 pupils with a SPSP (SEND Pupil Support Plan) and 14 pupils who are in

			<p>receipt of pupil premium funding. Two pupils attend art therapy. School has included the educational inclusion advisor with 2 pupils</p> <ol style="list-style-type: none"> 4. Attendance for Y6 is 94.5%, under the target of 96%, and for some children acts as a barrier to them making progress. Senior leaders monitor this figure monthly, send letters to parents and meet when necessary to support their child's attendance. 5. There is a high level of SEMH needs and an early help family worker is involved with two pupils; the school family worker is involved with 8 pupils. 6. Writing is a particular area for improvement; language skills, hand-writing and basic punctuation. 7. To provide emotional support and to raise attainment many interventions have been introduced: 8. There is a chill-out club each lunchtime from 12.30 to 1pm with an activity daily, including yoga and a film club. Challenge: Have staff seen a positive impact from this? It has only been running for two to three weeks so it is a little early. 9. A weekly hand-writing intervention. 10. A weekly reading intervention with Readtheory 11. Charlotte Koster provides a maths intervention twice per week; one for pupils with the lowest attainment and another for those pupils who are just under ARE. 12. Times tables are practiced twice weekly and readers are listened to daily. 13. Additional snacks and breakfast is provided in the classroom for PP and SEMH pupils to try and keep them focussed during learning time. Challenge: Have you seen any impact from this? There has been an improvement in concentration for some pupils and a good up-take, particularly by boys. 14. During this school year Y6 pupils will sit 4 SATS tests to prepare them for the exams in May 2024. Test techniques are being taught throughout the year. 15. A reasoning and problem solving maths question is set each day. 16. A homework group has been set up for PP children; this is run by a TA who pre-teaches the group and prepares them to complete the homework; this has given some pupils the confidence and encouragement to complete the work at home. 17. Many enrichment opportunities have taken place or are planned throughout the school year including visits from two authors to keep the focus on writing. 18. The attainment gap in Year 6 is quite big and staff are working very hard to improve this. However, behaviour is a real barrier to learning for some children and a lot of staff time, including teaching staff and senior management time, is spent managing bad behaviour. Year groups 5 and 6 have changed classrooms with year groups 3 and 4 to ensure that they are more visible in school and nearer to the EHTs office so that behaviour can be 	
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			<p>tackled quickly.</p> <p>19. Governor: University has a large amount of funding for the free provision of early years yoga and can contact their strategic development team to find out if they would be happy to fund yoga in our schools.</p> <p>20. Katie Rowe will be running a resilience and nurture group for pupils who need time away from the classroom and to learn in a quieter space; we hope this will support better behaviour.</p> <p>21. Pupils in Years 6 were in Y2 and Y3 during the pandemic and we can see that this has impacted on their writing particularly, which from parent feedback was the area that parents found most difficult to manage when pupils were learning at home.</p> <p>Queen Edith</p> <ol style="list-style-type: none"> 1. Upper KS2 Phase Leader at Queen Edith, was struck at how similar the situation is at Queen Edith and Queen Emma in Y5 and Y6. 2. Pupils in Year 6 have just had assessments and from an early review the data appears better than expected which is positive. 3. Year 6 has 59 pupils; there is one unfunded full-time TA for a pupil without an EHCP, although this request is completed and soon to be submitted. There are two full-time TAs working with pupils who have EHCPs and a request for alternative provision for 1 pupil has just been submitted. The Early help family worker is involved with one pupil. 3 pupils are working with the art therapist. There are 35 EAL pupils (speaking 17 different languages), 9 pupils with SPSPs and 15 pupils receiving pupil premium funding. 4. Attendance is 94.4% and for some pupils is a barrier to learning. Senior management continue to monitor attendance and to write to, or meet with families, to support improved attendance. 5. There is a high level of SEMH need in Year 6 and the school family workers are involved with 11 pupils. 6. As at Queen Emma, improving writing outcomes is the key focus. A general TA working in the mornings runs English interventions and then supports in one of the group maths sets. 7. Some children receive tutoring with the lightening squad; this takes place 3 times per week and the main support is to provide phonics teaching so pupils can move forward with reading. 8. Targeted daily reading takes place. 9. In class time there is a greater focus on grammar (especially tenses, punctuation and standard English) and responsive teaching and guided groups take place within the classroom during writing lessons. 	
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			<p>10. The Write Stuff continues to provide an excellent framework and is supporting pupils really well.</p> <p>11. To support improvement in our maths progress data, maths teaching has been set; the higher group has 32 pupils with 26 in the lower group. This allows for ease of adult involvement with those children needing more support, who now have a dedicated TA working with a group just under ARE.</p> <p>12. Pre-teaching for writing is being developed so that it can take place daily with a TA.</p> <p>13. Spelling support is being provided to some pupils to learn Y3 and Y4 statutory words.</p> <p>14. Each week the maths lead and a TA run a Maths Club for 12 pupils working below ARE. This takes place at lunch-times which ensures that pupils attend; attendance was a problem at maths club when it took place after school.</p> <p>15. At Queen Edith pupils will have three SATS practice tests between January and March to ensure pupils are confident with the format.</p> <p>16. Again there are many enrichment opportunities to ensure that all pupils can access a well-rounded curriculum. Governor: the diversity of opportunity at both schools is amazing.</p> <p>17. Challenge: Are we able to provide parents with information / guidance so they can support their children with hand-writing at home? Yes, there is some useful guidance available on the website and this can be shared with parents so they can support their children.</p> <p>18. Challenge: Have you seen impact of interventions? Yes we have seen some good wins in grammar and reading; going back over previously taught work, just for 20 minutes has really refreshed children's knowledge.</p> <p>19. Challenge: The Perse are working with 15 GD pupils in maths. Is this available for pupils who are not GD? No, this is a programme run by the Perse specifically for pupils working at greater depth in Maths.</p>	
4	Agree Minutes of the last meeting	Minutes 25.09.2023	Minutes of 25.09.2023 were agreed.	
5	Matters Arising		None recorded	
6	Governor monitoring schedule update (CD)		<p>1. A working group has been established to look at how the FGB monitors the information provided to them by the leadership team; instead of a focus on subject monitoring should be more specific and strategic and follow on from issues that are raised during meetings. For example after this evening's meeting a governor / governors may want to go into school to follow up key lines of enquiry and open up a dialogue with staff about the focus on writing, grammar and spelling and to conduct pupil voice sessions. Findings</p>	

			<p>could be shared at the next committee meeting.</p> <ol style="list-style-type: none"> It had been very positive being part of a group of governors who had such good knowledge about our schools to share with Ofsted during the recent inspections. Governors need to ensure that standards are high in all areas and can put together a schedule for visits that are responsive to issues raised in meetings. Governor training has encouraged a move away from subject to strategy. Challenge: If a governor is coming in to school and there is a cross over with a subject would the subject link governor be informed so that they could attend too? Yes, but if it is a strategic visit it might not be necessary for the subject link governor to be involved too as we don't want too many governors on site at any one time. Nicki Simmons is working on a monitoring document for the Federation and would be happy to share this with governors. SLT monitoring is in place to support the school development plan and ensure focus is on the key areas; would it be helpful for Nicki to share this document with governors so that visits can run in tandem with SLT monitoring? Yes, this would be helpful. A governor training and visits paper will be shared by the working group at the FGB. 	<p><u>NS to share ahead of FGB</u></p>
7	Attendance Report (HB/CS/RH)	<p>QEd – Attendance and Admissions (Autumn A) QEm – Attendance and Admissions (Autumn A)</p>	<ul style="list-style-type: none"> Whole school attendance is improving at Queen Edith (95.1%) and Queen Emma (95.2%). Persistent absence at Queen Edith is 14.7% and at Queen Emma is 16.1%; this is improving (the national figure is 17.2%). Senior leaders communicate early on with families when attendance falls below 96% and impact of absence is highlighted in a supportive way. At Queen Emma persistent absence is slightly higher than at the end of last year; this is being impacted by a small number of children receiving suspensions. 	
8	Intimate Care Policy (HB / RH)	Updated Intimate Care Policy for review and ratification	<p>An up-dated policy has been received from the Local Authority and these up-dates have been incorporated into our Federation policy.</p> <p>There is a more significant emphasis around safeguarding which is detailed in Appendix 2 which has been added into the Federation policy.</p> <p>Challenge: Will this improve intimate care? The policy ensures that our current procedures are absolutely clear. It is relevant to very few pupils and instructs the process in discussions with parents, teachers and teaching assistants working with the pupil.</p> <p>Challenge: Should there be direct training links within the policy? Training remains very specific to the child as they have different handling needs.</p> <p>SS offered to proof-read as there are errors in punctuation, and will flag appendix 2 in the preceding section.</p> <p>Ratification: the Intimate Care Policy was ratified by the Committee and once proof-read,</p>	<p><u>Upload to</u></p>

			will be shared on the website.	<u>website</u>
9	Safeguarding (SJ)	Safeguarding visits: Sarah Steele, QEM School, 23.11.2023 Joanna MacKenzie, QED School, 11.12.2023	<ol style="list-style-type: none"> 1. Hayley and Rachel have provided training to new staff, staff whose training needed updating and governors. 2. Filtering and monitoring system has so far highlighted 8 dangerous alerts. Sammi has looked into these and they are mainly picked up on children's devices, where a programme they are using has live links to an inappropriate website. 3. Our firewall has picked up everything and no inappropriate material has been accessed. 4. Training for new DSLs is continuing. 	
10	Correspondence Received / Circulated		Letter of congratulations from the Local Authority about Queen Edith's KS2 national data.	
11	What is the impact of decisions made during this meeting upon the standards and improvement of the Federation?			
12	Actions for Governing Body to discuss/carry out CPD/ arrange a visit/etc. from this meeting/previous FGB (CD)		A safeguarding governor meeting is taking place.	
13	Items to be reported to Parents		Hand-writing and grammar support to be shared with parents and carers.	
14	Any other business		None raised.	
15	Date of next meeting		Monday 15th January 2024, 5.30pm	



Signature: _____ Date: 15.01.2024

(Craig Dyer, Chair, Standards and Improvement Committee)