

Governing Body

Standards and Improvement Committee

Monday 6th March 2023, 5.30pm

MINUTES

Present:	Ambili Nair	Sean Lang	Sarah Halliwell (Science Lead, QEM)
	Cath Stubbs	Steve Rothwell	Veronica Clifford (Science Lead, QED)
	Clare Chapman	Sulochana Subramaniam	
	Craig Dyer (Chair)	Victoria Renfro	
	Hayley Brooker	Zoe Vassiliou (Clerk)	
	Jo Dooley		
	Joanna MacKenzie		
	Nicki Simmons		
	Sarah Jarman (EHT)		

Item	Notes	Actions
1	Apologies for absence None	
2	Declaration of interest None	
3	Science Update Queen Edith I. Veronica Clifford, Science Lead at Queen Edith, has produced the first of her “Science Talks” podcast “Close to the Bone” which is available on the school website; this was an interview with an orthopaedic surgeon with Veronica asking questions on behalf of pupils, which has been very popular. The second podcast “Food for thought” will be an interview with a specialist pancreatic dietician and is being worked on now and children have been busy brain-storming questions they can ask. It is hoped that by the third podcast some pupils might be involved in the production of the podcast and interviewing.	

	<p>II. Science week last year was tremendously popular and very successful with pupils and brought a good buzz to the school. There were many offers of support and in the end all classes were able to participate in 3 workshops.</p> <p>III. The link governor for science, Ambili Nair, has visited and conducted a book review with Veronica, as well as talking to pupils about science learning in school. Children were very engaged with their science learning with one pupil commenting that science, like art, is a colourful subject which they love.</p> <p>IV. We recognise that science must be made relatable to all pupils i.e. looking at brakes on your bike to understand friction; how different chemicals might react and how a hairdresser might use this understanding when mixing hair products, or the structure of a hair and how hair grows.</p> <p>V. The book review and data shows how well the pupils are engaged with science but it is not always clear that the excitement from an active lesson reaches the page! Class teachers are being asked to provide just a little more feedback to clarify a child's understanding – just one or two more sentences. And those with 1:1 TAs should be able to conduct an experiment with their TA so they have hands on experience.</p> <p>VI. Pupils have been involved in a science project with Astra Zeneca, Art in Science, with some paintings by our Year 5 and Year 6 pupils included in an art installation that will be housed in the new AZ Discovery Centre at the Cambridge Biomedical Centre.</p> <p>VII. Year 5 and Year 6 pupils also attended Microscope for Schools, where they learned to take photographs of the images they could see through their microscopes.</p> <p>VIII. Whilst visiting classrooms deeper questioning was in evidence during discussion time, with some evidence that once some pupils put the lesson down in writing they had got in a muddle. It is helpful at this point for teachers to pick up and put it back to the child to check their understanding.</p> <p>Queen Emma</p> <p>I. Science Leads took part in a deep dive during the Ofsted inspection which had been rated highly by inspectors. They had been impressed with how the unit overviews mapped progression in knowledge and skills across the year groups and asked to take a copy to show to other schools. The inspector commented that they had obviously considered how key scientific topics that are repeated throughout year groups (e.g. plants, animals and humans, habitats) do not repeat scientific knowledge, but that pupil's build upon prior learning in each year group.</p>	
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	<p>II. During the Autumn term corridor displays were based on a STEM theme and a learning walk through the school showed that all classrooms celebrated science through displaying children's work creatively from Reception to Year 6.</p> <p>III. Science leads have membership to CLEAPSS which supports teachers with ideas for experiences and resources which we are really looking forward to making use of during the coming year. Science leads also regularly attend virtual network meetings of Science leads across Cambridge every half term, where knowledge and resources are shared.</p> <p>IV. Our science overviews and medium term planning clearly identify scientific vocabulary that children will be able to apply not just in Science but across the curriculum. In Year 6 'Exploring South America' topic links with evolution and inheritance, the Year 5 'Space Academy' topic links with Earth and Space and the Year 3 'Natural Environment' links with plants.</p> <p>V. Looking ahead we need to ensure that consistency is embedded across the school; planning needs to be on the correct formatted planner as new teaching staff join the Queen Emma team and need access to this support.</p> <p>VI. The website needs evidence to be shared, which shows the progression of science learning from Nursery to Year 6.</p> <p>VII. Discuss Science capital and look at how this can be further embedded into planning.</p> <p>VIII. Thinking about STEM links for our Queens' Quest Day on 23rd May 2023.</p> <p>Governors thanked Veronica Clifford and Sarah Halliwell for sharing up-dates about the Science curriculum, which were very clear and impressive. They consider that the teaching of Science is in safe hands.</p>	
4	<p>Agree minutes of the last meeting The minutes of the last meeting dated 16.01.2023 were submitted and will be signed by the Chair of the Committee after the meeting.</p>	
5	<p>Matters Arising None raised.</p>	
6	<p>Restrictive Physical Intervention Policy</p> <ul style="list-style-type: none"> • The local authority has provided a much up-dated model policy which has been adapted in line with our new therapeutic approach to behaviour, STEPS. • Ratification: Governors unanimously approved the Restrictive Physical Intervention Policy. 	
7	<p>Attendance and admissions</p>	

	<ol style="list-style-type: none"> 1. Average attendance nationally is 94.5%, locally is 94.4%, at Queen Edith 93% and at Queen Emma 94.3%. 2. Persistent absence has risen slightly at both schools (under 90%), largely due to an outbreak of chicken pox in Reception and Year 1. At Queen Edith there are a number of pupils on part-time programmes which does impact our data. 3. Letters about attendance are being sent to parents at an earlier stage and once attendance drops below 96%. Where there are more serious concerns meetings are being held with parents and on occasion FPN's are being issued through the Local Authority. 4. Challenge: Does our attendance data show progress? Not really; we continue to monitor very regularly and at an earlier stage and hope we will start to see some improvement. 5. Challenge: Are families taking holiday during term time? Yes, a large number of families are taking unauthorised family holidays during term time; the cost of the FPN is often factored in to parents decision making, as it still remains cheaper to go on holiday in term time, even including the cost of the FPN. 6. Challenge: Are there schools that don't issue FPNs? Yes there are; however the Local Authority guidance remains that after more than 3 days unauthorised absence an FPN should be issued. 7. Challenge: How do we persuade parents of the importance of not taking holidays? It is clear that there is a link between children regularly having attendance under 90% and less good academic outcomes which we have highlighted to families. 8. Challenge: Is this a local problem? No, it is a national problem. Following the pandemic people can now travel to visit family who they may not have seen for a very long time. They are therefore taking longer periods of time away to be re-united with family and this is impacting on PA levels. Both our schools have many pupils who have family overseas. 9. Sean Lang confirmed as the attendance link governor. 	
8	<p>Safeguarding</p> <p><i>Attendance case study – Queen Edith</i></p> <ol style="list-style-type: none"> 1. Hayley Brooker shared a case study where staff have worked with a family to improve a Reception pupil's attendance. 2. The family are involved with social care and the child was displaying problems with emotional regulation and separation anxiety and there were further barriers to attendance. Initially school sent our first two attendance letters to the parents and held informal conversations with them around our attendance concerns. 	<p><u>Queen Emma case study to be shared at next meeting</u></p>

	<p>3. Family workers supported the family and provided advice; staffing has been increased in Reception to help support this child's additional needs.</p> <p>4. A further supportive meeting took place with the child's parents and an agreed target of 90% attendance over an 8-week monitoring period was set, with no unauthorised absences. We are currently in week 3 and the child's attendance is 100% with no late marks.</p> <p>5. Attendance is being monitored daily and staff have agreed immediate contact will be made when there is non-attendance. Staff also continue to liaise with other professionals regarding concerns about how best to support the family.</p>	
9	<p>Impact of meeting</p> <ul style="list-style-type: none"> • Science up-date was excellent and very informative. • Attendance case study was very helpful in demonstrating how staff drill down into barriers to attendance and how vulnerable children are supported. 	
10	<p>Correspondence received</p> <p>None</p>	
11	<p>Items to be reported to parents</p> <p>Challenge: Are the subject planners shared with parents? No these are for teaching staff.</p>	
12	<p>Any other business</p> <ul style="list-style-type: none"> • PSHCE subject leads will be invited to up-date the Committee in Summer 2. • To assess the impact of professional development in our new Writing and Phonics scheme a questionnaire will be shared with staff and the results shared in Summer 1. 	
13	<p>Date of next meeting: Monday 24th April 2023, 5.30 pm</p>	

Signed: _____ Dated: _____
 (Craig Dyer, Chair, Standards & Improvement Committee)