



Fen Ditton C. P. School

**Minutes of the Meeting of the Standards Committee**  
**Monday 16<sup>th</sup> July at 6.15pm**  
Version Final

Present;

James Pilgrim	Parent Governor
Mark Askew	Headteacher
Felicity Bennée	Co opted Governor
Jess Bryan	Staff Governor
Claire Hawkins	Clerk
Layla Skinns	Co opted Governor

Supporting Documentation:

[1]	English Curriculum Policy
[2]	Guided Reading Policy
[3]	EYFS Trend Data
[4]	Phonics Data
[5]	Data Summary Report

**1. Meeting Attendance**

There were no apologies for the meeting. Ray Pallister has resigned from the Board since the last meeting.

**2. Declarations of Interest**

FB declared that she is currently volunteering in school for reading with children.

**3. Minutes of the Standards Committee meeting held on 30<sup>th</sup> April 2018**

The minutes were agreed to be a true record of the meeting and signed by JP.

**4. Matters Arising**

4.1 NPQH project – the report from Clare at Fenstanton was seen at the last LGB meeting. MA reported that one of the outcomes of the report has been to introduce a more holistic

approach to supporting PP and vulnerable children. AL have a two-year Trust-wide development plan which prioritises PP/disadvantaged children.

4.2 FB's computing visit report is with Helen Ingham. Governors asked her to file the report in the next meeting folder. **ACTION FB**

MA reported that Helen and Sally have updated the esafety policy. Governors would like to see the progress made on this at the next meeting. **ACTION**

**MA**

4.3 Note to clerk to raise data on gender bias in writing in Spring 2019. Also how progress within a year group cohort is affected by mixed classes. **ACTION CLERK**

4.4 English Curriculum Policy [supporting document 1] and Guided Reading Policy [supporting document 2]. Governors agreed that these policies tie in well with the Teaching and Learning Policy.

*A governor asked how the policy ensures the continued progress of those children already exceeding age related expectations?*

JB explained to governors how extension work happens in English, with the aim of more children working at greater depth, and having a deeper understanding of suiting their writing to its desired audience.

Governors would like to check that a focus on greater depth work is included in the SDP for 2018-19, and arrange a governor visit with the English Lead in the Autumn term regarding what greater depth work looks like. **ACTION MA** (for SDP) and **CHAIR** (for governor visit)

4.5 Clerk will tidy up the g drive and move some content to archive, and bring a list of Statutory Policies to the first meeting next year.

JP would like to ask AL if we can use their g drive for our storage.

**ACTION JP**

4.6 Due to the departure of RP, EYFS and SEND visits have not been carried out. A visit regarding PP/vulnerable pupils spending/impact is also overdue.

MA reported that all subject leaders have completed a reflective report on progress towards the SDP priorities, and next steps for the next year.

Governors would like to see these reports, as they could provide a good starting point for governor visits. MA will ask subject leaders to check them for confidentiality, and share them in this meeting folder on the g drive.

**ACTION MA**

*A governor asked if an 'evidence' based visit might be prudent in the next year?*

JP would like to integrate this into our governor strategies for the next year.

4.7 Leadership visit – JP met with MA and Prue. MA explained that a SEF is no longer statutory, but it is helpful to self-evaluate. The SLT are about half way through updating the school SEF, and MA has a SEF folder for evidence, which Prue checked during her recent school visit.

Governors would like to see how feedback from Prue's visit is integrated into next year's SDP.

**ACTION MA**

MA explained that AL are changing to a system of a 2-year SDP, with three overarching priorities of disadvantaged pupils, SEND provision and wellbeing of staff and children. MA suggests we develop a 2-year SDP to align with AL, with similar priorities.

Governors discussed needing a link governor for each of these three areas. LS volunteered to take the PP/disadvantaged pupils area.

4.8 MA reported that the Early Years risk assessments are complete. Governors would like to better understand risk management in the EYFS setting by looking at data on injury records now and in Spring 2019, to see any potential trends or reductions due to risk reduction. Data could come from medical records and H and S walks. **ACTION CLERK raise in Summer 2019**

4.9 Tracking tool for vulnerable groups – MA explained that while the tracking tool is being completed, Prue had flagged up the need to use it more for evidence, and MA would like to add holistic evidence to the tool for a fuller picture of progress in vulnerable groups.

4.10 Governors decided to focus on SATs data rather than English attainment at this meeting.

4.11 Equalities Policy – MA reported that a consultation process with SLT, staff and children is underway, and he plans to use the AL policy with additions based on feedback from consultation. Updating this policy will be a priority on the SDP next year.

4.12 Clerk will bring statutory policies list and dates to the next meeting. **ACTION CLERK**

## 5. Data

EYFS Trend [supporting document 3] – the last three years show a good upwards trend, and now at 72%. 8 of this cohort are working at greater depth, and it is important to keep up progress in this group. MA highlighted how the introduction of a class email address for parents to send evidence of learning at home has greatly helped with showing evidence of knowledge.

Phonics [supporting document 4] – An LA advisor worked with HI earlier in the year, and good tracking and staff support has led to an excellent result of 80.8%, with an increased APS too. Governors discussed inviting parents to guided reading sessions to model how they can support children at home. MA explained that this does happen in the EYFS.

Summary Report [supporting document 5] – this data was released last Tuesday and will remain unvalidated until January 2019. The KS1 results are pleasing, especially the Maths result, which could show the impact of the school focus on maths mastery. The data will show that progress has been made in this group, and further work is required to improve the number of children working at greater depth.

At KS2, the writing results are very pleasing, although a little disappointment at the Maths and Grammar outcomes. Progress here has not yet been analysed, but due to some children arriving at the school with overinflated scores, some children will show negative progress which will bring the school average down. EAL children have made excellent progress.

Governors asked if it's possible to look at data on progress on those in the cohort who have been at the school from y2 to y6, to compare with the overall picture. MA can include this in a data report that covers all year groups for the Autumn term.

**ACTION**

**MA**

*A governor asked, with two KS1 teachers leaving, is there any way of maintaining contextual information on this KS1 cohort so that in four years, a fuller picture of progress/ attainment can be seen?*

After discussion, governors asked if some contextual information could be added to the whole school data report in the Autumn term.

**ACTION**

**MA**

## **6. AOB**

6.1 FB noted thanks to the PTFA for their fundraising this year. Their bank balance is around £7500.

6.2 Governors congratulated MA on completing task one of his NPQH.

**There being no other business the meeting closed at 8.15pm**