

### Standards Committee Minutes

Date/Time/Place	18/4/18 11am – 1am Didcot Primary Academy	
Attendees	Harry Ziman, Alison Ashcroft, John Smith, Terri de Quincey	
Apologies	Hannah Wilson	
Agenda item	Notes/Questions	Actions
1. Approve minutes	The minutes were reviewed and approved	
2. Matters arising	There were no matters arising not covered by the agenda today	
3. Didcot School Information Dashboard Pupil Outcomes- all groups Spring 2018 SEF SDP CPD programme	<p>AA highlighted the following from the Didcot Dashboard: Full in every class Attendance improved Persistent absence improved TAF and CP fluid Behaviour is good 3 recent incidents physical restraint- <b>HZ asked if the incidents had been recorded in the bound and numbered book – AA confirmed yes</b> High non-teaching staff absence – 1 with pneumonia, 1 investigating with HR and OH support All staff have had CPD opportunities. <b>HZ asked if all staff will receive training on GDPR, JC confirmed yes, starting next week at DPA and TPA.</b></p> <p><b>TDQ requested an annual record of CPD rather than termly to have a better overview of the amount of training taking place.</b></p> <p>AA highlighted the following from the recent term's outcomes:</p> <p><b>Nursery</b> 38 regulars, 1 on SEN and 2 being investigated for SEN Attendance remains an issue – TDQ and AA looking at attendance policy to retain funded places.</p> <p><b>JC asked if the cohort of children is similar to last year's intake, AA confirmed same number of challenges but in different ways.</b></p>	<p>CPD logs on data dashboards to be an annual record rather than termly – AA &amp; JS</p> <p>AA to investigate progress and outcomes between children receiving 15 and 30 hours nursery tuition</p> <p>Data to show how many pupils are PP and SEND – AA &amp; JS</p> <p>Consider whether to use KS1 indicators for year 1 assessments – AA &amp; JS</p> <p>Timetable a 4<sup>th</sup> standards meeting – JC</p> <p>Determine a recommended exit time for fire drills - AA &amp; JS</p>

	<p>TDQ asked if the teachers lack confidence in determining whether children are on track in ELGs? Do staff have enough support? Have they carried out enough observations? AA commented that marking is harsher in the nursery and is being address by EYFS lead</p> <p>HZ asked if AA can see the nursery children developing? AA confirmed yes, some are very challenging, most are new to the school but all have moved on and made progress.</p> <p>JC asked if there is a difference in progress and outcomes for children receiving 30 and 15 hours nursery education? AA says she will investigate further and report back to the next committee.</p> <p>TDQ noted that it is difficult for children to show evidence in some ELGS eg confidence.</p> <p><b>Reception</b> Stable cohort, 5 high level SEN, 1 possibly eligible for EHCP.</p> <p>Play therapist working with some R children</p> <p>Will hit and may exceed 76% GLD target</p> <p>Boys and girls performing similarly</p> <p>1 child has regressed and is being supported further</p> <p>HZ asked if there are any racial differences in performance. AA noted PP children are also SEN and all white British and are in the below/at risk category.</p> <p>TDQ asked for data to show how many pupils are PP and SEND on next data reports.</p> <p><b>Year 1</b> AA reminded the committee that there are no national expectations of outcomes for year 1 pupils, all targets set are for internal purposes.</p> <p>Phonics are on track to meet target</p> <p>AA noted the data shows there is more work to be done for all children to attain the expectations</p>	
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	<p>in writing; more processes are needed but it is also related to physical development.</p> <p><b>TDQ noted that children tend to make faster progress in writing in the summer term as they develop physically.</b></p> <p><b>JC asked if the assessment was taken too early and is reflected in the number of children in the 'at risk category'? AA confirmed not, an Easter assessment is needed to assess progress and highlight requirements for intervention.</b></p> <p><b>JS commented that it is early in the KS1 phase to make predictions about children and perhaps teachers should use KS1 indicators rather than the 35 elements? Both AA and JS agreed it is useful to do the more in depth analysis but will review the whole picture before making any changes</b></p> <p><b>JC asked if it would be useful to hold a 4<sup>th</sup> standards committee meeting this year? All agreed yes, before the next board meeting.</b></p> <p><b>HZ asked if quality provision was available to children in the 1W+ category in order to keep extending their learning. AA confirmed yes.</b></p> <p>AA continued with year 1 outcomes:</p> <p>Girls outperform boys- Boys may make further progress in summer term</p> <p>SEN children are well below</p> <p>3/9 PP children are also SEN</p> <p>Children are recorded as behind in maths when it is actually a coverage matter – children are mastering the topics they are covering. Teachers need to develop the confidence to record their outcomes in this way.</p> <p><b>TDQ noted that PP children are behind in maths, AA confirmed to do with coverage as above point. AA to follow up with teachers for next assessment.</b></p> <p><b>Year 2</b></p>	
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	<p>Cohort of 30 is stable.</p> <p>Children who are below are all SEN and some PP, all are being targeted with additional support</p> <p>There is an attainment difference between boys and girls. 4/5 SEN children are also boys.</p> <p>Of these children, several have missed early years education but all have made good progress.</p> <p>All PP children have made progress.</p> <p>This group have not been at DPA since reception but are still likely to meet national expectations.</p> <p><b>JC asked about SATS preparation for this group.</b></p> <p>AA and JS confirmed they will both arrange the SATS in early May.</p> <p><b>Year 3</b> Large class size of 32.</p> <p>Boys are outperforming girls in the exceeding group</p> <p>2/6 PP children are also SEN</p> <p>Maths behind but AA expecting significant increase in next data drop (re coverage issues)</p> <p><b>HZ asked if any concerns with teaching in Y3?</b> AA confirmed not.</p> <p><b>SEF/SDP review</b></p> <p>AA confirmed no significant items not already discussed on SEF and SDP</p> <p><b>JC asked if both AA and JS could determine a recommended exit time for fire drills during their next annual fire risk assessment.</b></p>	
<p>4. Twickenham School Information Dashboard Pupil Outcomes- all groups Spring 2018 SEF SDP CPD programme</p>	<p>JS highlighted the following from TPA's dashboard:</p> <p>Number of pupils increased by 10 to 135 R from 31 to 42</p> <p>The children joining in reception appear to have been taught well.</p>	

	<p>Slight fall in attendance due to 12 cases of chicken pox but EWO not concerned.</p> <p>96% attendance expected in summer term</p> <p>PP attendance low mainly due to lateness, JS working with parents to address</p> <p>Safeguarding – school liaising with external services where required.</p> <p>No major issues with staff absence.</p> <p>CPD</p> <p>All staff have received CPD this term; focus on Maths Mastery and Dyslexia.</p> <p>No external moderation in Reception but likely in year 2.</p> <p>JS presented data on outcomes per year group:</p> <p><b>Reception</b></p> <p>91% on track for GLD</p> <p>2 are below, both boys, 1 possibly SEND</p> <p>Boys reading below, JS addressing quality of written texts to appeal to both boys and girls.</p> <p>The group discussed the level of detail in JS reports and noted they could be more high level, especially as school grows in size.</p> <p><b>Year 1</b></p> <p>JS decided to include children in 'at risk' category on target tracker in the 'at' category as he is confident they will be at by the end of the year.</p> <p>EAL writing skills are behind; JS focusing additional support for these children</p> <p>HZ asked if and children in the below or at risk categories are over-represented? JS noted PP and boys; both of which have been targeted for precision teaching. EAL lots of strategies introduced including Colourful Semantics.</p>	
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	<p>Phonics target 92%, currently at 89% - altered by arrival of a mid-year entry.</p> <p>Maths attainment likely to be due to issue of curriculum coverage as discussed earlier.</p> <p><b>JC asked about rates of progress for Y1 from R.</b> JS noted all made three steps of progress in year 1</p> <p><b>Year 2</b> PP 2 children, 1 of which SEN On track to attain targets</p> <p><b>TDQ asked how JS can demonstrate high quality teaching for children exceeding targets?</b> JS noted work in books, additional challenges, extension work, high quality reading books.</p> <p><b>AA urged caution if urging children to progress to y3 curriculum, more depth should be the focus instead.</b> The group concurred. <b>AA commented that target tracker is not sensitive enough to record additional depth of teaching.</b></p> <p><b>SEF/SDP review</b> JS noted that the school is preparing for KS1 moderation.</p> <p>The recent parent questionnaire was very positive.</p> <p>LAB is being developed</p> <p>Marketing has been successful, overall numbers of applications and first choices have increased.</p> <p>Focus on TA CPD this term</p> <p>Behaviour very good</p>	
<p>5. Safeguarding Issues (no. physical restraints) Didcot Twickenham</p>	<p>There are no safeguarding issues.</p> <p>TDQ will issue the safeguarding audit and SCR this term.</p> <p>Number of physical restraints are recorded per school on dashboards</p>	
<p>6. Curriculum and extra-curricular provision 2018-9 Didcot Twickenham</p>	<p>Maths Mastery is being implemented at TPA Extra-curricular at TPA now includes karate, sewing and swimming.</p>	

	<p>Swimming added at DPA as well as a year 4 residential to PGL.</p> <p>HZ asked which children take up extra-curricular activities?</p> <p>Both JS and AA offer school clubs to PP for free but not all take them up.</p> <p>HZ suggested TPA and DPA might consider co-ordinating residential trips across the schools in some year groups.</p>	
7. GLT school collaboration	<p>Both schools are collaborating in the Young Voices choir.</p> <p>HZ asked both schools to consider a GLT training inset day. JC to investigate further</p> <p>JS would offered TPA Senco to visit DPA to support new DPA Senco when in post.</p> <p>AA to send AH and DH to visit TPA to look at EYFS and writing</p>	JC to explore viability of a 6 <sup>th</sup> inset day.
8. A.O.B	<p>AA noted that 155 applications for DPA this year, more than any other local school. 75 first choices for 60 places in reception. Oversubscribed for 3 years running</p> <p>HZ expressed his thanks to all staff for their contributions in achieving the results and to AA, JS and TDQ for their hard work in scrutinising and analysing the data.</p>	