



LEARNING TRUST

Standards Committee Minutes

Related papers

- TPA & DPA Dashboards
- TPA & DPA HT Report
- TPA & DPA Data pack
- TPA & DPA

Date/Time/Place	29/01/2019 11am – 1am Didcot Primary Academy	
Attendees	Harry Ziman, Jodie Croft, Alison Ashcroft, John Smith, Leah Perring	
Agenda Item	Discussion/Questions	Action
Welcome		
Apologies	None	
Items for AOB	None	
Approve minutes of last meeting/actions arising	The minutes were reviewed and approved. There were no matters arising.	
DPA Dashboard & Head-teachers Report for Autumn term – Review of progress, attainment of all cohorts and groups and determine related implications and actions. Review of SDP and SEF.	<p>AA presented the DPA dashboard highlighting: Very good attendance. Most persistent absences in Reception – meetings have been held with all related parents.</p> <p>LP agreed, based on the demographic, very high attendance.</p> <p>HZ asked if all children in Reception are above 5? AA replied some, but the 4 year olds are still considered in the data.</p> <p>AA noted the success of the fire drill and the success of several unplanned fire drills.</p> <p>AA noted high teacher attendance, and TA attendance related mainly to one member of staff with an unwell child.</p> <p>JC noted that the enrichment curriculum is vibrant, educational and enhancing.</p> <p>LP agreed, very broad and balanced.</p> <p>AA noted staff are using class journals well and have been developing their understanding about skills progression and development. She noted the English and Maths leads are having a visible impact and implementing focused learning walks, feedback and coaching. She noted the SENCO is teaching classes with the most need.</p>	

	<p>HZ asked if it is difficult to acquire time from Educational Psychologists?</p> <p>AA said not, but that they get booked up in advance quickly so often have to wait till later in the year, this can affect EHCPs as they require an EP report.</p> <p>HZ asked if we could find another EP service?</p> <p>AA said OCC have a fund for additional in school support for children awaiting EHCPs which is helping during the waiting period.</p> <p>AA noted all but 2 pupil premium are making ARE progress. The 2 not meeting ARE are still making small steps of progress and have both been added to the SEND register.</p> <p>AA noted GD a focus – teachers have been developing their practise to ensure better quality GD work is set for the children.</p> <p>LP asked if AA happy with GD transference into wider curriculum? AA confirmed yes and it is still a focus.</p> <p>JC asked if DPA is on track to meet EOY GD targets. AA clarified more opportunities for writing are needed before the impact is visible, so the targets won't be met this early on.</p> <p>JC asked how DPA staff are coping with mental health issues. AA noted it is overwhelming at times. The CAMHS waiting times won't reduce until 2021 which has no bearing on today. But AA noted DPA work well as a team and the responsibility for individual children is shared across the team. AA has implemented nurture groups and ELSA training.</p> <p>JS noted that they had a counsellor at his previous school which had a positive impact.</p> <p>AA uses a HSLW with positive effect but concerned he is leaving and the children have formed attachments.</p> <p>LP noted she carries out ELSA training with parents and teaches mindfulness, growth mind-sets explicitly to the children which are having a positive impact.</p>	
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	<p>JC noted both schools should continue to monitor and continue to invest in support for mental health issues.</p> <p>AA noted the positive impact splitting year 4 into two groups with the early appointment of two Y4 teachers has had and how quickly it happened.</p> <p>JC noted how the support of governors to fund an additional teacher has been swift and effective. LP pleased that DPA will continue to fund this until the children have left the school.</p> <p>AA noted EYFS is doing well, the formalised mornings and more parental involvement are having an impact.</p> <p>HZ asked how parents have become more involved. AA now using WOW cards and showing how home based learning is valued at school as well.</p> <p>LP asked whether the imbalanced Reception classes will be moved around? AA confirmed yes, she does that every year anyway.</p> <p>LP asked whether some of the imbalances in Reception are teacher specific or child specific? AA confirmed child specific.</p> <p>JC asked if Reception children are on track for GLD targets. AA noted the data might not show that yet as GLD is more to do with coverage and much of the curriculum is yet to be covered. But she is confident at this stage.</p> <p>AA noted teachers might be harsh with marking in year one which is affecting the data and that it is difficult to see the GD progression in one term.</p> <p>AA noted the child joining in year one did not have GLD as stated by their previous school so can be seen clearly in the data.</p> <p>AA noted maths is a priority.</p> <p>JC asked whether there are any boy-related issues with writing in year 1. AA noted the high number of boys who also have SEND is clear in the data.</p> <p>AA noted year 2 are just below targets but confident of meeting EOY targets.</p>	
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	<p>AA noted that year 3 have to teach GD more directly.</p> <p>LP asked whether AA happy with level of GD expertise amongst teachers. AA confirmed yes.</p> <p>AA noted year 4 have been set high targets and high GD standards and that these children are being supportively pushed but that it is early days.</p> <p>LP, HZ, JS and JC thanked AA for her report.</p>	
<p>TPA Dashboard & Head-teachers Report for Autumn term – Review of progress, attainment of all cohorts and groups and determine related implications and actions. Review of SDP and SEF.</p>	<p>JS presented the TPA context dashboard and noted an increase in SEND children with the bulk in year 3, and added they are mostly low level SEND but that there are more IEPS.</p> <p>LP asked whether JS had considered up-levelling teachers to write IEPS. JS thought not at this stage with the age and experience of his teaching body but certainly a consideration for the future.</p> <p>JS noted low number of pupil premium children – only 9. And high attendance – 97.6% TPA benefitting from more EWO time and consistent following up with persistent absentees.</p> <p>JS noted positive external safeguarding report findings – detailed below – and has a plan to re-organise the fire drill practise to decrease exit time from the building.</p> <p>JS noted a year 1 child at risk of exclusion but work with the EP and 1:1 support (funded by the school) is having a positive impact whilst applying for an EHCP.</p> <p>1 staff member has been on long term sick but has now been made redundant due to a restructuring of the office assistant role to increase the level of finance duties in the role.</p> <p>HZ asked whether TPA has enough paediatric first aiders to cover trips and sports on the Green. JS confirmed yes.</p> <p>HZ asked how JS assesses the impact of staff training. JS noted learning reviews, individual follow up and that staff training is tailored to the SDP with little reliance on external speakers and random topics.</p> <p>JS noted the development of middle leadership and the training provided to support that. JS</p>	

	<p>noted that teachers have been to see the wider curriculum in much more diverse settings such as Peckham and Tower Hamlets which has challenged their perception.</p> <p>AA asked what impact that has had. JS noted impact on the teaching of reading and on the expectations of behaviour management.</p> <p>JS noted 2 new parents appointed to the LAB and are asking insightful challenging questions.</p> <p>JS noted 1 teacher had resigned and has been replaced and is showing skilful practice already.</p> <p>JS noted full open days and busy, flexible tours. JS celebrating TPA successes locally, TPA choir performed at Christmas show. 285 parent applicants surveyed which yielded insightful comments about how to take marketing to new parents forward for 19/20 strategy.</p> <p>JS still monitoring KS2 curriculum, external SIP is helping. Y3 teaching sometimes dry and didactic, J working on bringing this alive.</p> <p>Higher attaining children continue to make progress and have targeted booster groups. Phonics supported is now targeted and focuses on specific sounds. TAs are skilled and having an impact.</p> <p>JS has bought a science scheme which has helped make science teaching more secure. JS wants to see more use of physical resources.</p> <p>JS can now see skills targets in learning objectives.</p> <p>JS believes teaching still outstanding. Y3 teachers work very well together. There is still a focus on breadth and depth of the wider curriculum. Behaviour is well managed. KS2 have an additional behaviour incentive to collect stars. Y3 has compulsory clubs to reduce rambunctious behaviour at lunchtime – table tennis, yoga, colouring. The school is on track to receive the silver Eco Award and there is now a termly school newspaper.</p> <p>HZ are pupil leadership opportunities available to all pupils. JS yes, each child has an opportunity as they are rotated each half term.</p>	
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	<p>LP are you still setting in Y3 and when will you review it? JS Easter data drop. At the moment it appears to be working.</p> <p>JS noted EYFS teacher LG is leading well and growing in confidence. JS noted high number of summer born boys in Reception and is addressing the teaching of writing, fine gross motor skills, behaviour management and intervention strategies.</p> <p>JC are the GD targets for Y1 writing likely to be met? JS it is too early to identify this at the moment but not overly concerned at present. Y1 pupil premium children are both at ARE.</p> <p>JC are there any Pupil premium children not at ARE? JS – yes in Y3 and JS is supporting them to meet ARE. In Y2 1 PP is ARE and 1 is GD.</p> <p>AA asked if teaching in sets could be replaced by using TAs? JS noted that Y3 shares a TA so that could be practically difficult.</p> <p>HZ, LP, AA and JC thanked JS for his report.</p>	
<p>Proposed changes to the Ofsted Framework</p>	<p>AA raised the following points following the consultation on recent proposals to changes in Ofsted inspection criteria:</p> <ol style="list-style-type: none"> 1. A clarity of rationale for data collection points and a reduction in number of data points to improve teacher workload 2. No use of internal data (apart from attendance figures) 3. Much more focus on work scrutiny 4. Much more emphasis on the wider curriculum and skills acquisition and progression 5. Emphasis on quality of writing across the curriculum 6. A shift in emphasis from quality of teaching to quality of education <p>AA noted that DPA has been developing the wider curriculum since opening.</p> <p>LP asked how many data drops and pupil progress (PP) meetings both TPA and DPA have</p> <p>AA and JS confirmed currently 5 of both. LP noted this is very high.</p> <p>JC asked whether all data drops were useful and whether data is used for PP meetings.</p>	<p>JC to send data collection proposals to TDQ for further discussion and comment</p> <p>JC to review which policies TPA and DPA should publish on the website</p> <p>LP to share her school's Data pack</p>

AA and JS both said they use a range of information at PP meetings, not just data.

JS noted October data is useful to collect baseline data and this shouldn't be left till December.

AA noted loss of data drop in December wouldn't have an impact but that schools would still need to be rigorous in book moderation/work scrutiny.

JC noted the Board would need to have a clear rationale behind keeping more than 3 data collection points.

LP noted that some data collection points will only be assessing the quality/rate of teaching not the actual learning.

The group agreed the following rationale:

1. October data collection – determine baseline data for each year group
2. February – just before or just after half term – assess progress and attainment
3. By June 20th – final data sent to LA

Accompanied by 4 pupil progress meetings per year to ensure that children in need of intervention are identified and supported swiftly

JC to send these proposals to TDQ for comment.

AA noted LAB dates will have to move.

JC noted Board meetings would have to take place in November, March and beginning of July.

LP noted that her school wanted to ensure parents understood the wider curriculum offer and enhanced their website with skills ladders and more information.

JC asked if TPA and DPA have enough information about the wider curriculum on our websites.

AA, LP and JS agreed there is lots of information but that information about skills could be added.

AA asked whether we need all the policies we currently have on the website.

JC agreed we should review what is necessary.

	<p>AA noted that Ofsted have proposed to conduct on site paper work on the day before inspection but this is likely not to be implemented.</p> <p>JC noted an emphasis on ensuring fixed term exclusions have a positive impact, the implication of off rolling on leadership and management and the emphasis that children with SEND should be complying with the behaviour policy as far as they can.</p> <p>AA clarified that Ofsted will still ask to see internal attendance data.</p> <p>HZ noted that the changes to the framework are quite profound and look far beyond data to determine a judgement. There is a lot of emphasis on the wider curriculum and he is happy with 3 data drops unless perhaps the school was judged to require improvement. He also warned against schools narrowing their focus to reading, writing and maths.</p>	
DfE/LA external data reporting timelines	JC noted the discrepancy in data presentation between LA, DFE and School data. Both heads noted that the differences are impossible to reconcile as the end of term outcomes are applied to the pupil census snapshot at the end of the spring term.	AA & JS consider presentation of end of year internal and external data to explain or highlight potential discrepancies.
SEND/Safeguarding issues and external safeguarding audit reports	<p>JS noted external report. Reviewer was impressed with use of CPOMS and the quality of the SCR. JS noted that reviewer had recommended parents not to be allowed to accompany their children into the building in the morning. JS reviewing current practice and policy for Reception parents.</p> <p>AA noted ongoing and already logged safeguarding matters with DPA and OCC. JC recommended that DPA now commission the works on the doors themselves to ensure we are comfortable with safeguarding.</p>	JC to follow up commissioning of urgent safeguarding works with OCC one final time then determine next steps with DPA
Safeguarding walks	JC to carry out random safeguarding checks at both schools on a three weekly basis	JC to agree safeguarding checks remit with JS and AA.
Approve residential trips	None	
Collaboration between trust schools	AA reported school to school collaboration at all levels – SLT, SENCO, Teachers and pupils.	

	<p>JC asked whether the collaboration is useful and having an impact.</p> <p>JS noted teachers are changing and developing their practice.</p> <p>LP noted always beneficial for teachers to observe children and schools in other contexts</p> <p>JS and AA both agreed an openness is developing and it is mutually beneficial</p> <p>JC asked for all visits to be based on usefulness of outcomes for each staff member</p>	
GLT bulletins and updates	JC now sending out monthly updates with agreed actions from meetings to improve communication between all committees and the Trust and schools.	
AOB	None	

The meeting closed at 1:15pm

Standing Agenda items

September	February	May
Appointment of Chair		
Receive annual schedule of policy reviews		
Principals' Dashboards: summary presentations		
Review National Test Results and other published data: all cohorts and determine related implications and actions	Analyse Autumn term progress and attainment data, all cohorts and determine related implications and actions	Analyse Spring term progress and attainment data, all cohorts and determine related implications and actions
Ensure SEF/SDP reflect agreed actions and approve	Review progress against SEF/SDP (T&L, L&M, Curriculum & extracurricular, CPD)	Review progress against SEF/SDP (T&L, L&M, Curriculum & extracurricular, CPD)
Approve pupil progress and attainment targets for current academic year		Report to parents on the policy for children with SEN
Approve Academy term, holiday, occasional and INSET days		
Review of pupil and sports premium allocation; spending plans and impact analysis		
Collaboration between trust schools		
SEND/Safeguarding issues and safeguarding audit report		
Approve residential trips		