



LEARNING TRUST

Standards Committee Minutes

Date/Time/Place	30 th April 2019 11am – 1pm Twickenham Primary Academy	
Attendees	Harry Ziman, Jodie Croft, Alison Ashcroft, John Smith	
Agenda item	Points/Questions	Action
Welcome		
Apologies	LP due SATS week in her school	JC to liaise with LP re dates for 19/20 to avoid SATS week
Items for AOB	None	
Approve minutes of last meeting/actions arising	<p>The committee discussed the following matters arising:</p> <p>AA noted Ofsted now insisting on 3 data collection points per year</p> <p>Building issues at DPA – JC now received legal advice as to the Carillion legacy issues. AA confirmed no unacceptable safety issues on site. JC noted GLT may wish to commission own detailed investigation into the condition of DPA roof. HZ noted the GLT needs OCC to issue material deadlines within two weeks before triggering the dispute resolution clause in the Lease Development Agreement</p> <p>HZ asked all present if they agree the minutes are a true reflection of the last meeting, all agreed and minutes were approved.</p>	<p>AA and JS to reduce data collection points to 3 x year 19/20</p> <p>JC to pursue agreed strategy for DPA building issues</p>
DPA Dashboard & Head-teachers Report for Spring term – Review of progress, attainment of all cohorts and groups and determine related implications and actions. Review of SDP and SEF.	<p>The Committee received DPA Principal’s Report, DPA Dashboard, DPA Data and DPA SEF.</p> <p>AA noted oversubscription in every year group and noted 50 children now on the SEND register.</p> <p>HZ asked if AA convinced all 50 have genuine SEND need or is the provision at DPA adequate?</p> <p>AA noted professional opinion that SEND diagnoses is correct and how DPA uses OCC moderation criteria for adding children to SEND register. JC asks who moderates this. AA noted it is moderated thoroughly</p>	<p>JC to issue GLT exit form for parents leaving the schools - asap</p> <p>JS to ensure TPAs movemen</p>

	<p>internally and noted 10 EHCPs in progress which indicates level of need.</p> <p>HZ noted 15 service children and asked AA whether staff understand the needs of these children and their lower than average attainment. AA noted yes, and that the service premium is used to support children when their parents are deployed for additional TA time and other strategies are applied to support the emotional wellbeing and educational needs of the children.</p> <p>HZ asked whether DPA are ambitious to increase PP attendance (currently in line with national average). AA noted yes always, 4 children are the main concern, 1 on a CIN plan and 1 with a TAF.</p> <p>AA noted decrease in number of CP plans issued, SS moving increasingly towards CIN plan and TAFs,</p> <p>HZ asked if AA is happy with the response from the LA and whether children at risk are handled appropriately.</p> <p>AA confirmed that the school continues to collect evidence relating to pertinent children and doesn't passively accept the LA response as the final word. Evidence continues to be shared with other professionals and re-evaluated as required to test thresholds.</p> <p>JS noted how CPOMS is used in both schools to collect substantial amounts of live, chronological evidence.</p> <p>HZ asked AA if absence is a concern. AA noted 1 teacher off following a knee operation and support staff suffering from a number of health scares but has no major concerns.</p> <p>AA noted the thorough DPA CPD programme.</p> <p>AA noted the DPA movement report which shows the destination of children who leave the school and asked the GLT to issue a trust wide exit form for families who leave the school</p> <p>AA presented her Data from the recent collection point</p> <p><u>Reception</u> HZ noted that the majority of children had made 2/3 steps of progress, none had regressed or not progressed and asked AA if as expected? AA noted yes, 1 or 2 children have made only 1 step of progress. HZ asked if AA knows why, AA confirmed</p>	<p>t report is up to date – asap</p> <p>AA, JS, JC and TDQ to re-examine what is included in data packs and include data which indicates the progress of key groups such as PP, SEN, EAL etc. (for 19/20)</p>
--	---	---

	<p>yes. HZ asked if R are on track to achieve targets. AA confirmed yes, achieve or possibly exceed.</p> <p>HZ asked AA (and JS) to produce progress reports on key groups – PP, EAL, SEND and other relevant significant groups.</p> <p>Year 1</p> <p>HZ noted how data can appear to show regression but is more to do with curriculum coverage over the portion of time being assessed. Data not necessarily an indicator of final outcomes. AA agreed.</p> <p>HZ noted how year 1 need acceleration to meet ARE and GD targets for June.</p> <p>AA noted the impact of pupil changes on the data in year 1. HZ agreed this is relevant.</p> <p>HZ asked if AA comfortable with year 1 writing standards? AA believe teachers err on the side of caution when assessing in year 1 and 3 in the absence of set standards. She also noted changes in writing have been made with CLPE and the use of high quality texts – differences in quality of writing have been observed since.</p> <p>HZ noted strength of Y1 GD maths, AA agreed they are improving. JS noted how much of improvement is about coverage and judgements can't take that into account. HZ queried how GD strong in this case? AA added that targets are set from performance at EYFS and noted impact of significant group of SEND in this year group.</p> <p>HZ asked for current forecast of phonics target. AA noted 90%.</p> <p>Year 2</p> <p>HZ noted strength of reading in year 2. AA noted recent SATs performance in reading went well and very happy with maths scores</p> <p>HZ asked about standards of y2 writing. AA noted writing continues to be a strength and confident Y2 will achieve close to their targets</p> <p>HZ asked if feeling confident about overall SATS results for Y2. AA noted results to be submitted on 26th June but that SATS are not the last assessment for Y2, just an indicator.</p>	
--	---	--

	<p>JS noted removal of KS1 from 2020 (JC to confirm date) and the shift of focus on to accuracy of teacher assessment.</p> <p>AA noted how Ofsted will no longer be looking at internal data from 19/20 onwards.</p> <p>HZ noted how year 2 appear to be a strong year group, and that year 4 are not as strong but recognised the challenges of this cohort.</p> <p>AA noted that year 4 have made significant progress from low key stage 1 outcomes and is working on getting as many children to ARE and strengthening GD.</p> <p>HZ noted challenges with writing in year 1 and year 4 but understood they are for different reasons and doesn't believe the issue with writing to be systemic.</p> <p>AA presented her Principal's report.</p> <p>AA noted how an NQT has been warned they may not pass her NQT year and HZ asked how it had been received. AA noted that the NQT was upset but is now taking the warning seriously and that their progress will be reviewed in 4 weeks. HZ asked if AA will retain them as a permanent employee if they improve. AA is prepared to fail them if they don't meet the standards.</p>	
<p>TPA Dashboard & Head-teachers Report for Spring term – Review of progress, attainment of all cohorts and groups and determine related implications and actions. Review of SDP and SEF. External Report from LA.</p>	<p>The Committee received TPA Principal's Report, TPA Dashboard, TPA Data and TPA SEF as well as an external report from LBRUT SIP.</p> <p>HZ asked JS to keep working to reduce the fire evacuation time especially as the school grows in numbers.</p> <p>JS noted strong attendance, very low persistent absenteeism, and how absence is not authorised unless the child has a note from the GP</p> <p>HZ asked if TPA is rigorous in recording poor behaviour. JS confirmed very good use of CPOMS, no racial, no bullying and no homophobic incidents. There tend to be no patterns in poor behaviour, isolated incidents are more common.</p> <p>JS noted 1 child on a CP plan – new arrival from another county. CP plan being contested by LBRUT.</p> <p>HZ noted low staff absence, JS commented mostly from one staff member on long term sick leave who has now left the school.</p>	<p>JS to improve length of fire evacuation</p> <p>JC to ensure GD targets for both schools are based on the cohort. (19/20 onwards)</p>

HZ noted TPAs CPD programme, JS added that the school had invited in external trainers to assist with spelling which had been well received by staff. JS noted moderation with DPA.

Reception

HZ noted level of GLD 92% in Dec 18 and 89% in April 19. JS noted April data to be more realistic current picture and that children tend to make rapid progress from now on. Achieving GLD is about time and coverage of the content.

AA concurred you tend to see acceleration from April in Reception.

JS noted high number of boys in reception and the work that had been done to adapt teaching methods.

Year 1

HZ noted high target for phonics, JS noted mid phase arrivals in year 1 with EAL may affect overall results and that 90% is more of a realistic target now.

HZ asked if there are challenges with GD in writing. JS noted how high targets are and thinks there should be more precise ways of setting GD targets next year.

HZ noted how maths is strong and the combined figures seem respectable.

Year 2

HZ noted strength of reading and writing and that the maths GD target seems high. JS noted 40% for GD is more realistic.

Year 3

JS noted that this group are consistently strong and make consistent progress. Strong GD group. Very high levels of parental engagement.

HZ pleased to note that he hasn't seen a decline in targets or expectations.

JS noted how progress is now measured by cohort rather than class which has given teachers more of an invested interest in the whole school.

HZ referred to the LBRUT SIP report, JS noted how the SIP doesn't agree with the way TPA teaches the EYFS and this is reflected in her report and that her

	<p>observations contradict with TDQs observations. JS feels the SIPS comments and concerns are unwarranted as high progress is sustained from Reception into year 3. JS is not going to purchase the LBRUT SIP package going forward as comments not constructive for the curriculum chosen for TPA.</p> <p>AA noted a direct conflict between the Ofsted report 'Bold Beginnings' and the attitude of some EYFS professionals and that this has to be navigated by schools. JS believes you have to look at the context of each school to select a curriculum and style of teaching that is best for the children. TPA children are robust and need clear structured learning opportunities,</p> <p>HZ asked if JS is using LBRUT CPD credits, JS confirmed yet.</p> <p>JS highlighted that middle leaders have done well this year and both have written impact reports. Middle leaders have held workshops for parents which were very well attended.</p> <p>JS noted no concerns with NQT and that the Schools Direct student had been successfully signed off this week.</p>	
<p>Approve annual report to parents on SEN http://www.gemstwickenhamprimary.org/sen/ http://www.gemsdidcotprimary.org/sen/</p>	<p>HZ asked whether it is accurate that SEN with a EHCP have a higher priority in admissions? AA noted LAC and EHCP have the same level of priority and not sure how a place would be allocated in a tie in that circumstance.</p> <p>HZ asked both schools to add a link to the admissions policies from their SEN reports.</p> <p>HZ asked both schools to consider describing SEND funding in the SEN report. AA, JS and JC concurred it is not a requirement the report to set out funding arrangements and as it is a contentious issue it is probably better manage parental expectations by not referring to funding. JS added that the SEN report could refer to EHCP plans may be required.</p> <p>HZ asked if we should make a statement about the deployment of SEN resources, JS and AA agreed that there is information in the SEN report and the SEND policy about the use and deployment of resources to support children with needs.</p>	<p>Both schools to add a link to the admissions policies from their SEN reports</p> <p>Both schools to add the line 'Some pupils may meet the threshold for an EHCP' to the SEND report</p>

Proposed changes to the Ofsted Framework - update	HZ noted earlier discussion of Ofsted framework.	
SEND/Safeguarding issues	<p>AA and SS attending DSL safeguarding training with Andrew Hall this Friday.</p> <p>No issues to report from either school.</p> <p>JC emphasised support for those in the DSL role and noted previous discussions with both schools to ensure support and supervision for DSLs and deputy DSLs. JC also asked schools to consider counselling/emotional support for staff dealing with ongoing challenging issues.</p>	AA and JS to consider ways to support mental health of DSLs and staff managing challenging situations
Approve residential trips	<p>None to approve.</p> <p>AA noted year 4 residential trip successfully underway and thanks for the strong team of staff in attendance.</p>	
Collaboration between trust schools	<p>JS and AA noted school council visit to DPA and reciprocal visit subsequently planned to TPA.</p> <p>JC asked TPA to collaborate with DPA in the school choir for 19/20</p> <p>JC asked both heads about the joint inset day for January 2020, both agreed to schedule it to Jan 2021 as term dates have already been published.</p>	<p>TPA to collaborate with DPA in the school choir for 19/20</p> <p>Joint GLT inset day scheduled for Jan 2021</p>
Standards committee dates for 19/20	<p>HZ asked JC to collaborate with LP over 19/20 Standards committee dates.</p> <p>The group discussed the most useful dates to hold the Standards committee would be:</p> <p>Data collection point 1: End of Autumn term Data collection point 2: End of Spring term Data collection point 3: Mid June</p> <p>Meeting 1: Early January Meeting 2: After Easter Meeting 3: End of June – post submission of LA data</p> <p>Actual dates tbc.</p>	JC to collaborate with LP over 19/20 Standards committee dates.
AOB	None	

The meeting closed at 12.50pm

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		