

Standards Committee Minutes

Papers referred to:

- Current Dashboard
- HT Report 18/19
- Data pack – LA external
- SEF/SDP
- Term dates 20/21
- PP and SP impact report

Date/Time/Place	2 nd October 1.30pm Didcot Primary Academy	
Attendees	Harry Ziman, Jodie Croft, Alison Ashcroft, John Smith	
Agenda item	Questions/Comments	
Welcome	HZ welcomed the group and noted that LP has now been stood down from the Standards committee and full Board since her appointment to the post of WPA Principal. Committee not currently quorate so decisions will have to be deferred to the full board.	
Apologies	None	
Items for AOB	None	
Approve minutes of last meeting/actions arising	Approved, no actions arising	
DPA Review National Test Results and other published data: all cohorts and determine related implications and actions, Ensure SEF/SDP reflect agreed actions and approve, Set pupil progress and attainment targets for current academic year	AA - headlines GLD and phonics above national and local Boys slightly lower than girls but attributable to levels of SEND amongst boys. HZ asked about FSM performance – AA noted they are making progress but also a number of issues such as TAFs, CP plans, unsettled home lives - based on elements of the local social profile. AA pleased with their rates of progress. Yr 1 phonics – all those not attaining expected to get it this year with 1:1 phonics sessions daily. Y2 phonics – JC asked how many didn't get it – AA noted 2 – but still aims to close the phonics gap with those two children. KS1 Issues noted are FSM performance – 50% also have SEND. Writing not	DPA EYFS target to be finalised following baseline assessments. Full board to approve DPA 19/20 whole school targets

	<p>as high as last year, JS noted writing is more challenging to attain. HZ noted boys and girls are mirrored in performance in reading but reversed in maths but didn't want to overstate the issue.</p> <p>Implications and actions HZ asked how AA sets targets for EYFS. AA set ambitious targets based on current cohort. DPA EYFS target to be finalised following baseline assessments.</p> <p>Y1 phonics target based on aspiration of 95% Y2 phonics target 100% - AA ambition for every child to be a reader. All other targets based on achievement in prior year with an added level of challenge.</p> <p>HZ asked how much is added challenge? AA answered 2 or 3 children to convert year on year</p> <p>HZ asked if in year transfers have had good prior provision? AA noted not always. HZ cautioned against building underperformance into KS2 targets.</p> <p>AA noted in depth 3 year SEN action plan which links to SDP and new ofsted framework. Children will be tracked very carefully, staff will understand the learning journey for children. Focus will be on knowing more and remembering more. Staff will attend writing courses to improve strength of writing coming into KS2 – speedy phonics and high quality texts</p>	
<p>DPA Review of pupil and sports premium allocation; spending plans and impact analysis</p>	<p>AA noted a greater oversight of PP progress at DPA last year and that the PP children have a greater voice. All PP children made progress and free PP breakfast club provision is having an impact on positive learning behaviour. PP numbers are increasing. Plans for this year shows main barriers to learning for PP children and detailed implications relating to specific actions.</p> <p>JS noted how the threshold for PP has changed and AA commented</p>	

	<p>how some very poor families can't access PP funding and now DPA are issuing food bank vouchers in some cases. JS noted some schools are creating their own foodbanks. HZ asked how the HSLW was positive. AA said someone external to talk to on a weekly basis, attendance increases, talking to hard to reach families at the school gate, supporting with parenting advice and referral processes.</p> <p>AA noted effective use of lego therapy for PP children.</p>	
<p>TPA Review National Test Results and other published data: all cohorts and determine related implications and actions, Ensure SEF/SDP reflect agreed actions and approve, Set pupil progress and attainment targets for current academic year</p>	<p>JS noted the following: TPA EYFS 86% - Nat 72% Boys underperformed against girls TPA Y1 phonics 95%, y2 100% Including 10 new arrivals TPA KS1 R 88 % Nat 75% TPA KS1 W 83% Nat 69% TPA KS1 M 89% Nat 76% TPA GD sig above national and local RWM expected combined 4th top school in the borough HZ asked if we can do even more with GD? JS noted we have to be careful as GD standards in year 6 are more complex so we have to be sure children can truly attain GD standards. HZ asked if TPA results would be stronger if only static pupils included. JS noted yes. Children are being discussed more as now 6 progress meetings a year which filters quickly into interventions. TPA now have a maths specialist looking at strengths and needs of staff to strategically manage needs Targets for 19/20 EYFS are based on historical trends Phonics based on past year and trends KS1 based on year before and aspiration for more GD in year 1 HZ asked where will year 1 be in 2 years' time? JS says GD will increase, targets are starting point HZ asked if there is stretch in our ambitions for year 1. JS noted there are 41 in year 1 which may grow over the years.</p>	<p>TPA EYFS target to be finalised following baseline assessments.</p> <p>Full board to approve TPA 19/20 whole school targets</p>

	SDP is focused on computing, curriculum and early reading. And on bottom 20% - no child left behind. JC asked if there is an SEN plan for TPA? JS says yes a similar version to DPA but looking at SEN Quality first teaching – more of a mindset change – less intervention focused – focus on identifying talents.	
TPA Review of pupil and sports premium allocation; spending plans and impact analysis	AA noted TPA not able to publish data in PP report due to low PP numbers. HZ asked what are TPAs barriers to success for PP children – JS noted attendance, access to clubs – TPA now supports PP children to access private paid for clubs. JC asked JS to add barriers to learning to TPA PP plans.	JS to add barriers to learning to TPA PP plans.
Approve Academy term, holiday, occasional and INSET days 20/21	HZ asked AA for principles underpinning shorter academic year proposals from AA. AA noted DPA has a longer day which adds a substantial number of sessions to the standard 380 and a large number of hours to the standard 1265 teaching hours. Finishing two days ahead of LA dates will compensate teachers for additional hours worked and aide recruitment and retention and workload management	AA to present legal context and rationale to board for shorter academic year
SEND/Safeguarding reports and issues	HZ noted both TPA and DPA reports received. AA noted 2 safeguarding cases at DPA about to go to court. AA still leading on this post SS taking up DSL post at DPA. AA considering supervision training for key staff and added DPA senco undertaking mental health training. HZ thanked AA and thanked her for supporting staff. HZ asked AA to consider prepared communication strategy for key staff pending outcomes of court cases.	
Approve residential trips	AA proposed residential trip to PGL for year 4 and year 6 (in 20/21) JS proposed residential trip to Woodrow for year 4 HZ asked both schools to ensure tight risk management strategies and	Residential trips noted

	<p>not to rely solely on centres' own risk assessment documents</p> <p>AA noted risk assessments are carried out by trip leaders. JS added LBRUT also check TPAs as well as office manager.</p>	
<p>Collaboration between trust schools</p>	<p>HZ asked how collaboration has been and future plans.</p> <p>AA noted shared systems have been developed and improved, use of the shared drive is strong between schools and cross moderation is effective.</p> <p>HZ asked JC, AA and JS to start thinking ahead to Wantage and future schools.</p>	
<p>AOB</p>	<p>None</p>	

The meeting closed at 2:50pm

Standing Agenda items

September	January	April	June
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	Analyse Summer 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)	Review progress against SEF/SDP (T&L, L&M, Curriculum & extracurricular, CPD)
Set pupil progress and attainment targets for current academic year			
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			
Report to parents on the policy for children with SEN			
Approve residential trips			