

## Standards Committee Minutes

<b>Date/Time/Place</b>	14 <sup>th</sup> January 2020
<b>Attendees</b>	Jodie Croft, Alison Ashcroft, John Smith, Jason Murphy, Pari Dhillon, Paulina McGroarty
<b>Agenda item</b>	<b>Comments/Action</b>
Welcome	JM welcomed all to the meeting
Apologies	None
Items for AOB	None
Approve minutes of last meeting/actions arising	Approved
<p>DPA – presentation of 18/19 DFE data by group – any implications arising</p> <p>DPA – presentation of context dashboard, CPD and extracurricular activities</p> <p>DPA – safeguarding report and issues</p> <p>DPA - analysis of Autumn Term progress and attainment – by cohort and group. Discussion of related implications and actions of data.</p> <p>DPA – review of progress against 19/20 targets, using SEF document.</p>	<p>Overall 18/19 children did well. 75% disadvantaged children also have SEND. High ambitions for SEN and PP children, progress. AA not concerned. JS not concerned. Looks like big gaps but comparing these groups with national.</p> <p>Phonics above NA and LA. Children doing well with phonics, v well.</p> <p>Absence – attendance is good. But having issues with parents taking holidays/family visits abroad. Doing very well with attendance of PP and SEND children.</p> <p>Current year 5 achieved very low at KS1 but have made tremendous progress because they started from a low basis. JS have to look behind y6 progress data.</p> <p>JM – attendance – what is the procedure behind taking holidays in term time.</p> <p>AA - Heads won't authorise all absence – maybe a day or two for more complex requests. Wouldn't authorise a trip to Butlins. Maybe Trust could consider fining parents £60 per pupil per parent.</p> <p>JM – £60 not a deterrent compared to savings made on term time holidays.</p> <p>JS – not helpful for trust to fine parents – a tax on the poor – would rather a relationship based approach to resolve issues. PD agrees – bit of an odd relationship to have with parents. Impact on children is the most important factor. PM could add homework? AA- not happy with that as extra burden on teachers. JC – could you put more of a burden on parents to catch their child up – AA does do that – letters are the most effective tool to provoke parent interaction. JS meets parents with EWO if attendance is below 90%</p>

AA attendance is still above national, despite viruses and in-term holiday. JS supports more to begin with.

DPA completely full – appeals taking place. 67 applications for other year's groups than Reception. DPA forced to accept a permanently excluded child after Christmas with no paperwork. LA advice was to borrow a spare TA from a secondary school. Child has a reading age of 4.9. Increasing number of EHCPs – possibly 10 across the school by the end of this year.

Year 4 and 5s joined DPA in year 1 and 2. Some year 2s moved here, some moved for a fresh start – in year 5, 7 have SEND and 2 have EHCPs. 4 have autistic traits. 1 on a wait list for a special school. Trust split group into 2 classes of 15. Large group with GD in that group. Some children will not get ARE in year 6. JS – Ofsted changes emphasis of solely looking at data and outcomes. PD context is so different from TPA. PM not putting 2 classes of 15 back together? AA not. AA keeping same teachers and same groups into year 6. Giving them a shirt and tie for year 6.

AA – over 60 children are on the SEND register. PD are EHCP children only ones with funding? AA yes. Sometimes OCC pay additional temporary payments for children on EHCP waiting list. 100% success rate for applying for EHCPs.

JM – Y5 and into Y6 at 15 each – have you got 2 teachers? AA yes, funded ahead.

AA 3 days of exclusion who haven't repeated since.

AA 1 bullying incident – verbal – AA still dealing with it.

CP plans and TAFs take up time. HSLW implemented a new plan to support DPA vulnerable families. TAFs are led by school – Social services can't tackle drug, alcohol issues, very often TAFs are just school based. CP plans have a high threshold. CIN plans are voluntary so parents tend not to turn up and are less effective.

JM – are you the DSL – AA no, Deputy DSL. VP is DSL. Then SENCO will be DSL 20/21. JM – are you DSL JS? Yes, jointly with KE and PG.

PD – do the pupils with PP, CIN and CP are they monitored as a group?

JC – high support staff absence – AA related to illness and hospital - no pattern or issues with staff attendance – JC – why TAs not teachers. JS – trend across schools that TAs have higher absence than teachers. PM – do they have to follow a procedure – AA yes they attend a back to work interview and have to provide certificates. JS worth looking at length of service and absence entitlement before not renewing absence insurance.

AA lots of SEND training, increased support for NQTs, and supporting middle leaders training and support for children at risk of exploitation and requiring restraint. PD – what is ELSA? AA – looking at mental health training and support for children.

	<p>AA lots of trips – every child been out once already, always busy.</p> <p><b>Autumn term data.</b></p> <p>Nursery – looks low – looking at prime areas, PSE, movement and behaviour – boys lower than girls, lots on non-toilet trained children which affects 1 PD area. 7/8 3 &amp; 4 years olds not trained. EAL children make rapid progress but starts low as they start with nothing. Maths lower scores; staff need to think about coverage.</p> <p>Reception – group is looking good as a cohort. Staff confident children will make the 76% overall target. Boys lower than girls.</p> <p>Year 1 – some children very below phonics, expecting outcomes to be lower than 95%</p> <p>Writing across the board for the whole school. RWI is used for phonics. Writing in this program is narrower. Writing in year 2 is about stamina and for some year groups the teachers are being conservative with grading. JM – year 4 boys way below girls. AA yes, significant SEND group. This score will improve too.</p> <p>JS will any boys make GD for writing by the end of the year, AA probably not.</p> <p>AA - Slow progress in year 4 and 5 – some children made staggering progress in year 3.</p> <p>JS, JC, AA – agreed to review how we show progress on the data dashboards.</p> <p>JC – is SENDCO doing any direct teaching? AA – identifies needs and sets up intervention.</p> <p>JC – anything to add in relation to whole school targets?  AA – Ofsted asked for ways for parents to be more involved. Some parents finding it more difficult to attend all events, so AA adapting numbers of invitations to parents. JS opening invitations is voluntary. AA has increased quantity of events, JC could you interpret parental involvement too? JS other ways e.g. marvellous me.  PM – it is hard for children if parents can't attend.  JC anything else to add from SDP?  AA plans in place for AB maternity leave.  AA changed format of SEF to cover all aspects of Outstanding elements of Ofsted framework. <b>ACTION: JS will adapt his SEF too.</b>  JM thanks AA for supporting Australian bushfire appeal.  PD thanked AA for her hard work and presentation of data.</p>
<p>TPA – presentation of 18/19 DFE data by group – any implications arising</p>	<p>JS – Reading - school performed above national at GD and ARE. Neither SEND pupil achieved ARE; 1 mid-phase and 1 now has an EHCP – neither likely to achieve by year 6. EAL</p>

<p>TPA – presentation of context dashboard, CPD and extracurricular activities</p> <p>TPA – safeguarding report and issues</p> <p>TPA - analysis of Autumn Term progress and attainment – by cohort and group. Discussion of related implications and actions of data.</p> <p>TPA – review of progress against 19/20 targets, using SEF document.</p>	<p>above national. Writing and Maths similar picture. Phonics – 94% - 1 arrived on day of check. 1 SEND pupils and 1 did not. Attendance – no issues with groups of children. Possible issue with EAL but negligible.</p> <p>264 pupils – 270 by next week. Lots of mid- phase admissions. PM – which years? JS 4, 3 and 2. 53 first choices for 2020. PD – why increase? JS word of mouth, children joining from independent sector. JM – what is max class size? JS 30. Parents will have to adjust to larger sizes. JS will have to rise to challenge of larger classes. PD why larger SEND in older years? JS in-year transfers. SEND are picked up over time.</p> <p>Attendance generally strong – 97% - lots of holidays and illness similar to DPA before Christmas. EWO very effective and supportive at TPA.</p> <p>1 bullying incident – dealt with and laid to rest. Parents’ feedback noted rough play and low level at playtime. TPA trying to manage volume of children at playtime. Twickenham green not a good environment for free play. JM – is it normal for bullying to increase with older children? AA difference between rough play and bullying. Younger children don’t really know how to bully and main issue is communication based. JS does daily mile. PD – is there an opportunity to have zones in the playground at certain times. External library and trolley for a quiet reading area.</p> <p>Safeguarding – 1 CP plan de-escalated to CIN. School tracks welfare issues on CPOMS</p> <p>Staff absence – mostly related to 1 staff member</p> <p>CPD – training for teaching assistants increased and SL trains every week for 30 minutes – Ofsted, KCSIE, Computing etc.</p> <p>Trips – British museum, zoo, play streets. Utilised parents for enrichment activities.</p> <p>PD – does TPA do ELSA training? Is it worth considering? JS will have a look at?</p> <p>JM – JS and AA – are there opportunities for DPA and TPA to share training? A: Not geographically, but other opportunities for collaboration – shared staff training not practical.</p> <p><b>Autumn data</b></p> <p>Reception – on target to meet EOY target – 1 new arrival</p> <p>Phonics – 90% of pupils on track. Probably going to reach 95% target</p> <p>Year 1 RWM – boys lower than girls, but those boys didn’t make GLD at EYFS either. Boys are targeted to make rapid progress. Boy heavy cohort. JC - only 1 girl on track for GD</p>
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	<p>maths – JS could be coverage. PM is it a gender issue? AA what more could girls do to achieve greater depth? JS – doesn't believe a gender issue, more individual.</p> <p>Year 2 100% girls on track for ARE. Writing at ARE and GD will always be lowest. 4 new arrivals changing results.</p> <p>Year 3 – maths GD more likely to be 45%. All pupils have made correct progress, no children marking time.</p> <p>Year 4 – 9 new arrivals since Sept 19 - data still strong – new arrivals will make it but will take time. Children have been targeted.</p> <p>SDP – revisited curriculum and updated. Staff no longer do paper planning, using PowerPoints to reduce workload. All new leaders are reviewing curriculum overviews and preparing for deep dives in inspection. Particular focus on MFL and PE from other reports. AA – caution against interpreting deep dives as a subject inspection – it is looking at systemic and sequential teaching of knowledge, understanding and skills. New report format is not developmental or as useful as they used to be.</p> <p>JM what is the difference between SEF and SDP? JS – SEF based on progress against Ofsted and SDP based on school focused priorities</p> <p><b>ACTION: JC/AA/JS Review method behind presentation of progress data on data dashboards</b></p>
Approve TPA SEND policy update	Item moved to full board agenda
Approval for any new residential trips	None
Collaboration between trust schools	Lots of collaboration – between heads, senior leaders, teachers, children, office staff. Disseminating Ofsted insight. Cross-school governance and challenge strong. Set to grow and adapt with addition of WPA.
AOB	

## 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			