

Standards & Improvement Committee Meeting
Monday 20th January 2025, 5.30 pm
Queen Emma School
Minutes

Governors present:

Sarah Jarman (EHT)
 Phil Kirkman
 Joanna MacKenzie (Chair)
 Ambili Nair
 Ana Toste Rego

Others present:

Hayley Brooker
 Rachel Holman
 Nicki Simmons
 Cath Stubbs
 Zoe Vassiliou (Clerk)

	Item	Supporting Paperwork	Notes	Actions
1	Apologies for Absence		Apologies were received and accepted from Sean Lang, Steve Rothwell and Sulochana Subramaniam.	
2	Declaration of Interest		<ul style="list-style-type: none"> No declaration of interests were made. Joanna MacKenzie agreed to Chair this meeting. 	
3	Agree minutes of the last meeting	Minutes 18.11.2024	Minutes of the committee meeting on 18.11.2024 were accepted.	
4	Matters Arising		<ul style="list-style-type: none"> Phil and Ana were welcomed to the Committee. Phil Kirkman does not wish to take up the role of Chair of Standards and Improvement Committee. Safeguarding governors will come into school for a pupil voice visit focusing on behaviour curriculum. 	<u>Dates for visit to be arranged.</u>
5	Data outcomes – Autumn Term B (NS/CS)	<ul style="list-style-type: none"> Queen Edith – Autumn Term data report Queen Emma – Autumn Term data report 	<ol style="list-style-type: none"> At Queen Emma, following an Autumn Term writing review, we have consulted with teaching staff about what they think could be improved. SJ and CS have met with Liz Holmes (LA English Advisor) to discuss the development of the long-term English curriculum and individual year group planning support and the development of writing assessment procedures. During the Summer term we will dedicate staff meetings to provide training. Queen Edith will have more focus on spelling with a staff meeting for each phase about approaches to spelling and consistent approaches to improve writing. We used to use Target Tracker but now use Sonar so the teacher assessment headings have changed. AT+ = greater depth and is a subset of AT. 	

			<ol style="list-style-type: none"> 4. Y6 at Queen Edith needs support to raise attainment in reading, writing and maths. 5. Governor Challenge: In Y6 Reading has dropped from 84 (Y5) to 67 (Y6). Are you concerned about this? These figures are not really comparable as predictions for ARE are for the year end. Also we have changed over to Sonar with the results reflecting an accurate picture for this point in the year and not a prediction for the end of the year. We do however want to see that number rising. 6. Governor challenge: Y6 reading AT+ 74% is in amber but should be in green. Thank you, and yes, NS will amend. 7. Writing assessments are measured at a 'moment in time'. This approach is far more consistent and provides an understanding on where children are now and not what they are predicted to achieve. It also provides support for staff on where teaching needs to be focused. 8. We will start to use the Reception baseline data to measure progress as pupils leave Y6. This is an important measure for our schools as we have a transient population and are often not comparing the same cohort of children. For example in one Y6 class we have 26 pupils, 9 of whom have joined our school during KS2. 9. Governor challenge: on the QEM report what does combined mean? This is the % of pupils who will get expected in RWM. 10. Y3 results at Queen Edith are lower than we would like. This cohort includes a high number of SEN pupils including children with a high level of need. The transition from KS1 to KS2 provides more challenge. 11. Governor challenge: the trajectory of classes seems more important than the high level of data provided. Maybe results could be packaged in a way that usefully captures the sense of trajectory as the data alone misses a lot of strong practice going on in the classroom. This is the report that we provide to teaching staff, with each class receiving more detailed data. We are always happy to provide background information verbally. 12. Governor challenge: if it's just for governors and staff that is okay but if shared externally your strong practice might not be recognised? If we were providing data externally we would provide the back story and currently Ofsted cannot ask for data. They have a dashboard of nationally collected data so they will have made assumptions about our results from that. 13. Governor challenge: you say that you are putting initiatives in place to improve outcomes. Is that because what you were doing wasn't good enough? At QEM we decided that planning needed to be improved and we are working to make changes and reset practice. At QEd it is a matter of tweaking best practice. We will be providing a lot of training in the 	<p>NS to amend</p>
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			<p>summer term. Phase leaders will focus on monitoring planning and children's books. There will be opportunities to collaborate and have honest conversations about what people are struggling with.</p> <p>14. We are being well supported as LA would like to trial some units of planning for writing and they are going to do that with QEM which is very beneficial. We are already seeing the benefits of this in the Y5 classrooms.</p> <p>15. Governor challenge: is Writing a problem locally? It is a national problem.</p> <p>16. EYFS lead at Queen Emma has introduced a 'Drawing Club' in Reception which aims to enrich children's language skills and develop fine motor skills to support a love of writing and reading.</p>	
6	School development priorities (Governors and EHT)	School Development priorities – Apr 2025 to March 2026	<p>1. Our school development priorities are being reviewed for the next financial year. We are reviewing which development priorities should be carried forward and considering other areas for priority.</p> <p>2. The Governance review wanted governors to have more strategic input into SDP; this is in draft form and we are still consulting on EYFS.</p> <p>3. Writing continues to be a top priority across the Federation.</p> <p>4. Quality of teaching and learning objectives are not due for review so remain the same.</p> <p>5. We had a meeting to think about what our priorities should be and staff put titles on paper up around the room to inform discussion.</p> <p>6. Curriculum priorities have been adjusted to reflect recommendations from DfE review for August 2025.</p> <p>7. Governor challenge: Could there be a mention of focus on PP? Yes, we can certainly add a priority in. Although children in the lowest 20% in reading and maths often fall into the PP category and do receive targeted support.</p> <p>8. Governor challenge: Could there be mention of a focus on increasing pupils working at greater depth? Yes. When we bring the development priorities to the FGB we can establish priorities using information that we have shared with you.</p> <p>9. Governor challenge: it would be useful to understand why they've been selected as priorities and wonder if there could be a column detailing why they've been chosen.</p>	
7	Attendance Report (HB/CS/RH)	<ul style="list-style-type: none"> Queen Edith – Attendance and Admissions (Spring A) Queen Emma – 	<p>1. Attendance has remained high priority since Covid-19 and we have previously shared case studies on work done with pupils and their families where attendance has been an issue.</p> <p>2. Attendance continues to be a priority and we have changed practice since September and all of our staff are on board with that.</p> <p>3. Family workers are working hard to make connections with families. Still attendance is not</p>	

		Attendance and Admissions (Spring A)	<p>where we want it to be but we are working really hard with our families.</p> <ol style="list-style-type: none"> 4. Governor challenge: Has the change in directive had any impact on relationships with families? No but it has impacted on work-load as there is so much we're expected to cover (hold meetings, record evidence, monitor children). Attendance training provided through the local authority makes an assumption that there's an attendance team – but there isn't! These are often very sensitive meetings and sometimes include specific medical needs; we need to make adaptations prior to going down a legal route with a parent. 5. Governor challenge: Are there schools that have a team? Secondary schools often have an attendance team. 6. Difficult to show improvements whilst we are working through the support phases with families so we can't measure impact on attendance yet. 7. The PN for taking a holiday during term time has risen from 3 days to 5 days. 8. Governor challenge: How do our figures compare nationally? We are in-line with or above national. 9. At Queen Emma we have a greater number of children on part-time timetables which impacts attendance figures. 10. Governor challenge: Do part-time timetables lead to good outcomes? It depends on the child and parental engagement with the process. If the parent supports the process then we do see real improvements and are usually able to build up a child's time in school so it can be an effective way to improve attendance and engagement. 	
8	Guidance on using images in school	Guidance for schools from Cambridgeshire County Council	<ul style="list-style-type: none"> • We have been provided with guidance for schools on the use of images. • Our consent forms currently do ask for parents consent to use images of their children, but we now have to detail how quickly images will be removed once children leave our schools. • The Guidance suggests using fewer images of children, or to make sure they cannot be identified. It is suggested that we use work examples more often instead of images of children. • Governors need to decide what they feel is a reasonable time-frame for removing images. • To ensure clarity for parents about their responsibilities when they take photos or videos it is agreed that Appendix B should be part of the consent form. • Recommendation by committee: school prospectus 10 years, school website 10 years, X feed – 1 year (this will be a job for the admin team during Summer holidays). • Display boards around the school, 10 years, digital presentations 10 years. 	
9	Policies for review and ratification	<ul style="list-style-type: none"> • PSHCE Policy – updated January 2025 	Ratification: The standards and improvement committee ratified the PSHCE Policy.	

		<ul style="list-style-type: none"> Swimming Procedures – updated January 2025 	Ratification: The standards and improvement committee ratified the swimming procedures.	
10	Safeguarding (SJ)		<ol style="list-style-type: none"> We have reviewed the dropping off and collection arrangements in KS1 QED. Parents have received a letter informing them of the trial of these arrangements, starting after half term and running until the Easter break. KS2 siblings who currently walk through the school to meet parents in the KS1 playground will now have to have permission from parents to walk through the car park to the KS1 playground. Nursery –parents collecting from 12.30 session will no longer come through the KS1 playground to collect their children, but will wait at the gate and a member of staff will collect the children and bring them through. Governor challenge: Is this included in the safeguarding policy? Concerned that by not clarifying details of hand-over somebody could point the finger at the school should anything happen. This is a procedure so will not be included in the safeguarding policy. Details have been finalised with staff today and the letter will be sent out by the end of next week as phase leader wants to talk to staff in phases first. Governor challenge: Is there a risk assessment? Not yet but there will be. 	
11	Correspondence Received / Circulated		None	
12	What is the impact of decisions made during this meeting upon the standards and improvement of the Federation?		<ol style="list-style-type: none"> Welcomed new members to the committee. Decided on guidance for use of images. Ensuring impact of new procedures at Queen Edith are robust. 	
13	Actions for Governing Body to discuss/carry out CPD/ arrange a visit/etc. from this meeting/previous FGB (CD)		<ul style="list-style-type: none"> Mention guidance on images Share SDP priorities Behaviour curriculum tied in with SCR visit 	
14	Items to be reported to Parents		<p>Drop off and collection procedures at QED</p> <p>Use of images from September 2025.</p>	
15	Any other business	Arrange - Pupil voice governor visit	Phil Kirkman volunteered to be the new SEND governor. He will meet with RH and HB via TEAMS.	

		Need a new SEND governor		
16	Date of next meeting		Monday 10th March 2025, 5.30pm	

pp Signed on behalf of Joanna MacKenzie in her absence: S. F. Lang Dated: 10th March 2025
(Dr S.F. Lang, Acting Chair, Standards & Improvement Committee)