



Standards & Improvement Committee Meeting
Monday 4th March 2024, 5.30 pm
Queen Emma School
MINUTES

Governors Present:

Ambili Nair
 Craig Dyer (Chair)
 Sarah Jarman (EHT)
 Sean Lang
 Siobhan Dickens

Others Present:

Cath Stubbs
 Nicola Simmons
 Rachel Holman
 Zoe Vassiliou (Clerk)

| | Item | Supporting Paperwork | Notes | Action |
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| 1 | Apologies for Absence | | Apologies for absence were accepted from Hayley Brooker, Joanna MacKenzie, Sarah Steele, Steve Rothwell and Sulochana Subramaniam. | |
| 2 | Declaration of Interest | | None declared | |
| 3 | Agree minutes of the last meeting | Minutes 15.01.2024 | Minutes were agreed | |
| 4 | Matters Arising | | None raised. | |
| 5 | School Improvement Targets (CS / NS) | Queen Edith – School Improvement Record Queen Emma – School Improvement Record | <p><i>Queen Edith</i></p> <ol style="list-style-type: none"> 1. A very ambitious EYFS target of 74% of reception children achieving a good level of development (GLD) (37 out of a cohort of 50 children). Last year 67% of reception children achieved GLD, showing accelerated progress. 2. To support progress we are developing the outside area with SEND and EAL pupils in mind, reviewing PP children’s development half-termly to ensure progress is accelerated, introduced an early language programme in addition to NELI and are following the White Rose maths programme for Reception. 3. Governors should note that there is a high level of SEND need in this Reception cohort. 4. Outcome in Y1 phonics assessment was 70% in 2023, which was lower than national, and with SEND and disadvantaged groups identified as having significant need; Daily | |

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| | | | <p>interventions are now in place to support the phonics gap for these children.</p> <ol style="list-style-type: none"> 5. This year the target is for 75% of pupils to achieve the expected level of development in the phonics; FFT scheme has been embedded in EYFS and KS1.and additional support is being provided by 2 TAs with QTS, DHT and SIC. 6. Targets for Year 2 combined scores are 10% higher this year, which is very ambitious. Consideration of SEMH, SEND (19%) EAL (79%) and vulnerable (18%) children have been taken into account. Targeted phonics and reading interventions for pupils who did not pass the Y1 Phonics Check, buddy reading, 5 minute box, use maths diagnostic tool assessments to identify gaps before the unit and provide secure, solid foundations. Schools can now choose whether or not to enter Y2 into national exams and we have decided not to. 7. Challenge: Why did you take this decision? They are not reliable and we feel monitoring in school is better; the exams are stressful for children this age. 8. Very ambitious targets for KS2 2024 are above 2023 achievement in reading and maths. Writing is below giving consideration to SEND (14%), EAL (76%) and SEMH needs. Results in 2023 were high and above national. 9. Challenge: Do SLT consider the KS2 targets to be realistic? Yes; some amazing teaching is taking place along with targeted interventions. <p>Queen Emma</p> <ol style="list-style-type: none"> 1. There are 47 pupils in Reception, six of whom have an EHCP. Taking into consideration to the high need SEN and EAL we believe that a target of 70% achieving expected level of development is an ambitious yet achievable target. We continue the successful implementation of FFT Phonics and NELI programme supporting pupils working below expected levels to progress. 2. Gov: What is NELI programme? Nuffield Early Language Intervention (NELI) is a programme to improve language and behaviour. 3. Phonics target for this years' Y1 cohort is 86% (50/58 pupils), which is an ambitious target and above last years' national results. Last year 15 pupils did not pass the phonics assessment and we forecast that of these 15 pupils 12 will pass this year. We continue to introduce the FFT Phonics programme, including a parent workshop. We will have a rigorous 'keep up' intervention programme to support individuals not working at expected levels in phonics and reading. 4. Challenge: Why will only 12 of 15 pass the phonics re-sit in Y2? Some pupils are new to English. 5. Year 2 cohort is targeted to achieve above 2023 national outcomes in Reading and to | |
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| | | | <p>achieve in line with 2023 national outcomes in Maths. Outcomes for pupils working at greater depth (GD) are above 2023 national outcomes in Reading, Writing and Maths. However the writing target is significantly below 2023 national outcomes; the main reasons for this are poor writing confidence and stamina and pupils not yet understanding and confident in the basic use of punctuation. Attainment in writing was low at the end of Y1, however attainment in reading and phonics does show the cohort has the ability to make progress.</p> <p>6. Current Y6 cohort is expected to achieve in line with national outcomes in Reading and GPS, but slightly below in Reading, Writing and Maths. This year group includes several pupils with significant additional needs. To raise outcomes we are running a 'keep up' intervention to support those not working at expected levels. This is run by teachers and experienced TAs and includes weekly targeted support in Maths run by the school improvement champion and a school governor (a former secondary school teacher). Early morning reading booster sessions take place for invited pupils, as well as an after school maths booster session. This is run by the class teachers.</p> | |
| 6 | Feedback on SEND Monitoring Day (SJ) | | <p>Unfortunately no governors were able to attend this monitoring day.</p> <ul style="list-style-type: none"> Monitoring took place at Queen Emma during the morning and at Queen Edith during the afternoon of 13th February; looking at planning and planned provision for pupils. At both schools more provision is being provided for pupils that is being documented by teaching staff. Provision for EYFS children at Queen Emma was excellent and fostered a real sense of curiosity. Julia Neal will work with EYFS staff at Queen Edith to develop the classroom environment further. Across the schools SEND pupils were so well involved in learning that it was not clear which pupils had SEND provision. Staff were aligned in their provision, including supply staff. Nurture provision is now up and running in both schools and whilst different at each school it provides very happy provision and is helping children who need a quiet environment at key times and also helping their peers by minimising disruption in classrooms. | |
| 7 | Update on the mentor dog (SJ) | | <ul style="list-style-type: none"> Ozzy has completed his mentor dog training and has attended a Whole School Assembly. A video has been shared with teaching staff so that they can get 'Ozzy ready' and prepare their children. A time-table has been put in place for him to visit classrooms and work with groups of | |

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| | | | <p>children.</p> <ul style="list-style-type: none"> • Governor: Could the Ozzy video be shared with parents? Yes, we will make this available on the website. • 2 pupils are not allowed to interact with Ozzy – 1 due to faith reasons and the other does not agree with animals being used in this way. | |
| 8 | Attendance Report (HB/CS/RH) | <ul style="list-style-type: none"> • Queen Edith – Attendance and Admissions (Spring B) • Queen Emma – Attendance and Admissions (Spring B) | <ul style="list-style-type: none"> • Persistent absence rates have increased again at both schools which is disappointing. The report takes into account January and February, when absence due to sickness is high and there is more unauthorised absence than usual due to the Christmas holiday period. At Queen Edith there have been high levels of chicken pox and scarlet fever when children are often absent for 5 school days. • There are 4 pupils on a part-time time-table at Queen Edith and 1 at Queen Emma; this also affects the whole school attendance figure. • Total numbers of pupils in school have declined at both schools, although we do have in-year transfers joining both schools shortly. However, some of these are joining on a part-time timetable and are for pupils with SEND which will further impact our budgets. • There are new thresholds for raising legal concerns; legal teams at the local authority will not take action until Early Help has been provided and a meeting has taken place with the family. This has really slowed the process down. | |
| 9 | Policies for review | <ul style="list-style-type: none"> • Assessment Policy • Curriculum Policy • Home Learning Policy • Remote Learning Policy | <ul style="list-style-type: none"> • Assessment Policy – amended to reflect the fact that Y2 no longer take part in national assessments. Ratification: the standards and improvement committee ratified the Assessment Policy. • Curriculum Policy – up-dated Y2 topics and extended pupil leadership roles to reflect current practice. Challenge: P.4 – states ‘Sports Clubs are subsidised by PP funding to ensure they are as accessible as possible’. Is this the case or are they only subsidised for PP children? It is just for PP children; we will amend to clearly reflect this. Ratification: the standards and improvement committee ratified the Curriculum Policy. • Home learning policy has not been amended. Ratification: The standards and improvement committee ratified the Home Learning Policy. • Remote Learning Policy – this was brought in during the pandemic, but is now for use | |

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| | | <ul style="list-style-type: none"> Teaching and Learning Policy | <p>during snow days or if the building becomes inaccessible.</p> <p>Ratification: The standards and improvement committee ratified the Remote Learning Policy.</p> <ul style="list-style-type: none"> Teaching and Learning Policy – up-dated to include ‘Do Now’ boards. <p>Ratification: The standards and improvement committee ratified the Teaching, Learning and Monitoring Policy.</p> | |
| 10 | Safeguarding (SJ) | <ul style="list-style-type: none"> Mental Health Support Team Governor Visit | <ul style="list-style-type: none"> Sarah Jarman and Nicole Wilson attended PSHE training which covered new safeguarding units around children. This will be shared with teaching staff during staff meetings in the Summer term. Queen Emma are fortunate in being selected to be part of an NHS initiative known as the ‘Mental Health Support Team’ who work with schools this academic year to offer free support to parents who have children with mild to moderate anxiety issues through trained and trainee practitioners. Queen Emma were selected based upon the large number of referrals that we provide to external agencies; We asked if Queen Edith could also be supported and they have agreed to this. A safeguarding governor visit will take place with Joanna MacKenzie and Sean Lang. They will provide a note of visit to the FGB. Through Joanna MacKenzie the EHT has been in touch with our Community Police team and has asked them to speak with Y6 pupils about community cohesion and the age of criminal responsibility. | |
| 11 | Correspondence Received / Circulated | | <ul style="list-style-type: none"> We have received a letter of concern from the Local Authority with regard to our financial position. This will be shared with, and discussed in detail, at the Finance and Resources Committee as well as at the FGB. The Local Authority have met with Sarah Jarman, Sean Lang and Harriet Phillips and we will now become part of a RIG (Rapid Improvement Group) to put a plan in place to get back on budget. | |
| 12 | What is the impact of decisions made during this meeting upon the standards and improvement of the Federation? | | <ul style="list-style-type: none"> Ratified policies Concerns that financial position will have a negative impact on the high standard of education that families should expect. | |
| 13 | Actions for Governing | | <ul style="list-style-type: none"> Governor visit to monitor Internal Financial Controls | |

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| | Body to discuss/carry out CPD/ arrange a visit/etc. from this meeting/previous FGB (CD) | | <ul style="list-style-type: none"> Phonics Visit. | |
| 14 | Items to be reported to Parents | | Share Ozzy video at Queen Emma School. | |
| 15 | Any other business | | None | |
| 16 | Date of next meeting | Monday 22nd April 2024, 5.30pm | | |



Signed: _____ Dated: 22nd April 2024

(Craig Dyer, Chair, Standards & Improvement Committee)