

# MINUTES OF MEETING



<b>School:</b>	<b>Standhill Infants' School</b>
<b>Meeting title:</b>	<b>Meeting of the School Review Committee</b>
<b>Date and time:</b>	<b>Tuesday 11<sup>th</sup> October 2022 at 4.35 pm</b>
<b>Location:</b>	<b>In school</b>

<b>Membership</b> 'A' denotes absence	Mrs J Bucknall Ms N Scott Mrs J Clarke Mr C Worrall A Mrs S Ghattaora (Headteacher/Chair) Mrs S Britten
<b>In attendance:</b>	Mrs F Parr (Minute Taker) Mrs A Wheldon (F&GP) Mrs E Croghan (F&GP)

<b>SRC/12/2022</b>	<b>Apologies for absence</b> Mr Worrall was unable to attend due to F2 Parents' Evening taking place at the same time as the meeting.	
<b>SRC/13/2022</b>	<b>Declaration of interest</b> There were no declarations of interest, either directly or indirectly, for items of business on the agenda.	
<b>SRC/14/2022</b>	<b>Minutes from the last meeting and matters arising</b> The Minutes of the last meeting held on 26 <sup>th</sup> January 2022 having been previously uploaded to Governor Hub were confirmed as a true record. There were no matters arising. The Chair of the School Review Committee signed the Minutes.	
<b>SRC/15/2022</b>	<b>Standards Report – end of year 22, EYFS, phonics, KS1 SATs</b> The Headteacher referred to the Standards Report to Governors which had previously been uploaded to GovernorHub.  All the KS1 results are lower than the results of 2019 when SATs last took place. <ul style="list-style-type: none"> <li>• Reading: Higher than Notts and nationally</li> <li>• Writing: Lower than Notts and nationally. The Headteacher will be looking into this as boys did particularly poorly in this cohort (at least 3 SEN boys did not attain ARE) plus it was a girl heavy year group. Writing in the 3 years before the pandemic was a strength.</li> <li>• Maths: Equal to Notts and nationally</li> </ul>	

- Science: Lower than Notts and roughly the same nationally
- Reading, Writing & Maths combined: slightly lower than Notts (no national comparison available).

Vulnerable Groups:

In all areas, vulnerable groups attained better than they have in previous years with FSM children doing particularly well and nearly in line with their peers.

**A Governor asked whether any of these children were in school during Covid? The Headteacher responded that not all of them had been as e.g. EAL parents generally are not key workers**

**A Governor also asked if the vulnerable children had been targeted for intervention groups? The Headteacher responded that they had.**

*Mrs E Croghan arrived at the meeting at 4.39pm.*

F2 Results – The Headteacher repeated the following points from her report:

- The number of children attaining a good level of development (ie becoming a well-rounded child) is 73.3%, which is higher than 2019 (last full data set) at 69%, higher than Notts at 66.9% and nationally in 2022 at 65%.
- 63% of boys compared with 88.9% of girls attained a GLD. The Headteacher will be keeping track of the boys as they progress through year 1. They will be getting intervention where needed.
- The Headteacher will be focussing on the gap between boys and girls in reading comprehension. Even though we are higher than the LA and nationally at comprehension and word reading, this is because the girls have done so much better than the boys.
- In Writing (sentences) Standhill is lower than the LA and nationally
- In Number (pattern and calculations) Standhill is higher than the LA and nationally again with the girls doing much better than the boys.

**A Governor asked if we were boy-heavy in our NOR, to which the Headteacher replied that we were.**

*Mrs A Wheldon joined the meeting at 4.43pm.*

**Phonics**

- Our Year 1 phonics attainment is good at 77.3% which is in line with the LA and slightly higher than nationally, even though it is lower than our results last year when the tests were undertaken during the Autumn Term due to Covid.
- The boys did much better than the girls – 80.8% as opposed to 72.2%. This demonstrates how much this is down to the children as individuals and year group cohorts (therefore not a general trend that girls at Standhill always do better than boys).
- The PP children is lower than Notts but higher than 2021. These children will receive targeted intervention.

	<ul style="list-style-type: none"> <li>• The Headteacher explained the percentages behind the SEN figures and that how even though one child was disapplied due to his disabilities, this still counted in the school's figures.</li> <li>• The BME cohort outperformed the LA and their peers.</li> <li>• Six out of seven children resitting the phonics screening in Year 2 passed. The child who did not was a persistent absentee.</li> <li>• Overall key stage pass rate is 97.7%.</li> </ul>	
<p><b>SRC/16/2022</b></p>	<p><b>Attendance Data</b></p> <p>The Headteacher referred to the Attendance report for 2021-2022 which had previously been uploaded to Gov Hub. The main points are:</p> <ul style="list-style-type: none"> <li>- Most recent national attendance data is for 20/21 (including periods of closure).</li> <li>- Most recent national data we can compare to is Spring 20/21 at 95.4%, Standhill was 95.23%, so just below this. The Headteacher pointed out that just one child can make all the difference and that one of our persistent absentees only had an approx. 59% attendance.</li> <li>- Attendance has gradually declined over the year. This is due to a variety of reasons including the increase in holiday requests, frequently linked to cancellations due to Covid.</li> <li>- Our FSM absence has dropped since the Autumn Term and is also now below the 18/19 data (20/21 unavailable).</li> <li>- The Headteacher will be looking at the breakdown of attendance over the vulnerable groups during half term.</li> <li>- The Headteacher will be looking at the attendance data and will be contacting the parents of children with less than 90% attendance.</li> </ul> <p><b>A Governor asked if it was normal for absences to fluctuate throughout the year, to which the Headteacher replied that it was mainly due to taking holidays in term time, especially those which have had to be rearranged due to them being cancelled because of Covid.</b></p> <p>The Headteacher then highlighted points regarding persistent absenteeism at Standhill:</p> <ul style="list-style-type: none"> <li>• This applies to all children with attendance below 90%</li> <li>• The latest national absentee rate for 20/21 was 12.1% which means 12.1% of children miss more than 10% of their lessons. The overall absence for persistent absentees at Standhill 21/22 was 10.44% which is lower than the national figure.</li> <li>• Persistent absenteeism rose over the year with 8 KS1 children in Spring 1, rising to 14 by Summer 2, half of whom were FSM children, although only a quarter of the FSM children at Standhill are persistent absentees.</li> <li>• The attendance gap between FSM children and their peers is 5.29%. 25% of FSM children are persistent absentees compared with 5% of their peers.</li> <li>• The Headteacher has reintroduced Fruity Friday which is a class reward for the class with the best attendance over a week. As there has been so much illness in school recently, this has hardly got started.</li> </ul>	
<p><b>SRC/17/2022</b></p>	<p><b>School Development Plan 22-23</b></p>	

	<p>The Headteacher referred to the School Development Plan 22-23 which had previously been uploaded to GovernorHub. This is based around the findings of the Ofsted inspection earlier in the year.</p> <p>It covers three main areas: (see below). A fourth area will be introduced for writing following a visit by the LA SIP officer, Peter Mansfield.</p> <p><u>Priority 1 – Reading:</u> to improve the teaching and learning of phonics and reading so that all children can successfully and confidently read books that match their phonic ability. The Headteacher explained that we have already started working around this. We are buying packs of 200 books for each class to match what the children are being taught. We have sent out a Reading Newsletter explaining that parents need to listen to their child read and not to teach them. Their aim is to improve fluency in their child’s reading. Parents have complained in the past that their child’s book is too easy, but this is to help with their child’s confidence and fluency and then they will quickly move up the books. At the same time, we must make sure children understand what they are reading.</p> <p><b>A Parent Governor confirmed that this had worked with her child who looks forward to reading with her parents every day.</b></p> <p><u>Priority 2 – Behaviour:</u> a rigorous and well thought out behaviour policy leads to improvements in behaviour and a reduction in low-level disruption, so that all children can achieve their full potential. The LA SIP officer could not see any issues regarding behaviour in school. From the very next day after the Ofsted inspection, we implemented a consistent approach to challenge the behaviour in school and it is working.</p> <p><u>Priority 3 – Assessments, teaching and interventions:</u> Ensure assessments are fit for purpose and lead to systematic whole class teaching and small group interventions. Subject leaders will be using assessments to monitor standards in all areas. TA’s will be required to feedback the progress of individual children after each intervention.</p> <p>The Headteacher will be adding a fourth priority as advised by the LA SIP Officer regarding writing. This is an area all schools have struggled with as it is the one thing that could not be taught at home during the Covid lockdown.</p>	
<p><b>SRC/18/2022</b></p>	<p><b>LA Support Package</b></p> <p>Due to the outcome of the section 8 Ofsted in April the LA require the school to have additional support.</p> <ul style="list-style-type: none"> <li>• LA associate advisor Peter Mansfield will be completing 2 SIP reviews in the Autumn term.</li> </ul> <p>Visit one took place on Monday 10<sup>th</sup> and was a positive experience. Mr Mansfield spent time analysing and making recommendations for both the SEF and the SIP, which he will be reviewing in the Autumn term. Learning walks and lesson observations showed behaviour was good. The reading lead was interviewed and again some recommendations were made which will be followed up next half term.</p> <ul style="list-style-type: none"> <li>• LA reading advisor Paula Burrell will be completing 2 reading reviews in the Autumn term. (One should have been completed on 7<sup>th</sup> October but was cancelled by Paula due to illness, we are waiting for a follow up date).</li> </ul>	

	<ul style="list-style-type: none"> <li>• A package of training events has also been booked (early reading and progress in EYFS) which will be funded by the LA.</li> </ul> <p><b>A Governor commented that accepting this package and acting on the advice given will show Ofsted that we have listened and are doing something about it.</b></p> <p>The Headteacher informed the SR Committee that there will be more information by the time the Full Governing Body Meeting takes place and that the SIP will be updated by then.</p>	
<b>SRC/19/2022</b>	<p><b>School Code of Conduct Policy (LA model)</b></p> <p>This policy is produced by the LA and we are advised to accept it without amending it. The Child on Child Abuse Policy is also produced by the LA and again we have been advised to accept it as it is. It was</p> <p><b>agreed</b></p> <p><b>that these policies would be ratified by the School Review Committee.</b></p>	
<b>SRC/20/2022</b>	<p><b>Confidentiality of business</b></p> <p>Governors considered whether anything discussed during the meeting should be deemed confidential. It was</p> <p><b>agreed</b></p> <p>that nothing discussed was of a confidential nature.</p>	
<b>SRC/21/2022</b>	<p><b>Any other business</b></p> <p>No other business was discussed.</p>	
<b>SRC/22/2022</b>	<p><b>Date of next meeting</b></p> <p>Wednesday 1<sup>st</sup> February 2023 at 6.00 pm.</p>	

The meeting closed at 5.20pm.

Signed ..... (chair)    Date .....