

# 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>Wednesday 2<sup>nd</sup> February 2023</b>
<b>Location:</b>	<b>In school</b>

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

<b>SRC/01/2023</b>	<p><b>Apologies for absence</b></p> <p>Mr Worrall sent apologies due to illness.</p> <p>Mrs Britten sent apologies due to child's illness.</p>	
<b>SRC/02/2023</b>	<p><b>Declaration of interest</b></p> <p>There were no declarations of interest, either directly or indirectly, for items of business on the agenda.</p>	
<b>SRC/03/2023</b>	<p><b>Minutes from the last meeting and matters arising</b></p> <p>The Minutes of the last meeting held on 11<sup>th</sup> October 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.</p>	
<b>SRC/04/2023</b>	<p><b>Attendance</b></p> <p>The attendance report for the autumn term was shared.</p> <ul style="list-style-type: none"> <li>• Attendance for the autumn term was slightly lower than autumn 1.</li> <li>• Attendance was slightly higher than national data for the same period of time.</li> <li>• Attendance of FSM/PP children is lower than that of their peers.</li> <li>• 60% of persistent absentees are FSM.</li> <li>• 28% of FSM or persistent absentees.</li> <li>• Letters have been sent to families with the lowest attendance.</li> <li>• 7/10 PA children have better attendance than the previous half term.</li> </ul> <p>The late report for the autumn term was shared.</p> <ul style="list-style-type: none"> <li>• To support a good grading for Ofsted's 'behaviour and attitudes' a late report has also now been compiled.</li> <li>• 9.92% of children are persistently late.</li> <li>• Letters were sent to all these families – impact will be measured at the end of this term.</li> <li>• 72% of the children who are persistently late are FSM/PP children.</li> </ul>	

	<ul style="list-style-type: none"> <li>Rewards have been offered from improved punctuality.</li> </ul> <p><b>A Governor commented on how much this impacted on the child and how it must disrupt the rest of the class.</b></p>	
<p><b>SRC/05/2023</b></p>	<p><b>School Development Plan 22-23</b></p> <p>The Headteacher referred to the School Development Plan 22-23 autumn term milestones which had previously been uploaded to GovernorHub. This is based on monitoring reports and evidence from work completed in the autumn ter.</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.</p> <ul style="list-style-type: none"> <li>The milestones for 6 specific objectives linking to priority 1 have been met.</li> <li>Majority of children receiving phonics intervention have made good progress.</li> <li>1:1 reading interventions have started for the bottom 20% - impact will be measured in the spring term.</li> <li>2 parent information meetings linked to reading had taken place.</li> </ul> <p><b>A Staff Governor commented that despite the meetings and newsletters supporting the importance of reading 6/22 parents in one class did not regularly check children’s book bags as the letter about reading was still in the bag!</b></p> <p><b>A governor made the suggestion that those parents are targeted at parents’ evenings by the teacher to ensure the book bags are checked and the children are heard read.</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.</p> <ul style="list-style-type: none"> <li>The milestones for the 4 specific objectives for the autumn term have been met.</li> <li>Behaviour of the majority of children is kind and respectful. Low level disruption is no longer tolerated.</li> <li>High level behavioural needs of approx. 4 children remains an area for improvement. Whilst strategies and interventions are in place and staff are highly skilled to manage these behaviours, the nature of these children means their behaviour is still unpredictable and can disrupt learning.</li> <li>Further support from specialist agencies is being sought.</li> </ul> <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.</p> <ul style="list-style-type: none"> <li>The milestones for the 3 specific objectives have been met.</li> <li>Monitoring of phonics teaching in small groups has shown that TA’s feedback to teachers and assessments from small group lessons are used to guide next steps.</li> </ul> <p><u>Priority 4 – EYFS:</u> Early intervention for vulnerable children (including boys) ensures that the gaps between these groups and their peers is narrower than previous years.</p> <p>Objectives set at the end of the autumn term are</p> <p>4.1 improve the rate of progress in writing through quality first teaching.</p>	

	<p>4.2 All staff are knowledgeable and able to meet the needs of children with SEND</p> <p>4.3 TA's can articulate learning taking place, expected outcomes and share progress. EYFS TA skills ensure progress in 1:1 and intervention groups are at least good.</p>	
<b>SRC/06/2023</b>	<p><b>LA Support Package</b></p> <p>School have received support form Peter Mansfield LA adviser. He reported that good progress has been against the SDP and the next step was to write a development Specifically for EYFS which has been completed.</p> <p>Peter will be returning in the Spring term to further check progress.</p> <p>Paula Burrell reading lead has made 2 visits to school, she has offered advice and led training. She will be returning twice this term and the school reading lead will also be attending linked training.</p> <p>Huge progress in this area has been made</p> <ul style="list-style-type: none"> <li>• Reading intervention packs and taught sessions for the bottom 20%</li> <li>• Purchase and structure of finely graded books linked to phonics development in each class.</li> <li>• Additional phonics lessons in reception</li> <li>• Monitoring shows that children are reading books at the correct level.</li> </ul>	
<b>SRC/07/2023</b>	<p><b>School behaviour Policy</b></p> <p>This current policy was shared and the headteacher shared the rational around choosing some sort of characters to reflect the Core Values. The HT commented that as the children found it difficult to differentiate between the Core Values and the Learning Powers that they would come under one heading.</p> <p><b>Governors commented that animals would be a good choice as these would appeal to children of all backgrounds.</b></p> <p><b>Suggestions from governors were 'kind kanga' ollie Honesty.</b></p> <p>The next inset day with staff would follow up on this policy.</p>	
<b>SRC/08/2023</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/09/2023</b>	<p><b>Any other business</b></p> <p>No other business was discussed.</p>	
<b>SRC/10/2024</b>	<p><b>Date of next meeting</b></p> <p>Wednesday 1<sup>7th</sup> May 2023 at 6.00 pm.</p>	

The meeting closed at 7.00pm.

Signed ..... (chair)    Date .....