

MINUTES OF MEETING



School:	Standhill Infants' School
Meeting title:	Meeting of the School Review Committee
Date and time:	Wednesday 17th May 2023 at 6.00 pm
Location:	In school

Membership 'A' denotes absence	Mrs J Bucknall (Chair) Ms N Scott Mrs J Clarke Mr C Worrall Mrs S Ghattaora (Headteacher) Mrs S Britten
In attendance:	Mrs F Parr (Minute Taker)

SRC/11/2023	Apologies for absence There were no apologies.	
SRC/12/2023	Declaration of interest There were no declarations of interest, either directly or indirectly, for items of business on the agenda.	
SRC/13/2023	Minutes from the last meeting and matters arising The Minutes of the last meeting held on 2 nd February 2023 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.	
SRC/14/2023	<p>SDP Progress</p> <p>The Headteacher referred to the Standhill Infants' School Improvement Plan 2022 to 2023 which had initially been uploaded to GovernorHub in the Autumn and has since been updated and re-uploaded prior to this meeting.</p> <p>She reported that good progress is being made against all four points and priorities in the SDP.</p> <p><u>Priority 1: English Reading</u> – this has been scrutinised by the LA.</p> <p>1.1 We will not achieve the target of 85% of current year two resits reading at least 30 GPC on phonics screening. The children not achieving these targets are either FSM, SEN or persistent absentees or indeed overlapping in some or all of these groups.</p> <p>A Governor asked that of the children who will achieve this target, were any of them persistent absentees to which the Headteacher informed Governors that they weren't.</p> <p>HT informed govs that an extra full-time 'intervention' teacher has been employed for the summer term and they are teaching the bottom 20% from each KS1 class. They receive a 'phase' specific phonics lesson every morning, and they receive intervention teaching on</p>	

	<p>top, so that even the ones who will not reach this target will have made a significant improvement.</p> <p><u>Priority 2: Behaviour</u></p> <p>All actions on this priority have been completed. The Headteacher informed Governors that the changes in the behaviour policy around rewards and promoting positive and good behaviour has had a positive impact. However, during Maths and English observations some of the teachers still weren't rigorous in their expectations therefore some children just weren't engaged. They have received specific feedback about this.</p> <p>There is still challenging behaviour in school but 97% of children have responded well to the new policy. There is no impact on the other 3% and the LA Improvement Advisor has said that may continue to be the case, but the difference is that the 3% no longer impacts on the 97% like it used to. Staff still need to be more rigorous, but there is improvement.</p> <p><u>Priority 3: Assessments, teaching and interventions</u></p> <p>Subject leaders need to check that all the teachers are adhering to the planned sequence of learning.</p> <p><u>Priority 4: EYFS</u></p> <p>All areas achieved with the impact being good progress in reception.</p>	
<p>SRC/15/2023</p>	<p>LA Support and Feedback</p> <p>The Headteacher referred Governors to the report from Nottinghamshire County Council's Education Improvement Service focussing on School Development Plan Progress Review, which had previously been uploaded onto Governor Hub.</p> <p>The Education Improvement Advisor, Peter Mansfield, visited three times and the final visit was very positive. In his report his evaluation summary states that "The school has made good progress against the spring milestones in the SIP. Leaders drive improvement to ensure all staff have a clear focus on the outcomes. Comprehensive monitoring provides robust evidence of the impact of the priorities. A comprehensive system is in place to ensure phonics and early reading are taught effectively, with books carefully matched to the children's phonetic abilities. The changes to the behaviour policy and reward system have significantly reduced incidences of low-level disruption. Subject leaders should monitor the impact of the curriculum, using the progression documents to assess how well children acquire and retain key knowledge and vocabulary. The school should continue to ensure governors monitor the school's work to provide challenge and support for leaders." – the Headteacher recommended that the governors did more "speed-dating" sessions in school. Overall, Peter Mansfield was very pleased.</p> <p>A governor pointed out that the actions to be taken in Peter Mansfield's report were clear, easy to understand and should be easy moving forward.</p> <p>The Headteacher informed Governors that she had received a telephone call notifying her that an audit of how the school spends its pupil premium would be held, even though our pupil premium children did better last year than pupil premium children did nationally.</p>	

	<p>A governor commented that the Headteacher keeps Governors informed about the progress of pupil premium children and encourages them to engage with them on their visits to school.</p> <p>The Headteacher then informed Governors that she had been informed that the school was also being moderated for our SATs and that KS1 staff have today been to a meeting to find out what to expect.</p> <p>The Headteacher then referred to the Reading Support Reports by Nottinghamshire County Council’s Education Consultant, Paula Burrell, dated 6th February and 10th March 2023. Her evaluative summary in her last report concluded that “The Lead has robust evidence to show where reading teaching and learning is good in school and uses evidence well to decide where and what support is needed to improve. She has a clear understanding of how the SDP is used to drive improvement and of how evaluation of monitoring activities is integral to provide evidence of this. Although there have been challenges to provision, she takes responsibility in her role to find alternatives.” The Headteacher was pleased to inform Governors that the intervention and support from Paula Burrows has had a very positive impact on the Lead’s confidence and performance.</p>	
<p>SRC/16/2023</p>	<p>Attendance</p> <p>The Headteacher referred Governors to her attendance report for Spring 2 2023 which had previously been uploaded to Governor Hub.</p> <p>She informed Governors that attendance is generally good. However, all the vulnerable groups except SEN EHCP have attendance lower than their peers. Even so, the school’s attendance of 95.6% compares favourably with the most recent data for estimated national attendance from 20-21 of 93.9%.</p> <p>Of the 19 persistent absentee children with attendance below 90%, three are leaving in the summer, another one is being issued with a fine for her third holiday this year – this child is also expected to leave us shortly as the parent has moved to the other side of the city. Our persistent absentee rate is 14.39% which is lower than the national rate of 18.4% (which equates to these children missing more than 10% of sessions in one year). 57% of persistent absentees are FSM and 46% of FSM children are persistent absentees.</p> <p>A Governor stated that the absentee rate is caused by parents and not the children as they are dependent on their parents to get to school. The Headteacher informed Governors that she has this week sent many letters to parents warning them about their children’s attendance and that this will continue to be monitored.</p> <p>The remainder of the attendance item is deemed confidential and continues in the Confidential Items appendix.</p>	
<p>SRC/17/2023</p>	<p>Behaviour Updates</p> <p>The Headteacher referred to the amended Behaviour Policy which had previously been uploaded to Governor Hub.</p> <p>The Headteacher explained the alterations she has made to the Behaviour Policy following attending a Looked After Conference where a positive behaviour approach to the Behaviour Policy was deemed a <i>whole school approach</i>, which has been reflected in the title of the school’s amended policy.</p>	

A purpose for the policy has also been included to read: The underlying purpose of this policy is to ensure that Standhill Infants School is a safe environment in which all pupils can learn and reach their full potential.

Also included under the Statutory Duty of the School heading, is: “The Headteacher, senior leadership team and governors oversee the implementation of this policy in line with DfE expectations (September 2022). This policy and any subsequent updates will be publicised on the school website.”

Changes under the heading Teaching and Strategies, reads: “Positive relationships are the basis for creating a safe and happy school and are the best tool to develop our core values.” Characters have been added to the core values:

- We are kind – Dizzy dolphin is kind and shows reciprocity
- We show respect – Peanut elephant shows respect and is resourceful
- We are honest – Blinky owl is honest and reflective
- We work hard – Slider penguin works hard and is resilient.

One of the Governors is arranging for appropriate graphics for display.

The Headteacher commented that children are getting rewards more frequently, and she has now dropped the Standhill Star award as this has now become superfluous.

Changes to the Sanctions/Consequences are that all staff have the right to impose sanctions (except suspension or exclusion) and more specific additions have been made to the list of behaviours which could lead to a temporary or permanent exclusion.

A Governor suggested adding words to the effect that this list is not exhaustive, to cover any situations which may arise which are serious but not mentioned in this policy.

The Headteacher has also added a statement from the DfE stating: “This government supports headteachers in using suspension and permanent exclusion as a sanction when **warranted as part of creating a calm, safe and supportive environment in which pupils can learn and thrive**. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.”

There is an additional paragraph under zero tolerance and early intervention: “Where necessary some children do not follow the school ‘Good to be Green’ behaviour system, but have an individual reward system in its place. Parents will always be informed where this is the case. Professional advice will be sought in these cases. However, points 6, 7 and 8 will still apply to these children and temporary or permanent exclusion will be used to ensure both the safety and learning of their peers is protected.”

Emotion coaching training had taken place the previous day by GAP (Gedling Area Partnership) around this.

A governor asked if the Midday Supervisors had also been trained, to which the Headteacher replied that they would be given training next week on the INSET day.

A governor asked when the policy will be uploaded onto the school website. It was

	<p>agreed</p> <p>that this policy would be ratified by the School Review Committee and uploaded onto the school website.</p>	
SRC/18/2023	<p>Confidentiality of business</p> <p>Governors considered whether anything discussed during the meeting should be deemed confidential. It was</p> <p>agreed</p> <p>that an item under SCR/16/2023 Attendance, was deemed confidential.</p>	
SRC/19/2023	<p>Any other business</p> <p>The Headteacher informed Governors that our SENCo had successfully secured at least £18,000 AFN funding for the next academic year to support our SEN children.</p>	
SRC/20/2023	<p>Date of next meeting</p> <p>Wednesday 20th September 2023 at 6.00 pm.</p>	

The meeting closed at 7.00pm.

Signed (chair) Date