


<b>MINUTES OF MEETING</b>		
<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 26<sup>th</sup> January 2022 at 6.00 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 Mrs S Ghattaora (Headteacher/Chair) Mrs S Britten
<b>In attendance:</b>	Mrs F Parr (Minute Taker) Miss S Flint (Chair of Governors/F&GP) Mrs A Wheldon (F&GP)

<b>SRC/01/2022</b>	<b>Apologies for absence</b> There were no apologies for absence.	
<b>SRC/02/2022</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/03/2022</b>	<b>Minutes from the last meeting and matters arising</b> The Minutes of the last meeting held on 22 <sup>nd</sup> September 2021 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/04/2022</b>	<b>School Development Plan Progress</b> The Headteacher went through the School Development Plan Review report which had previously been uploaded to Governor Hub. <u>English</u> Year 1 Phonics Screening in the Autumn produced an 84% pass; the last cohort to take Phonics Screening attaining 67%. It was the same test so the HT could make a fairer comparison, as the cohorts were obviously different. This is good for us in the eyes of Ofsted but not sure how this compares with other schools. The bottom 20% of the cohort are receiving help. TAs have received extra phonics training – GAP phonics. The focus is on continuing to teach and move up the levels on a class basis with TAs providing intervention for children in smaller groups, filling in the identified gaps in learning.  <b>A Governor asked if the TAs taught in groups or individual children and how long time wise? The Headteacher responded that each child receives 20 minutes three times a week in groups. The TAs teach into the gaps in intervention groups.</b>	

	<p><u>Outdoor learning</u> Progress is being made. The Caretaker and Mr Worrall have built a new shed for F2 storage and the playhouse will be restored for use as such. We now need to look at the resources. The previous week's work is revisited in outdoor learning to help with sticky knowledge.</p> <p><u>Curriculum</u> We are up to date with the plan for the Spring term.</p>	
<b>SRC/05/2022</b>	<p><b>Year 2 Phonics Analysis</b></p> <p>NCC schools were invited to assess their Year 1 children last summer with the data submitted not actually published. 65.9% of the children passed. When the same children redid the assessment before Christmas, 84% passed. 34% of the children attend 3 x weekly booster sessions. This has definitely had an impact. The children who did not pass will have to resit the screening at the end of year 2. We are looking to buy more fully decodable books to go home. The books have to match the phases in phonics.</p> <p><b>A Governor asked if there was an emotional impact of resits on the children? The Headteacher explained that the children concerned are spread among the three classes and are still being taught in class. There are varying reasons for them having to resit eg SEN, persistent absenteeism, emotional immaturity.</b></p> <p><b>A Governor asked how the parents react, to which the Headteacher said that the teachers discuss the children's progress at parents' meetings and that we address the children's needs early before they get too far behind. National expectation is a 90% pass.</b></p> <p><b>Another Governor commented that some children are still very young with summer birthdays.</b></p>	
<b>SRC/06/2022</b>	<p><b>Attendance Data</b></p> <p>The Headteacher referred to the Attendance report 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 18/19.</li> <li>- Our % attendance was 96.93% - national average was 96%</li> <li>- Autumn 2021 attendance was 96.22% (still above the 18/19 national average)</li> <li>- This is better than Autumn 2020 which was 95.94%</li> <li>- Our FSM absence is now in line with National (7.5%) Standhill (7.26%)</li> <li>- We have seen an improvement since two persistent absentees have returned to school.</li> <li>- FSM attendance in Autumn 2020 was 88.78% and now it is 92.74%.</li> <li>- Absences due to school closures or Covid do not affect the figures.</li> </ul> <p>The Headteacher explained that on the data dashboard, for Autumn 2020, Standhill was in the bottom 20% for attendance and this was caused by just two children. The Headteacher informed Governors that we were very strict in the office regarding chasing up absenteeism. Rather than just emailing parents, we now text and ring them.</p> <p><b>A Governor asked how Covid cases were entered on the register, to which the Headteacher replied that Covid absences were recorded as an X, which did not affect the attendance figures.</b></p>	

	<p>Persistent Absentees:</p> <ul style="list-style-type: none"> <li>- Autumn 22 there were 11 KS1 children with attendance below 90%</li> <li>- There are 5 ongoing persistent absentee cases equating to 3.7% which is below national data for 18/19 at 10.9%.</li> <li>- All 5 cases are FSM children accounting for 19.2% of FSM children.</li> <li>- Overall absence for persistent absentees was 25% in Autumn 1 but improved to 19.44% in Autumn 2.</li> <li>- Letters were sent to their families at the end of Autumn 1 and three of these received a reward as their child's attendance improved in Autumn 2.</li> </ul> <p>Vulnerable Groups:</p> <ul style="list-style-type: none"> <li>- Girls' attendance is in line with boys</li> <li>- The attendance gap between FSM children and their peers has reduced from 6.4 last year to 4.32. 19.2% of FSM children are PA compared with 0% of their peers.</li> </ul> <p>Since June 2021, the Headteacher has continued to monitor attendance of PAs and to follow this up with their parents and advised parents in a newsletter not to take their children out of school during term time. This was found to have a positive impact as attendance percentages almost in line with 18/19.</p>	
<p><b>SRC/07/2022</b></p>	<p><b>Attendance Policy</b></p> <p>This is being updated to bring it in line with the latest KCSIE guidance. Governors were invited to read the changes in red to the policy which had previously been uploaded to Governor Hub. The Headteacher stated that she had added the paragraph at the beginning of the policy that all children regardless of their needs or disability were expected to attend school regularly and on time. We have tweaked our procedure for chasing up attendance and have moved from just emailing to texting and then ringing. This is to get round the 'no credit – couldn't ring' excuse.</p> <p>Children missing education procedure has been updated and this outlines the procedures we take to following up missing children.</p> <p><b>Governor questions:</b></p> <p><b>How soon do we start to follow the procedure? The Headteacher explained that it depended on who the family was, what was the current history and if they had Social Services involvement.</b></p> <p><b>Are there many children for whom we do not have four contacts for? It was estimated that around a third of the children only have two main contacts.</b></p> <p><b>Will this policy be shared with parents? It was explained that we will let parents know in a Newsletter and the policy will be on the website.</b></p> <p><b>With the staggered start times in place, have the timings for the late marks been moved back? As there is an arrival 'window' of between 8.40 and 8.50am anything after this time is marked as a late arrival unless it is after 9.20am and then it is marked as a late after the register has been taken which counts as an unauthorised absence.</b></p> <p><b>The Headteacher gave an example of a persistent absentee child which had been marked as a Late only when very late to try and keep the family onside. However, she has been specifically advised not to do this as evidence needs to build up in case the matter goes to court.</b></p>	

<p><b>SRC/08/2022</b></p>	<p><b>Governor Board Health Check (via Gov Hub)</b></p> <p>The Headteacher went through the Governor Board Health Check which was circulated to Governors at the beginning of the meeting. This consisted of a questionnaire designed for the Governors to self-assess their knowledge as a Governing Body and to identify any gaps in knowledge.</p> <p>The Headteacher reported that the SEN Governor had contacted her to arrange a series of visits focussing on SEN in school so he could have an informed discussion with Ofsted.</p> <p><b>It was agreed</b></p> <ul style="list-style-type: none"> <li>- that a “speed dating” session between Governors and subject leads will be arranged.</li> <li>- To resurrect the Governors’ Newsletter for parents explaining a bit about each Governor and what they bring to the Governing Body and why they chose to join it.</li> </ul> <p><b>Governor questions:</b>  <b>Are there any extra links with Porchester Junior School/other schools? Governors mix with other Governors attending training events and can establish links/extra knowledge through the workplace.</b></p> <p><b>A Governor commented that being on a Governing Body helped her with her work by understanding how a school works behind the scenes.</b></p>	<p>A</p> <p>A</p>
<p><b>SRC/09/2022</b></p>	<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 all discussions relating to the item Any Other Business be deemed as confidential.</p>	
<p><b>SRC/10/2022</b></p>	<p><b>Any other business</b></p> <p>Confidential.</p>	
<p><b>SRC/11/2022</b></p>	<p><b>Date of next meeting</b></p> <p>Wednesday 18<sup>th</sup> May, 2022 at 6.00 pm. (The next FGB meeting is 15<sup>th</sup> June 2022.)</p>	

The meeting closed at 7.17pm.

Signed ..... (chair)    Date .....