

THE GOVERNING BOARD OF PENTLAND INFANT AND NURSERY SCHOOL

Minutes of the meeting of the Standards and Effectiveness Committee held at 10.00 am at the school on Friday, 26 January 2024.

PRESENT

Ms N Addison (Chair), Miss F Farooq (Head Teacher), Ms A Tabassum.

In Attendance

Miss L Deane (Minute Clerk, Observer)
Mrs C Hall (Minute Clerk, via recording)
Mr C Forrest (Observer / Forrest Governance)

The meeting was recorded for the purpose of producing the minutes.
All attendees consented to the meeting being recorded.

The meeting commenced at 10.08 am.

1. APOLOGIES FOR ABSENCE, CONSENT AND DECLARATIONS OF INTEREST

Mrs O Khan was absent from the meeting (consent).
There were no declarations of interest.

2. NOTIFICATION OF ITEMS TO BE BROUGHT UNDER ANY OTHER BUSINESS

No matters were notified for Any Other Business.

ACTION: GCS to include academisation on the agenda for the Full Governing Board meeting on Wednesday 7 February 2024.

3. MINUTES OF THE MEETING HELD ON 14 JULY 2023

RESOLVED: That the minutes of the meeting held on 14 July 2023 be approved and signed by the Chair as a correct record, subject to amendments to be forwarded to GCS by the Head and the Chair.

ACTION: Head Teacher to amend the minutes from 14 July 2023 and confirm with the Chair before sending the final copy to GCS.

4. MATTERS ARISING

There were no matters arising.

5. SUBJECT LEADER PRESENTATION

The Head Teacher explained the operational difficulties of releasing a staff member during the day. Governors agreed that this item should be transferred as a termly standing agenda item to meetings of the Full Governing Board.

ACTION: GCS to transfer Subject Leader presentations from Standards and Effectiveness to FGB agendas.

6. PUPIL PROGRESS AND OUTCOMES FOR PUPILS

(a) Year 1 Data Report

The Chair had drawn attention to the Year 1 data not being available at the previous meeting. The Head Teacher clarified that it had been available, but it had not been discussed in detail. Governors noted that progress data was included in the Autumn 2023 report.

(b) Autumn 2023 Report

The Head Teacher apologised for the late distribution of the report to Governors and handed copies to those present. The report highlighted information in the following key areas:

- (i) Contextual Information
- (ii) Data Overview – Data Comparisons for Reception, Year 1 and Year 2
- (iii) Strengths
- (iv) Areas for Development
- (v) Next Steps
- (vi) Age Related Expectation (ARE) Summary Report
- (vii) Nursery – Strengths and Areas for Development
- (viii) Pre-School – Strengths and Areas for Development

The data comparison appeared favourable for Reception, Year 1, Year 2 and EYFS. Subjects included were Reading, Writing and Maths and results were reported to the LA and the DfE.

Q: Are these the assessments completed just before Christmas 2023?

A: Yes, this is our Autumn term report from September to December 2023. Reception children are showing Reading at 66.7%, Writing at 66.7% and Maths at 53.3%.

Q: Are the children meeting Age Related Expectations (ARE)?

A: Yes, they are at this point in the year and this will be discussed in more detail when we refer to the contextual information.

Governors focused on the Year 1 data which highlighted:

- Reading was at 72.5% for 2023/24 as opposed to 39.6% for 2022/23.
- Writing was at 45% for 2023/24 as opposed to 39.6% for 2022/23.
- Maths was at 65% for 2023/24 as opposed to 45.8% for 2022/23.

Q: Is that comparing the 2023/24 Year 1 class in the Autumn term with the 2022/23 Year 1 class at the same point?

A: Yes, that is correct.

Governors looked at the Year 2 data which highlighted:

- Reading was at 72.9% for 2023/24 as opposed to 37.5% for 2022/23.
- Writing was at 56.3% for 2023/24 as opposed to 6.3% for 2022/23.
- Maths was at 68.8% for 2023/24 as opposed to 46.9% for 2022/23.

Q: Were the current Year 2 children impacted by Covid?

A: Yes, they were.

The Head Teacher explained that there were various factors to consider when comparing cohorts. Year 2 in 2022/23 had been impacted by COVID lockdowns, they had not been in school for Reception and it had been a slightly smaller cohort than this year's group. Although the current Year 2 children had started with a low baseline, they had made rapid progress and in July 2023 they had been in line with national rates for Expected.

The data showed the results of the school's training programme, including a robust CPD package for staff, Little Wandle Phonics and White Rose Maths. Staff were also receiving training on the Maths Mastery programme, a two-year course that was continuing this year.

Governors were pleased with the data and commended staff and pupils for the remarkable results. The Head Teacher assured governors that SLT had checked the data to ensure it was accurate.

The Head Teacher advised that children's progress from their baseline was verified by moderation externally amongst the local pyramid of schools and could also be moderated by the LA.

Q: In relation to the table, what exactly are the percentages about 'meeting' taking into consideration? In particular, for Reception 2022, what are 66.7% of the children completing?

A: In terms of Reading in Reception, we assess phonics (reading words) and comprehension (how much children understand of what they read).

Q: Where are we getting that information from? Where are we sitting? If children are meeting these criteria, where are the criteria coming from and is this dependent on age? If so, why doesn't it match national? Where are we getting this baseline from?

A: We get the information from the target tracker system where we record progress against targets. The areas of assessment are: Listening, Attention, Understanding the World, Speaking, Self-Regulation, Managing Themselves, Building Relationships, Gross Motor Skills and Fine Motor Skills, which combine into GLD (Good Level of Development). In Reception assessment on the target tracker is by word reading and comprehension. The Key Stage 1 curriculum is different.

Q: So, the percentage shows whether the children are able to tick these boxes?

A: Yes, that is correct.

Governors enquired about where the school was in comparison to other schools and the Head Teacher advised that comparative data would be available at the end of the year.

Q: Do we know how the current Year 2 children compare with last year's?

A: We do have systems that show the data and I can look into this more if you would like that level of breakdown.

Q: We know where we are starting from and we are making progress but ultimately are our children going to match everybody else?

A: Although Reception is currently low for GLD, our Year 2 children were exceeding ARE last year in Reading and Maths. Writing was the school's weakest area, but this was the case locally and nationally.

Governors discussed the comparative data and noted that if the current level of attainment was maintained and validated in summer 2024, the Year 2 results would be around the national average.

Q: So, this is comparing the Autumn data from last year and this year?

A: Yes, that is correct. We did a lot of rapid catch-up work in 2022/23, the children made great progress and they were in a strong position for junior school.

Governors noted that moderation was undertaken within a group of local schools, as well as validation of results at the end of the year, both nationally and locally.

Q: Are you expecting this half of the year to be less intensive?

A: You would think so, however there are some really difficult matters to deal with, including SEND, EAL and family trauma, particularly in Year 1. We have put ELSA in place, an Emotional Literacy Support Assistant, and we have an internal referral system.

Q: Is that an external organisation that comes into school or a member of staff?

A: It is a member of staff.

Q: How much time is a member of staff dedicating to ELSA?

A: This member of staff has a specific timetable, working with children with emotional issues and barriers and helping them to feel safe and happy, so they are ready to learn. Previously we might have referred some children to an Educational Psychologist but now we are doing more in school, with this specific role making the most of skills and attributes of the staff member.

Q: So, this role is not just ELSA and they teach as well?

A: The staff member also supports and helps train SEND TAs in school.

Q: Is the ELSA support only for Year 1?

A: No, ELSA support is available for everybody across the school.

Q: Does the ELSA spend quite a lot of time in Year 1?

A: Yes, but we have now recruited some extra support staff to address the challenges and keep up the momentum.

Governors noted that they needed be aware of the data on children who were on track or not on track and what action the school was taking to address any gaps.

Q: Do these Year 1 figures discount any of those children that are struggling?

A: No, every child is included in the figures including SEND.

The Chair reported on her recent visit and her observation of a Pupil Progress meeting, where progress and barriers to progress had been discussed. The school was using the Nuffield Early Language Intervention (NELI) to support children with Speaking and Listening. Staff had noticed an impact on Maths, resulting from the

recent focus on Phonics, and the Chair could see that they were dealing with the issues arising.

Q: How many are on track; how many are not on track? Have those not on track all got interventions and are they making progress through them?

A: In Reception they are making progress: we have put in substantial time and effort and we have prioritised 'keep-up' interventions.

Q: Does this relate to GLD or do you only get a GLD score at the end of the year?

A: Yes, children get their GLD score at the end of the year.

Q: Can you see all the strands on your tracker and are they colour coded the same as the Pupil Premium progress, so weaker areas can be found?

A: Yes, that is correct.

Q: Are children still making significant progress considering the staffing changes - how much impact has this actually had?

A: Progress is continuing to be made and we always look to enhance children's learning experiences. Cohorts can vary considerably, depending on individual and family circumstances.

Governors acknowledged and appreciated the dedication of staff and were mindful of their wellbeing. Governors hoped that things would feel more settled within school, even with reduced resources, and that progress would continue.

Q: Has the reduction in staffing impacted more on children with SEND or on classes as a whole?

A: Before the restructure there was a teacher and an ETA in each class and there were ETAs supporting individual children. The school no longer has ETA class support, but EHCP support is still in place despite the challenging circumstances. We have been investing in volunteers, offering induction, training, experience, CPD/learning opportunities and a reference.

The Head Teacher thanked the Chair for signposting the school to Speech Stars and confirmed that a member of staff had made contact.

The Head Teacher reported on peer groupings that were being run for efficient working in phonics across the year groups. Monitoring showed that this was working very well and had impacted on children's reading. This approach had been extended to Maths from January and in both cases the groups were rotated amongst the adults.

Q: Is this approach potentially causing teachers more workload? Is it good for children but harder for staff?

A: Professional dialogue happens all the time and is normal for staff. This approach has helped staff as well as children.

Q: Are there any other main points to highlight?

A: We would like to take a more strategic approach to in-house SEND provision in specific groups for a particular session, which would allow children the opportunity to interact with their peers, while having bespoke provision for their individual needs. 1:1 tuition is not always the best or most efficient way for children to make progress. Small peer groups of children learning on the same level can work very well.

Q: Where are you at with this concept?

A: We are in the really early stages. Our next steps are to visit local schools with a similar set-up and consider our children's needs. We are hoping to run a trial in the summer term.

7. QUALITY OF TEACHING AND LEARNING

This item was dealt with under Minute 6.

8. SCHOOL DEVELOPMENT PLAN

The Headteacher had circulated the SDP to governors and staff to seek their opinions and any suggestions for amendment. Governors had reservations about editing or adding comments to the SDP and indicated they would prefer to discuss it at the FGB meeting. Governors felt that meetings could be more efficient and this was a point for Governor development.

It was agreed that this item should be transferred from the Standards and Effectiveness Committee to meetings of the Full Governing Board as a standing item.

ACTION: GCS to transfer School Development Plan from the Standards and Effectiveness Committee to the Full Governing Board as a standing agenda item.

9. PUPIL BEHAVIOUR AND SAFETY

The Head Teacher summarised safeguarding measures in place and the Chair commented that she had received a Safeguarding leaflet on arrival this morning. Governors discussed keeping this agenda item on the Committee's agenda and noted that the Committee had adopted the model LA terms of reference.

Governors requested a report to future meetings of this Committee on safeguarding incidents by category for monitoring purposes.

ACTION: Head Teacher to provide a report on safeguarding incidents by category to future meetings of the Standards and Effectiveness Committee.

10. PUPIL PREMIUM / SPORTS AND PE PREMIUM

Governors enquired into the progress of Pupil Premium children and the Head Teacher advised that this was monitored as part of the regular pupil progress meetings and her report to Governors always included an update on Pupil Premium.

ACTION: (i) Head Teacher to provide data on the progress of Pupil Premium children.

(ii) GCS to transfer Pupil Premium / Sports and PE Premium School from the Standards and Effectiveness Committee to the Full Governing Board as a standing agenda item.

11. SAFEGUARDING

The Head Teacher advised that there were no major incidents to report. Safeguarding was dealt with under Minute 9.

12. ANY OTHER BUSINESS

There were no items of other business.

The agenda was taken out of order at this point.

13. MATTERS ARISING

Major Trip (Minute 5(c) refers, Cttee Minutes dated 14 July 2023)

Governors noted that a major trip had proved to be too expensive, mainly due to the cost of transport, and the focus was on trips or visits closer to home. Governors discussed ways of helping families to budget for trip payments, including advance notice and paying by instalment.

The Head Teacher reported that Nursery and Pre-school were visiting Ponderosa in Summer 1, Reception were going to the Butterfly House in Sheffield in Spring 2 and Years 1 and 2 were visiting the Yorkshire Wildlife Park in Summer 1.

Q: Have you looked at funding or grants to help with trips?

A: We have not had the capacity.

Governors considered whether they could explore grants or other funding streams, depending on criteria and agreed to ask Mrs Khan for her input.

ACTION: Chair to ask Mrs O Khan for her input on applying for grants or other funding streams.

Ms Tabassum left the meeting at 12.00. The meeting was then inquorate.

Governors discussed opportunities for fundraising to support trips and reduce the cost per child, including refreshments at parents' evenings for donations, bun sales suggested by the School Council, and a 'river of pennies', which could link to geography (tributaries from each class) and maths (counting the coins) and wider aspects around banking the money.

The agenda reverted back to order at this point.

14. DATES OF FUTURE MEETINGS AND POSSIBLE AGENDA ITEMS

Governors noted that the next meeting of the Standards and Effectiveness Committee would be held at 10.00 am at the school on Tuesday, 9 July 2024.

15. AGENDA, MINUTES AND RELATED PAPERS – SCHOOL COPY

Governors agreed that no part of these minutes, agenda or related papers should be excluded from the copy to be made available at the School, in accordance with the Freedom of Information Act and this would be confirmed at the next meeting of the Committee.

The Chair thanked everyone for attending and closed the meeting at 12.10 pm.

ACTION LOG:

| Minute Reference | Action | By Whom |
|-------------------------|--|----------------------|
| 2 | <u>Notification Of Items to Be Brought Under Any Other Business</u> Include academisation on the agenda for FGB meeting on 7 February 2024. | GCS |
| 3 | <u>Minutes of the Meeting Held On 14 July 2023</u> Amend the minutes from 14 July 2023 and confirm with the Chair before sending the final copy to GCS. | Head Teacher / Chair |
| 5 | <u>Subject Leader Presentation</u> Transfer Subject Leader presentations from Standards and Effectiveness Committee to FGB agendas. | GCS |
| 8 | <u>School Development Plan</u> Transfer School Development Plan from the Standards and Effectiveness Committee to FGB agendas. | GCS |
| 9 | <u>Pupil Behaviour and Safety</u> Provide a report on safeguarding incidents by category to future meetings of the Standards and Effectiveness Committee. | Head Teacher |
| 10(i) | <u>Pupil Premium / Sports and PE Premium</u> Provide data of the progress of Pupil Premium children. | Head Teacher |
| 10(ii) | <u>Pupil Premium / Sports and PE Premium</u> Transfer Pupil Premium / Sports and PE Premium School from the Standards and Effectiveness Committee to FGB agendas. | GCS |
| 13 | <u>Major Trip (Minute 5(c) refers)</u> Ask Mrs O Khan for her input on applying for grants or other funding streams. | Chair |