



**Standards & Improvement Committee Meeting**  
**Monday 24<sup>th</sup> April 2023, 5.30 pm**  
**Queen Emma School**  
**Minutes**

Ambili Nair	Sean Lang
Cath Stubbs	Sulochana Subramaniam
Craig Dyer (Chair)	Victoria Renfro
Hayley Brooker	Zoe Vassiliou (Clerk)
Joanna MacKenzie	
Nicki Simmons	
Sarah Jarman (EHT)	

	Item	Minutes	Action
1	Apologies for Absence	Apologies were received and accepted for Steve Rothwell and Jo Dooley.	
2	Declaration of Interest	None declared	
3	Agree minutes of the last meeting	Minutes were agreed subject to amendment of numbering.	<u>ZV has amended</u>
4	Matters Arising		
5	Impact of Professional Development (SJ/CS/NS) <i>Links provided via email</i>	<p><b>Write Stuff - Feedback</b></p> <ol style="list-style-type: none"> <li>1. Staff have received training to support their delivery of the Write Stuff. It can be prescriptive, although does allow for some personalisation.</li> <li>2. Teaching staff need to take responsibility for planning units of work that stretch the most able writers. Staff have worked hard to plan all the teaching units but hope that it will become less work as they start the second unit of work.</li> <li>3. <b>Challenge: under Q4 How will the planning materials support your work load, just under half of the respondents answered 'not at all'.</b> There is no doubt that planning for the units of work takes longer, however teachers will have their planning from this year to refer back to in the next school year so hopefully planning will become less onerous.</li> </ol>	

		<ol style="list-style-type: none"> <li>4. It is clear from results in Year 2 that we are seeing a very positive impact on writing outcomes.</li> <li>5. <b>Challenge: Which staff are responsible for oversight of the Write Stuff?</b> Cath Stubbs and Nicki Simmonds, Deputy Headteachers and Jemma Thurston and Rachel Holman, English Subject Leads.</li> <li>6. <b>Challenge: is it more effective for older children?</b> We are not sure yet as it hasn't been rolled out in Year 6. As the work is highly scaffolded we are not sure if children's work would be considered 'independent' when we have moderation, which we will this Summer.</li> <li>7. <b>Challenge: Are you sure that all teachers have the skills to challenge higher ability children?</b> Yes, but where staff have requested further support this has been provided.</li> </ol> <p><b>FFT Phonics – Feedback</b></p> <ol style="list-style-type: none"> <li>1. From recent data we are pleased to note that outcomes in phonics are stronger than in previous years.</li> <li>2. <b>Challenge: Are there gaps in training of staff?</b> No, but when new staff join us we must ensure that they receive training.</li> <li>3. <b>Challenge: Over the next year what impact would you expect to see?</b> We expect to see an improvement in phonics data and that it is at national levels, or above.</li> <li>4. We plan to introduce the phonics programme into our nurseries, as well as in KS2 where we use it to support children who are unsure.</li> </ol>	
6	Data reports – Spring Term B (CS/NS)	<p><b>Queen Edith Data</b></p> <ol style="list-style-type: none"> <li>1. <b>Challenge: What support has been put in place for the less able children?</b> Children receive teaching in smaller groups or on a 1:1 basis to accelerate their learning and to focus on their specific needs.</li> <li>2. DH has conducted Phonics drop-ins to observe quality of teaching and learning.</li> <li>3. Children in receipt of PP funding in Year 6 are on track to reach national targets in all areas.</li> <li>4. In Y5 children are on target to reach national targets in RWM; the Write Stuff is very well-embedded in Y5 and this is noticeable in data.</li> <li>5. In Y4 outcomes for PP children have improved since the Autumn term. There is a high level of need amongst the PP and SEN boys in Y4.</li> <li>6. In Y3 data for class 3.2 is above average, but lower in class 3.1. NS will be looking at this and ensuring TA judgements are secure and to ensure TAs are used effectively in the classroom.</li> </ol>	



		<ol style="list-style-type: none"> <li>7. The percentage of pupils in Y2, who are on track to achieve ARE in Writing and Mathematics is below national outcomes (2022); however this potentially due to staff being overly cautious due to evidence which is being provided for moderation in the Summer.</li> <li>8. In Y1 data is lower for class 1.2 than class 1.1. In class 1.2 there are 9 children who are at the early stages of EAL (16 EAL overall) and this is having an impact on data but it is an improving picture. A new TA has recently joined Y1; she is a qualified teacher and is working very hard with pupils in Y1 and we hope to see accelerated progress.</li> <li>9. Gary Casey has been into school and observed high quality teaching from new subject leads.</li> <li>10. Y6 have exceeded targets including national data (2022).</li> </ol> <p><b>Queen Emma Data</b></p> <ol style="list-style-type: none"> <li>1. We are seeing the gap close between the highest attaining pupils and lowest attaining pupils.</li> <li>2. In Years 6, 4, 3, 2 and 1 we have seen pupils achieve national outcomes (2022), or be within 10% of national outcomes.</li> <li>3. School improvement champions are now in place and EHT supports a writing group each week.</li> <li>4. We have seen an increase in pupils achieving ARE since the Autumn Term.</li> <li>5. Greater depth (GD) outcomes are above national in all areas.</li> <li>6. Support is being targeted to Y5 and Y1; planning, teaching and learning and gaps in knowledge are being looked at and the English advisor from the local authority will work with them.</li> <li>7. The school improvement champion is working with Year 1 to support improved phonics outcomes and our maths lead is working with pupils on their maths fluency.</li> <li>8. In Y5 the maths lead is working on improving maths outcomes and additional planning time is being provided for teaching staff. This year group has a high level of need – both PP and SEND and teaching staff have found it difficult to adapt lessons.</li> <li>9. Like Queen Edith there are year groups where there is a disparity between the classes.</li> <li>10. ECT in Y5 needs support in consistency of assessments ahead of moderation.</li> </ol>	
7	Policy up-dates	<p><i>Attendance Policy</i></p> <ol style="list-style-type: none"> <li>1. Attendance policy now provides details about home visits / welfare checks. When</li> </ol>	



		<p>vulnerable pupils do not attend school and no reason has been provided by parents EHT / DH / Family worker visit the pupils home to check that all is well. The outcome of these welfare checks is recorded on My Concern.</p> <ol style="list-style-type: none"> <li>Next year we are expecting to receive further regulations to support good attendance; these are expected to be supportive rather than legislative.</li> <li><b>Committee ratified the Attendance Policy.</b></li> </ol> <p><i>Spiritual, Moral, Social and Cultural Policy</i></p> <ol style="list-style-type: none"> <li>This now reflects our new Behaviour Policy and current practices.</li> <li><b>Committee ratified this policy</b></li> </ol>	
8	Attendance and Admissions (CC/HB)	<ol style="list-style-type: none"> <li>We are working hard to improve attendance and are engaging with families earlier by highlighting pupils whose attendance has fallen below 96%; this is looked at monthly. We continue to monitor attendance weekly where it has fallen below 90%.</li> <li>At our last meeting the committee had looked at an attendance case study for a Queen Edith pupil; just to up-date governors that this pupil has still not missed a day of school.</li> <li><b>Challenge: Are there any particular themes where children have lower attendance?</b> No there are many varied reasons, although last half term we did have a chicken pox outbreak in each school. Following the Easter holidays we have seen an increasing amount of unauthorised absence where pupils have travelled abroad for a holiday or to visit family. A number of pupils took a day off to celebrate Eid; this absence is authorised.</li> <li>At Queen Emma attendance (R to Year 6) is 94.1% and at Queen Edith it is 93%. This is broadly in line with national attendance figures which are 93.4%.</li> <li>Persistent absence figure at Queen Edith is 19.7%, higher than national which is 18.9%; at Queen Emma the persistent absence figure is declining and is now 16.9%.</li> <li>Attendance data for SEND pupils remains lower; this is due to 3 pupils being on a part-time timetable and 1 who is waiting for a place at a local special school.</li> <li><b>Challenge: How are part-time timetables decided upon?</b> This has to be agreed with parents and with the Local Authority.</li> <li>With regard to admissions figures for pupils joining Reception in 2023 are lower than we would hope at both schools.</li> </ol>	
9	Safeguarding (CC and VR)	<p><i>Case study – Queen Emma</i></p> <ol style="list-style-type: none"> <li>A case study of a Year 1 pupil was shared with the committee.</li> <li>In September 2022 the child's attendance was 100% but by November this had fallen to</li> </ol>	



		<p>78.57%, largely due to father being in ICU over-seas and the mother and child going to visit him.</p> <ol style="list-style-type: none"> <li>3. Child joined late (Spring Term) and had not got used to the consistent routines and boundaries, also EAL. Mum's work involves shift work and this has hindered routines in getting the child to school.</li> <li>4. Initially soft letter 1 was sent to the child's family informing them of attendance concerns; a referral to SC was also made due to sexualised behaviour that was age inappropriate. This has resulted in Early Help being provided and a family worker being assigned. TAF has provided support to mother with routines and boundaries. School has funded 1:1 support to manage child's behaviour in school and a risk reduction plan has been put in place.</li> <li>5. Attendance is still not within expectations of 96% but is showing improvement (March 87.4%).</li> <li>6. <b>Challenge: Has school set a target for attendance?</b> No we have not set a specific target but want to see the attendance figure improving each week and each month.</li> </ol> <p><i>Pupil Voice Report – Safeguarding governor</i></p> <ol style="list-style-type: none"> <li>1. Children were very clear how to report concerns, are confident that they are kept safe and know where there are safe places.</li> <li>2. They did suggest that ball games can be intimidating on the playground and that the playground is a large space (KS2).</li> </ol>	
10	Impact	<ul style="list-style-type: none"> <li>• The quality of the data reports is very high and supports governors to understand the narrative behind the data.</li> <li>• Persistent absence is improving at both schools.</li> <li>• Case study supports governors to understand how attendance is tied up with other vulnerabilities.</li> </ul>	
11	Correspondence Received / Circulated	Letter about Ofsted Parent Evening	
12	Items to be reported to Parents		
13	Any other business		
14	<b>Date of next meeting</b>	<b>19<sup>th</sup> June 2023, 5.30 pm</b>	



A handwritten signature in black ink, appearing to be "Craig Dyer".

Signature \_\_\_\_\_  
(Craig Dyer, Chair)

Date: 19<sup>th</sup> June 2023