

St Catherine's C of E Primary School
School Improvement Committee Meeting
7th June 2022 – 5.00pm

MINUTES

Aim High, In Life, In Learning, With God - Together

Committee members: Ange Wallis (Head), Peter Falconbridge (Chair), Jo Devonshire, Cathy Irons, John Forrest, Camilla Smitham, Rachel Pennant

In attendance as observers: Tamara Sharman (Foundation governor), Dale Webster (Parent governor)

No.	Item	Action
1.	<p>Welcome and prayer</p> <p>The meeting was opened in prayer.</p> <p>TS invited to observe the meeting and appointed to as skills relevant to items covered by this committee.</p>	
2.	<p>To receive apologies and consider approving absences</p> <p>All present.</p>	
3.	<p>To declare a conflict of interest that may arise during the meeting</p> <p>None declared.</p>	
4.	<p>To approve the minutes of 8th March 2022</p> <p>The minutes of the meeting were approved as an accurate record of the meeting and signed by the Chair. Copy of signed minutes passed to AW for filing.</p> <p>Dan Wallis to add minutes of 8th March 2022 to website and remove November 2021 set.</p>	CI
5.	<p>To confirm that the actions from the previous minutes have been taken</p> <p>Item 2 – Reading link governor: Replacement following resignation of governor with reading link. <i>DW taken on role. Action completed</i></p> <p>Item 2 – Parent governor vacancy: Sandy Catherall to arrange message of vacancy being included in newsletter. <i>Sent in newsletter prior to half-term, no interest to date. Registered with Governors for Schools who support with prospective candidates. Action in hand.</i></p> <p>Item 4 – Website Request November 2021 minutes filed on website and June 2021 set removed. <i>Action complete.</i></p> <p>Item 5 - LOTC link governor: It was agreed not to appoint a Learning Outside the Classroom Link governor. Update link governor tracker. <i>Action complete.</i></p> <p>Item 8 - 2021-22 Self Evaluation Form: PF: Agreed to brainstorm Behaviour & Attitudes at Staff and Governor Cheese & Wine and bring back to SIC next meeting. <i>On agenda – see item 10.</i></p> <p>Item 8 - 2021-2022 SIAMS SEF Summary:</p>	PF
		PF/AW

	<p>AW: First task is to produce an updated 2-page summary SEF. Action in hand. SIAMS working party arranged for 9.30am on 16th June to coincide with RP's assembly.</p> <p>Item 8 – 2021-2022 School Development Plan: Y4 rocking romans to audience – 22nd & 23rd March at 2.00pm. Governors to be invited to attend. <i>Event a great success and thanks extended to governors able to attend.</i></p> <p>Item 8 -2020-2021 Sport Premium Grant. Monitoring report: Upload Spring Monitoring Report to GovernorHub. <i>Has been updated, added to GovernorHub. Action complete.</i></p> <p>Item 10 - Policies: Updated Succession Planning Policy to be replace old version on GovernorHub and tracker to be updated. <i>Action complete.</i></p>	JD/RP
6.	<p>Notification of any other business</p> <p>None received.</p>	
7.	<p>Curriculum and Achievement update (Summer 2022)</p> <p>JD had provided governors with a copy of the 'Spring 2022 Achievement results'.</p> <p>Staff will be meeting next week to complete the summer end of year results.</p> <p>JD noted:</p> <ul style="list-style-type: none"> - This week Y1 and 2 are completing their phonics screening test, including those who did not pass the test in autumn - Pass mark predicted to be 32 (out of 40) but will await formal results - KS1 had all of May to do reading and maths SATs – met with staff today to talk about projections for end of year - Herts for Learning will be moderating our KS1 English (HfL English Lead) - After a shift in moving away from data and focusing on seeing pupils work in books, and listening to pupil voice, data is now back. There has been a change with the mark relating to age related being increased by 1, so a different measure. <p>Q. Why has the mark been increased and who decided to change it? A. The test was considered to be easier. The decision sat with the Department for Education.</p> <ul style="list-style-type: none"> - KS2 completed SATs and PF supported. Staff were proud of how the pupils managed the tests - Pupils started every morning with a SATs breakfast, so a relaxed start to the day - All pupils had practise opportunities so were aware of the process, they showed resilience and confidence - We liaised with families to ensure we were supporting our pupils - Y4 doing timetables checks this week, which was delayed due to the pandemic, so a lot of practice has taken place (Timetables Rockstars). It is a timed test. - Every year annual report sent to parents in line with DfE guidance. There has been a significant change as follows: <i>'KS2 reports must include comparative information about the attainment of pupils of the same age: in the school and in the core subjects nationally'</i> - Staff will be putting pupils into quartiles to meet the comparison criteria against other pupils, and are aware of the sensitivity around this <p>Q. Who calculates which quartile a pupil is allocated to? A. The teacher is best placed to do this.</p> <p>Q. Are phonics tests marked externally</p>	

	<p>A. No internally, however we submit the results to HfL</p> <p>Q. The whole school teacher assessment shows a dip which has continued into spring term for some pupils. Why is this?</p> <p>A. Big impact from Covid. It is felt that more pupils will be at age related expectations (ARE) by the end of term but not there yet as not meeting learning consistently. Other schools are reporting similar results and saying writing skills have been greatly affected.</p> <p>JD agreed to provide the - Summer 2022 Achievement by the end of June 2022. The unvalidated 2022 SATs results would be provided for governors by the end of term.</p> <ul style="list-style-type: none"> - Noted high mobility with over 30 new pupils joining the school, since September, some coming in with low attainment - We have 8 on the waiting list for Reception this year <p>Q. When you use the word writing, is that written or typing?</p> <p>A. Handwriting, features, punctuation, spelling and grammar. Pupils learn text typing through computing and start using the keyboard at Reception with increased usage in Y1, Chromebooks are used in KS2.</p> <ul style="list-style-type: none"> - During census last term we informed DfE we have been offering school led tutoring. - By the end of the year, we will have provided 44 pupils with additional school-led tutoring, in addition to those receiving targeted interventions - Rules of who can carry out tutoring explained - School-led tutoring tracker to be added to GovernorHub 	<p>AW/JD</p> <p>JD/CI</p>
<p>8.</p>	<p>To receive update on key areas for monitoring</p> <p>2021-2022 Self-Evaluation Form:</p> <ul style="list-style-type: none"> - Will be reviewed between now and end of term for start of academic year (see item 10 – agreed at Cheese and Wine evening with staff and governors) <p>2021-2022 SIAMS SEF Summary:</p> <ul style="list-style-type: none"> - Working party due to meet 16th June <p>2021-2022 School Development Plan (Summer 2022 update): Aim1: For all children to achieve their potential in terms of attainment and progress. Improve the quality of teaching and learning.</p> <p>Q. When did the teacher development mornings take place in summer 1? Can you give examples of areas of development teachers pursued? What have been the outcomes?</p> <p>A. Allocated different year groups and JD and I carried out monitoring. Teachers chose to look at phonics, and maths to see how pupils were being supported.</p> <p>Q. What information has AW/JD gathered from the summer 1 review of all reading records? Does it show any progress in the development of reading across the school?</p> <p>A. Still incredibly few children reading at home, so we are using the home/school books to add comments for parents to read. We are reviewing this with Subject Lead, Lorna Maud, to consider how we can better communicate with parents. LM suggested considering online feedback, but we are keen to retain the written book and comments to go back and forth between school and parents. We can see children who are reading as this is reflected in their writing.</p> <p>Q. What % of children are not reading at home?</p> <p>A. We consider less than 50% of children are reading the requested 3 times a week at home. We offer reading workshops for parents to support them, however attendance is poor. We are considering reintroducing 'come in and read' sessions.</p>	<p>AW/JD</p>

Q. What information have the summer 1 free writing sessions provided SLT in terms of monitoring the quality of writing across the school?

A. JD and I can see improvements as these are 2nd and 3rd sessions so able to look back on how far pupils have come. Punctuation is an area that must be revisited regularly.

Q. What is involved in implementing the Primary Science Quality Mark (PSQM)? At what stage is the school currently and what will be completed by the end of the summer term?

A. Mr Hunt (Y5 teacher) is currently at the stage of putting together a summary of developments in science to date in the form of a presentation for the course tutor. **Once it is completed, I will share with governors**

AW

Q. What has been involved in the overhaul of EY provision to ensure improvement in language development specified in all areas of learning? How is this monitored?

A. We have implemented Little Wandle Phonics. This included: resourcing and organising content, regular staff CPD, specific training to meet the needs of individuals, monitoring, and observations, regularly assessing and responding, putting in place regular intervention linking to assessment. We teach Guided Reading in the same format as Little Wandle: aiming for every child to read in a group twice per week. Moving forwards, we intend phonics to be taught from 2nd Monday children start school from 2022 (rapid start)

Q. Were there any specific actions or outcomes from the meeting with the **attendance** officer on 23.03.22?

A. Yes, two pupils were identified who the LAO (Local Authority Attendance Officer) wrote to, encouraging families to improve attendance and stressing the importance of regular attendance at school.

Q. The newsletter sent out prior to the half term (no. 6) is showing **attendance** at 90% for the whole school but below 80% in Reception, Y1 and Y6, which appears quite low compared to previous data. Is that due to parents taking their children out before the last day of term or was it due to illness?

A. Chicken pox and a sickness bug. We have had some children taken out early as holidays had been booked. These were not authorised.

Aim 2: Ensure school provision meets the needs of all children.

Q. What was the nature of the CPD (summer 1) provided for staff on resources to meet the needs of EAL learners? Who led the training? How was it received?

A. Our EAL lead (Simon Scott) shared a great presentation to evidence the support in place for the pupils. This enabled staff to see a great number of resources for staff to access – e.g., topic maps; work banks, online books which can be translated, etc. We use the Bell Foundation which offers a great deal, and we use pupil trackers to track progress. SS also supports teachers who have new pupils joining mid-year to identify the right resources. Some resources are online and others accessible in the library.

Q. How is the wellbeing course being delivered to Y6 pupils? Are the resources used belonging to Watford FC staff, or are they facilitating a national course? Will the course be completed by the end of the term?

A. Resources developed which are delivered via a short online session to support the pupils with having a better understanding of day-to-day issues such as body image, friendships, etc. They then complete the relevant section of a work book. The pupils are

engaging well. We also use The Lancaster Model, which helps with identifying early signs of health and wellbeing needs of pupils. It provides the top 3 areas of concern.

Q. Can you give us some examples of what the pupils demonstrate that warrants a celebration of good learning behaviours, and shared at Friday assemblies?

A. Teachers are invited to recognise children that have shown the learning behaviour being focussed on in assemblies and class that week. Examples include two pupils who were noted by MSA's for collaborating well at lunchtime; modelling and helping each other to recreate routines and learn how to do something new, a pupil in Y1 who had found coming through the school gates hard celebrated completing a recognition card for entering school independently over 3 weeks.

Aim 3: Develop the leadership to take the school forward.

Q. The progress of Messy Church is noted. What about the Worship Group? How is that developing?

A. The worship group meets weekly and, although there are few in number, have led whole school assemblies on saints' days (St David, St Patrick, St George). Mrs Lines hopes that there will be more children attending in the future.

Q. Although the Behaviour Policy Workshop was poorly attended, were there any observations offered by parents?

A. The families in attendance were extremely positive about the changes to the policy. One parent noted that at times it had felt that poor behaviour had been a distraction for her child in the same class and that the introduction of the pod would allow the rest of the class to continue learning.

Q. How will the PSHE development week (summer 2) be planned? When will it be and will governors be able to attend?

A. We will be delivering Relationship and Sex Education (RSE). Michelle Butler, who leads on this, will also talk to the pupils to seek their views. It is not mandatory for us to deliver Sex Education, so we have informed parents of the planned lessons. PSHE development week is planned for the week commencing 27th June. Although governors are welcome into school at any time, I would like to ensure that any sessions visited would not unsettle the children in terms of an unfamiliar visitor at a time where sensitive issues could be being discussed.

Q. Have parents been notified of the new notice board in church? Would it be an idea to put a note on the Parent Newsletter, maybe add a picture or 2?

A. Although the notice board has not been announced in the newsletter, we did include details of the church's 'Happy & Glorious' jubilee event and direct families to see the school's jubilee display.

2021-2022 Governor Development Plan (Summer 2022 update):

- GDP updated
- Safeguarding training to be completed by all – either via HfL or through Modern Governor. Training record to be checked for completion.

Staffing and personnel (wellbeing):

- Staff requests for time out for special events agreed internally
- Noted PPA time allows teachers to work from home
- Time given to write reports
- Appraisals included asking how staff were feeling

**ALL
CI**

	<p>Q. Were there any issues that came up in appraisals which needed addressing?</p> <p>A. Time management, so we provided additional time to that member of staff. Also impact on staff with challenging pupils, which has also been addressed through the creation of the Pod. This allows the pupil to be given time out and support by the Inclusion Team.</p> <ul style="list-style-type: none"> - End of term celebration – includes all staff - Regular written updates sent out weekly and annual staff survey - Staff who came on school trip to Isle of Wight given a day off in lieu - Unfortunately, we are losing a member of staff leaving as they are relocating <p>2020-2021 Pupil Premium Grant. Monitoring report:</p> <p>Q. You refer to ‘children reading more independently and applying phonics to their reading’. What are the indicators?</p> <p>A. Whilst moderating their Early Years Foundation Stage Profile judgements, Early Years staff have noted that more children were able picking up and reading their ‘learning to read’ books earlier within the year (Autumn term) than previous cohorts and consider this one of the impacts of the new phonics scheme.</p> <p>In addition, during learning walks, children were sounding out effectively and reading independently during Guided Reading sessions.</p> <p>Q. Great to see an increase of 27% pupil premium pupils reading at the expected standard (now at 57%), compared to end of last year. Given that we have a term left to see more progress, is there a predicted target?</p> <p>A. No target as it is a new baseline, however we are aiming to diminish the difference.</p> <p>2020-2021 Sport Premium Grant. Monitoring report:</p> <p>Q. With reference to behaviour and engagement at lunchtimes (outdoor play and learning) being monitored from Autumn 2021 – Key Indicator 2. How is that progressing?</p> <p>A. Learning walks have shown more children actively engaged with different activities at lunchtime and fewer behaviour incidents reported to teachers. Incidents of poor behaviour this term have largely occurred on the football pitch and a new set of Football rules have been created and shared with children in assemblies.</p> <p>Q. Given that we must report the % of Year 6 swimmers who are ‘competent and confident’ in the pool, is that likely to be down given that pupils could not engage in swimming during the pandemic?</p> <p>A. Initial indicators suggest little difference in the number of pupils ‘competent and confident’ swimmers at this stage.</p> <ul style="list-style-type: none"> - We have engaged in more competitive sports which is proving successful 	
9.	<p>To receive report from Performance Review Committee</p> <p>The PRC had met with AW and JD in May to undertake the HTPM mid-year review and discuss the quality of teaching and learning. all on target. Documents are confidential and only accessible to the committee.</p>	
10.	<p>To discuss current SEF judgement of GOOD for Behaviour & Attitudes</p> <ul style="list-style-type: none"> - Grades and Ofsted grade descriptors for Behaviour and Attitudes available in GovernorHub 	

	<ul style="list-style-type: none"> - Looking at Outstanding descriptors it is considered that we meet this grade and should consider changing the grade to 1 - Governors acknowledged that they see this in action when carrying out visits - AW reported the Isle of Wight trip resulted in so many positive comments about pupils' behaviour from locals and the hotel staff - OPAL (outdoor play and learning) programme is now embedded- the barge is being used as is the Pod; Inclusion team is now in place so need to evidence the impact - Behaviour policy reviewed and updated <p>Governors to feedback comments to JD and AW, by the end of June, with evidence of where they have seen pupils demonstrating positive behaviour and attitudes.</p>	All
11.	<p>To approve policies and confirm those due for review</p> <p>No policies due for approval.</p> <p>Following policies are due for review in Autumn 2022:</p> <ul style="list-style-type: none"> - Teaching, Learning and Assessment (JD) - Newly Qualified Teacher (JD) <p>Q. Will this be renamed Early Career Teacher policy?</p> <ul style="list-style-type: none"> - Learning Outside the Classroom (AW) - EYFS (AW) - Collective Worship (RP/AW) 	
12.	<p>To monitor website structure, format, and content</p> <ul style="list-style-type: none"> - TS to forward bio to CI for adding to 'governor information' (statutory information) on website - DW link governor information to be updated 	TS/CI PF
13.	<p>To receive items of any other business (item 5)</p> <p>None received.</p>	
13.	<p>Date/time of next meeting and key items for agenda</p> <p>Governor Annual Planner 2022-2023, including dates and time for all FGB and Committee Meetings to be agreed by the end of term or asap thereafter</p> <p>Meeting concluded at 6.45pm.</p>	AW/PF CI/JD

Summary of Actions

Item	Action	Responsible	When
C/fwd	Carried over from March meeting: JD to provide SIC with update on Knowledge Organisers at SIC in the autumn 2022	JD	Autumn 2022 SIC
4.	Dan Wallis to add minutes of 8 th March 2022 to website and remove November set.	CI	by 10.06.22
5.	SIAMS WP to produce an updated 2-page summary SEF.	AW/PF JD/RP	by end of June 2022
5.	PF to monitor parent governor vacancy, including feedback rom 'Governors for You'	PF	by end of June 2022
7.	Summer 2022 Achievement data provided for governors by the end of June 2022	JD	by end of June 2022

7.	The unvalidated 2022 SATs results would be provided for governors by the end of term.	AW/JD	by the end of term
7.	School-led tutoring tracker to be added to GovernorHub	JD/CI	by 10.06.22
8.	Safeguarding training to be completed by all – either via HfL or through Modern Governor. Training record to be checked.	CI	by mid-July 2022
8.	PQSM – Summary of developments provided to governors by the end of term.	AW	By the end of term
10.	Governors to feedback comments to JD and AW with evidence of where they have seen pupils demonstrating positive behaviour and attitudes.	All	by the end of June
12.	TS to forward bio to CI for adding to 'governor information' (statutory information) on website	TS/CI	by 17.06.22
12.	DW link governor information to be updated	PF	by 17.06.22
13.	Governor Annual Planner 2022-2023, including dates and time for all FGB and Committee Meetings to be agreed by the end of term, or asap thereafter.	AW/PF CI/JD	by July/ August 2022