

St Catherine's C of E Primary School
School Improvement Committee Meeting
Tuesday, 13th June 2017 at 7.45am

MINUTES

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

Committee members: Mandy Staiano/Ange Wallis (Heads), James Harvey, Cathy Irons, Denise Barrows, Vicky Burt, Rachel Pennant, Peter Falconbridge (Chair of Governors)

No.	Item	Actions
1.	Welcome	
2.	To receive apologies and consider approving absences Cathy Irons; Rachel Pennant (ongoing) & Denise Barrows	
3.	To declare a conflict of interest on any item on the agenda and withdraw for that item <i>Governors are reminded they must declare a particular interest, financial or other, in any item on the agenda</i> No conflicts reported	
4.	To approve the minutes of 24th January 2017 and consider matters arising No inaccuracies recorded, minutes approved. <u>Matters arising</u> Item 4 RE policy – PF emailed over to TL and RP Learning outside the classroom – DB to give an update. DF & DB working on this. AW not aware if draft has been made. Still ongoing not been concluded. PF to get in touch with DB for an update. DB has emailed DF to look at separating the policy into two parts – LOTC and trips and visits. Kathy to update the policy schedule Tesco Bags Scheme Grant – PF asked how it is going and what the area looks like now. AW confirmed it looks so much better and the work is due to finish in July 17. Volunteer Policy – Was agreed to be used, AW found one and adapted it. Not approved as yet, CI to put this on Autumn review list To elect Chair It was agreed PF elected as chair. Proposed by AW, seconded by MS, all agreed.	PF DB/DF CI DB/AW AW/CI CI

5.	<p>To receive whole school pupil data (Spring 2017) and ask questions</p> <p>Year 1 Attainment</p> <p>Q1. Does Att<90% represent those with attendance less than 90%, i.e. persistent absence? Attainment in reading, writing and maths shows below expected attainment and significantly below sufficient progress. Bearing in mind our current 'Ofsted' focus on this group of pupils what is/can be done to improve the situation?</p> <p>Progress is fairly good at minimum or above. Some SEN or vulnerable children. Yr.1 just writing is below. Support is in place. This is due to poor attendance. Meetings are held early on with parents now and due to this the attendance has improved for every child whose family we met with.</p> <p>Q2. In reading, writing and maths FSM pupils are at below expected attainment, whereas non-FSM are at broadly/securely expected attainment. Is there a programme or strategy in place to deal with this difference?</p> <p>There is a big focus on quality first teaching, all children are challenged in the same way. Phonics boosters are in place for children but if children don't come in they won't have access to this extra teaching. Yes, as above, greater progress is being made in all areas.</p> <p>Q3. Looking at our pupil premium pupils it appears they are at broadly expected attainment for reading and maths and below expected attainment for writing. Non-pupil premium pupils are at securely expected attainment for reading and maths and broadly expected attainment for writing. As in Q2 Is there a programme or strategy in place to deal with this difference?</p> <p>This information is misleading as there are only three children in this group. JD is working with children. PP children are below in writing. This is due to children starting year 1 mid-year or being 40-60 GLD (Good Level of Development) in reception. The gap is narrowing now as they were way below in EYFS. Teachers are working hard to bring all children up especially those that start mid-year that have had no previous or limited schooling.</p> <p>Year 1 Progress</p> <p>Q1. It is pleasing to note that all pupils are making minimum sufficient or good progress in reading, writing and maths. The 3 traveller pupils are making very strong progress in reading and writing and good progress in maths. Have these pupils been provided with additional support to boost their progress or are they naturally bright pupils?</p> <p>Progress is good, due to excellent teaching and the fact That they are not being taken out of school as much.</p>	

They have all made 3 levels of progress.

Year 2 Attainment

Q1. The 9 SEN pupils are at below expected attainment in reading, writing and maths. Are there any specific interventions in place to help boost their progress? It appears that SEN pupils in years 3, 4, 5 and 6 follow a similar profile.

A strategy is in place. These children would have not met ARE in year 1 so are playing catch-up. Some have interventions twice a day so are making good progress moving forward. Since having pupil progress meetings we have been able to identify all children's needs and they are now being met, so this has been a success.

Compliments to our TA's as they are so flexible and can take children out after a lesson to go over what was taught in class to secure the learning. SB has specific SEN knowledge of children, but teachers can better assess additional needs that the children require. A folder has been set up to record interventions and progress and all sessions are logged. TA's are building up knowledge with in house training and there is additional training at Bonneygrove School. The school holds training on inset days for all staff, but is not compulsory.

Q2. The 1 CLA pupil is at broadly expected attainment in writing and maths and below expected attainment in reading. Is this pupil receiving additional support with reading?

Whilst progress is being made, this child has more social and emotions needs. They don't always settle enough to work, but they are a bright child. It is difficult to assess. The CLA pupil is better behaved now and we have won a bid for extra funding for a TA to work with the child to help them to settle into year 3 every morning for the Autumn term 17.

Year 2 Progress

Q1. It is interesting to note that in reading FSM, Ever FSM, Pupil premium, BME and EAL pupils are all making very strong progress. Is this the result of a particular support programme in reading?

Making strong progress, yes especially PP children, TA's are completing weekly interventions and top ups once a week.

Year 3 Attainment

With the exception of FSM, SEN, EAL and Att<90% most pupils are at broadly or securely expected attainment. How are the needs of these pupils being addressed?

We are targeting these groups and they are being identified at pupil progress meetings.

	<p>Year 3 Progress</p> <p>13 pupils in Gary Barlow class went from at below expected progress in writing in the autumn to at minimum expected progress in the spring. This is an obvious success. Were this group targeted for specific support? What support was provided? Having a stable teacher and environment has helped tremendously. Having a long-term supply plus LM before maternity. Useful data following through.</p> <p>Year 4 Attainment</p> <p>Boys and girls are all at securely expected progress in reading and maths, but boys drop behind girls to broadly expected progress in writing. What are the reasons, if any, for this differential in writing? It's a very small margin so no further comment. Terminology of broadly is confusing, should be below at or above. Staff have been told to use broadly if they are below.</p> <p>Year 6 Progress</p> <p>Boys and girls show good or very strong progress in reading, writing and maths. It will be interesting to see how that progress correlates to the actual Ks2 SATs when they are published? Yes, predictively they will.</p>	
6.	<p>To receive update on actions against School/Governor Development Plan priorities</p> <p>AW – Having a stock take tomorrow and Thursday, this will help towards the school development plan and will give a better picture.</p> <p>Training completed and governors confident in holding the school, to account. All done, except e-Safety in July 17.</p> <p>Can the Full Governing Body meeting start earlier so that SS can give his talk at 6.30pm TBC</p> <p>Finalising agenda for FGB;</p> <ul style="list-style-type: none"> • JH providing a talk on stonewall, • maybe SS having his talk at 6.30pm. <p>PF confirmed after the current governor development plan has completed a new plan for 2017-2018 will be developed.</p> <p>AW has asked if the SIC meetings could start with a talk from a subject leader with regards to the curriculum, maybe meet for 10-15 mins before the meeting begins. This way the curriculum can be monitored a lot more closely. Subject leaders to report to Governors, to be added to the development plan.</p>	<p>Heads/PF</p> <p>PF</p> <p>PF</p>

7.	<p>To approve Policies and confirm those due for review</p> <p>For approval:</p> <ul style="list-style-type: none"> - Learning Outside the Classroom, PF to email DB for an update - Health & Attendance – Policy approved. Needs reviewing (Summer 2019) - Leave of Absence – Policy approved. Needs reviewing (summer 2019) - Sex & Relationships Education- AW to send a copy of the policy to PF. AW to look at having a whole school policy not just years 5/6 currently learn some areas in science and general teaching. Current policy needs to be updated to take on current legislation. LPPA to take that on Autumn 17. - Collective Worship – Had no update from Rachel AW believes its fine and no issues as adapted since the SIAMS review. Policy approved. Needs reviewing (Summer 19) 	<p>DB</p> <p>AW</p>
8.	<p>To receive any other business</p> <p>RE Policy – May need to adopt this policy since the SIAMS report. Syllabus is in place for September. Do we need a policy as we teach RE, no other subjects need a policy?</p> <p>AW to look and see what we need in place.</p> <p>Hertfordshire all follow the same syllabus, church or non-church apart from catholic schools who have their own.</p> <p>RP to include the Lord's Prayer in her assemblies.</p> <p>MS – Please put SIAMS on the agenda for next meeting.</p> <p>PF to meet with RP to review involvement with SIC, as agreed when RP became Vicar at St. Paul's and St. Catherine's.</p>	<p>PF</p> <p>AW</p> <p>RP</p> <p>PF</p>
9.	<p>To agree date/time of next meeting and key items for agenda</p> <p>Next meeting: tbc</p>	