

St Michael's C of E Primary School
Strategy & Standards Committee Meeting
Wednesday 18 September 2019 at 5pm
Minutes

	<p>Present: Ms. R. Gouws (HT) Mr. B. Leslie (Chair) Mrs. L. Miller (LM) Mrs. T. Bentil-Mensah (TBM) Ms. A. Bryan (AB)</p> <p>Absent: Mr. D. Faleye (DF) Ms. A. Farr (AF) Ms U. Giles (UG)</p> <p>In Attendance: None</p>									
1.	<u>APOLOGIES FOR ABSENCE</u> Mr. D. Faleye, Ms A Farr, Ms. U. Giles									
2.	<u>DECLARATIONS OF INTEREST</u> None									
3.	<u>MINUTES OF THE LAST MEETING</u> The minutes of the last meeting held on 21 May 2019, having been circulated, were agreed by the committee and signed as a true record of the meeting.									
4.	<u>MATTERS ARISING</u> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Matter Raised</th> <th style="width: 40%;">Current Status</th> </tr> </thead> <tbody> <tr> <td>RG to continue to remind teachers of the importance of correcting spellings where appropriate (highlighted in previous Ofsted).</td> <td>Ongoing. Children are encouraged to put dots beneath any words of which they are unsure.</td> </tr> <tr> <td>RG to circulate the peer review reports and report from David Lucas to members of the committee.</td> <td>Actioned</td> </tr> <tr> <td>RG to liaise with Brenda Ayling (Clerk) to agree a more formal process for the introduction of new governors. From September 2019, new governors will be allocated a mentor and will be provided with the Governors Pack. This will be updated with governors' roles and responsibilities.</td> <td>Outstanding. Duties of mentor to be agreed. ACTION: RG to seek advice from Carole Connolly regarding duties of a mentor.</td> </tr> </tbody> </table>	Matter Raised	Current Status	RG to continue to remind teachers of the importance of correcting spellings where appropriate (highlighted in previous Ofsted).	Ongoing. Children are encouraged to put dots beneath any words of which they are unsure.	RG to circulate the peer review reports and report from David Lucas to members of the committee.	Actioned	RG to liaise with Brenda Ayling (Clerk) to agree a more formal process for the introduction of new governors. From September 2019, new governors will be allocated a mentor and will be provided with the Governors Pack. This will be updated with governors' roles and responsibilities.	Outstanding. Duties of mentor to be agreed. ACTION: RG to seek advice from Carole Connolly regarding duties of a mentor.	
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	RG to organise a governors teambuilding day for September 2019	A session was planned at the start of September but was cancelled due to lack of confirmed attendees. ACTION: Arrange a Saturday session, possibly for 28th September.	
	RG to arrange further safeguarding training sessions for governors.	Actioned	
	RG to implement the class Wider Curriculum Book in September 2019.	Actioned. Pink books are now used for the wider curriculum (for each child not the class as a whole).	
	DH to investigate the feasibility of having a screen in the office foyer displaying the school's website of blog.	Not actioned. No longer feasible due to the reduced footfall of parents in the office (more processes online).	
	RG to consider whether the objectives checklist should be re-introduced for literacy.	Actioned. This is used for extended writing.	
	The use of the Parental Concern books will be added to the SIP.	Not actioned. Parental Engagement is no longer a key priority.	
	RG will perform an evaluation of the SIP highlighting progress and those areas outstanding. This will be reviewed at the next Strategy meeting.	Not actioned. SIP has been updated. See section 6.	
	RG to add the SWOT analysis to the SEF.	Actioned	
	RG to highlight the new actions in the SIP.	Not actioned. SIP has been updated. See section 6.	
	An in-depth review of all results (using ASP) will be performed where St Michael's will be compared to other schools. The SSC will meet to discuss this data and open appropriate lines of enquiry.	To be performed during this meeting. See section 5.	
5.	<u>PRESENTATION OF SCHOOL DATA</u>		
	<u>KS1</u>		
	Although the results for St Michael's are available, the national results are not. Once available, circulate the KS1 results with comparison to national. Progress is not applicable at this level. Results for both Phonics and Early Years have both been above national.		
	<u>KS2</u>		
	<u>Total Cohort</u>		
	The results for all subjects, individually and combined, were above national.		
	<u>Disadvantaged Children</u>		
	This group performed well compared to the rest of the cohort in maths (100% versus 82.4%) and SPAG (90.9% versus 82.4%) almost in line for writing (81.8% versus 82.4%) but not so well in reading (72.7% versus 82.4%).		
	<i>Q: What are we doing to help the disadvantaged profile?</i>		Action: RG

	<p><i>A: Each Pupil Premium child has a profile detailing their barriers to learning and the actions in place to help them. These are reviewed in the Pupil Progress Meetings to make any changes needed to further help them, for example, participating in new interventions. It is as if the 'spotlight' is on them. Help is provided during lessons as the Teaching Assistant deems appropriate.</i></p> <p><u>Greater Depth</u> The percentage of children achieving greater depth is below national in all subjects other than SPAG where it is in line. <i>Q: Do you agree that the data for greater depth children could be an issue for Ofsted? What can we do to improve this area?</i> <i>A: This is something we are aware of and constantly working on. We are always trying to challenge our greater depth children. I think we just need to keep it on our radar.</i></p> <p><u>Progress</u> A key concern is the progress for reading (-2.81), writing (-3.1) and maths (-1.55). The progress is a measure of how children have progressed from KS1 to KS2) Reasons supporting this poor progress are:</p> <ul style="list-style-type: none"> • For the cohort in question, their KS1 results were based on the old national curriculum which is considered easier than the current curriculum. • Four of the children with poor progress came from another school, their KS1 results may not be in line with the other children. <p>Based on these results, Governors mornings (where governors get to see books, classrooms, speak to children) will focus on reading and writing.</p> <p><u>Reading</u> A new strategy has been implemented where the class reads as a group rather than individually. This takes place three times a week and lasts for approximately 30 to 40 minutes. This has replaced 'reading for pleasure' which wasn't considered a great success. Children were allowed to read but there was no system to ensure that they were reading rather than simply 'flicking' through a book. <i>Q: Was this new method introduced before the KS2 SATS?</i> <i>A: Yes. This area has been identified as a weakness and hence action taken.</i></p> <p><u>Writing</u> Talk4Writing (introduced in January 2019) is going well and has helped improvement in this area. This has been a focus since it was highlighted in the last Ofsted report. A lot of effort has been made regarding spelling and grammar, the focus is now on the content of the writing. As Talk4Writing becomes more embedded, the impact should be seen in improved results.</p> <p><u>Maths</u> A dip in results was seen on the prior year, mainly due to the cohort in question. Maths has always been strong. <i>Q: The reasoning aspect has previously been highlighted as an area of weakness. What action has been taken to address this?</i> <i>A: 'Convince Me' challenges are used as part of maths lessons where the children have to prove or disprove a statement.</i></p>	
6.	<p><u>DISCUSSION OF DRAFT SEF & SIP</u></p> <p>The most recent version of the SEF & SIP was presented and discussed.</p> <p><i>Q: Regarding the 'Impact of Actions Over the Last Year' in the SEF, how do we know this is the case?</i> <i>A: We will perform another Parent Questionnaire. Questions could refer to things like the Celebration Worship and Meet the Parent days to see what the impact has been.</i></p>	

	<p>ACTION: Issue further parent and children questionnaires to help support the points made in the SEF. <i>Q: Could we obtain some statistics from the website to see how many hits it has had?</i> <i>A: This will be investigated.</i></p> <p>ACTION: Investigate whether it is possible to obtain statistics to see how frequently the website and blog are visited. <i>Q: Rather than detailed statistics, could we just refer to the means by which we obtain this information, for example mention of a particular questionnaire?</i> <i>A: Agreed. Yes.</i> <i>Q: Shouldn't the SIP reflect the four areas of the new Ofsted framework?</i> <i>A: Yes, it will be amended.</i></p> <p>ACTION: Update the SIP to reflect the four areas of the new Ofsted framework.</p> <p>A new key priority for this year is Character Development rather than Parental Engagement. It was explained that although parental engagement is no longer a key priority it is still on the radar. Character development came about as a result of the Headteacher meeting with teachers and teaching assistants in the summer term and this being highlighted as an area to potentially focus on. Do our children leave St Michael's as polite and respectful individuals?</p> <p><i>Q: I think we should add some detail as to why the four priorities were chosen. Do you agree?</i> <i>A: Yes, this detail will be added.</i></p> <p>ACTION: Add further detail to the SIP to explain why the priorities were selected for this academic year.</p> <p>The new version will be presented at the full governors meeting in November.</p>	<p>Action: RG</p> <p>Action: RG</p> <p>Action: RG</p> <p>Action: RG</p>																
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9.	<p><u>KEY POINTS DISCUSSED</u></p> <ul style="list-style-type: none"> Data SEF & SIP 																	
10.	<p><u>DATE OF NEXT MEETING</u> Date TBC. Committee members agreed that 5pm is the most suitable time.</p>																	