



The Vineyard School Governing Board

The Vineyard School, Friars Stile Road, Richmond TW10 6NE

Minutes of School Development & Pupils Committee meeting held on 24th October 2019 at 6pm via conference call

Governors on the call: Ruth Whymark (RW)
Antony Cook (AC)
Anke Monestel (AM)
Lynne Woolley (LW)
Amy Salem (AS)

In Attendance: Chloe Garth (CG)
Anna Mantle (Clerk)

Absent: Simon Williams (SW)
Kirsty MacEachen (KM)
Fern Carter (FC)

Meeting started at 6pm.

Item	Action
1. <u>Apologies for Absence</u> Apologies received and accepted from Kirsty MacEachen, Fern Carter and Simon Williams.	
2. <u>Governors' Declaration of Interests</u> No direct or indirect pecuniary interests were declared.	
3. <u>Election of Chair & Vice Chair</u> Governors unanimously agreed that Antony Cook (Chair) and Lynne Woolley (Vice Chair) would continue in their posts.	
4. <u>Terms of Reference and Scheme of Delegation</u> Both documents were circulated in advance of the meeting and had been scrutinised in detail at the September FGB. No further changes made. Governors unanimously agreed both documents in relation to the details relevant for this committee.	
5. <u>Minutes of last meeting (13th June 2019) and matters arising</u> Governors agreed that the minutes are a true and accurate record. Hard copy to be signed by the Chair at next meeting. Electronic copy made available on school website.	Clerk

<p>6.</p>	<p><u>Performance Data Review</u></p> <p>Summary data dashboard and IDSR had both been circulated ahead of the meeting. Governors were reminded that Directors of Learning will be present at the next meeting and will give an in-depth presentation. This meeting provides the opportunity to ask questions to focus the discussion at the next meeting. Governors agreed that they would be interested in discussion of the following areas at the November meeting:</p> <ol style="list-style-type: none"> 1. SEND and EHCP progress and attainment 2. Analysis of year group split and support available for SEND, and impact this has on results 3. Boy/girl results 4. Insight into key areas of opportunity/challenge <p>Governors commented that they were pleased to see that children are progressing at all levels.</p> <p>Governors questioned why the cohort for writing was bigger than for the other two subjects. RW explained that writing is teacher assessed so one child with a particular EHCP did not sit the other two papers, but did participate in the writing assessment.</p> <p>Governors also commented on the changing demographics of the school. This is the penultimate year of two form entry. There is a higher percentage of children with English as their first language in the last two year groups of two form entry.</p> <p>Governors commented on the percentage of children achieving greater depth at The Vineyard in comparison with local averages. RW commented that this cohort of children had made significant progress since the last formal assessment at the end of KS1. She explained that it demonstrates that the curriculum at the school is pitched high to challenge higher prior attainers. AS commented that The Vineyard mid point is higher than the national average, which means they are able to push children harder. She also reminded governors that they had three teachers across the year group last year to help with targeted learning for the higher need group, but also to make sure that all children were pushed to reach their potential.</p> <p>Governors asked what is being done to get reading and maths scores well above average. AS explained that they have an explicit reading focus this year, having relied heavily on parental engagement in the past. There is also an increased focus on problem-solving in maths.</p> <p>There was discussion regarding the small number of children who had not achieved expected standards. AS explained that these children all have EHCPs and specific social issues as well. Each child has individual targets and even though they didn't reach expected standards they have made huge progress and gained in confidence. All children with EHCPs are monitored regularly involving the Assistant Head Teacher for Inclusion and the relevant Director of Learning.</p> <p>There were no further questions.</p>	
<p>7.</p>	<p><u>High attainer policy</u></p> <p>AC reminded governors that this agenda item stems from feedback from parents and is an ongoing discussion from the previous meeting. He asked RW for feedback from senior leadership discussions on the subject.</p> <p>RW explained that the new Ofsted framework focuses attention on the lowest 20%. The school values are that everyone will achieve their best and the ethos is to set high expectations for all. She felt that a policy focused on the growth mindset for all would be best.</p> <p>There was a discussion about the requirement to set high expectations for everyone and to encourage teachers to set high targets. The curriculum is being redesigned to expose all children to the same level of learning. RW</p>	

	<p>explained the pedagogical thinking behind structuring the curriculum to meet the needs of high attainers and thereby raising the bar for everyone.</p> <p>Governors asked whether the school needs a policy for this.</p> <p>AS commented that a teaching and learning policy to outline expectations for all staff would help to establish consistency and set goals for personal development for staff.</p> <p>Governors were agreed that they would be more comfortable with an approach that establishes the principles of a challenging, broad education for all pupils and the expectation that everyone will aim high. It was agreed that an inclusive Teaching and Learning Policy would be developed.</p>	<p>Add to agenda for future meeting - Clerk</p>
<p>8.</p>	<p><u>Class Reassignment Policy</u></p> <p>RW explained the background to the introduction of this policy. There had been a few issues around class assignment at the end of the last academic year.</p> <p>The policy circulated ahead of the meeting establishes a focus on vulnerable children and prioritises their needs, and establishes a fair, transparent process of allocating classes.</p> <p>Governors are supportive of the mixing of classes each year to encourage new friendships and networks. It helps to promote 21st Century Skills which will be useful later in life. They commented that the clear, transparent communication of this change will be crucial in its success.</p> <p>Governors commented that the policy should be changed to refer decisions to the core headship team (RW, RR and CA), rather than directly to the Head Teacher.</p> <p>The policy will be publicised widely at parent engagement days and also communicated to new parents when they tour the school.</p> <p>With the above change, governors unanimously agreed the policy. They agreed to review its implementation and effectiveness next year.</p> <p>Policy review: 5 years</p>	<p>Clerk</p>
<p>9.</p>	<p><u>Presentation Policy</u></p> <p>RW explained that this new policy had been drafted because presentation in books needs to improve. It is an operational policy required to raise and agree expectations to set a consistent standard for all staff across the school.</p> <p>Governors asked whether the standard set out is achievable for all children. RW commented that some children will find it harder, but she is keen to set high expectations. She would expect all children without an identified physical need to be able to meet the standards set out.</p> <p>Governors unanimously approved the policy.</p> <p>Policy review: 5 years</p>	<p>Clerk</p>
<p>10.</p>	<p><u>Home Learning Policy</u></p> <p>RW provided the context to this policy. It distils the research that has been carried out into how children learn best at home and formalises the approach to home learning that was introduced last year. The policy is designed to set out the minimum expectations for support at home and to establish consistency.</p> <p>RW explained that Home School Diaries will be introduced as a communication tool between school and home.</p> <p>Governors asked whether the policy allowed scope for additional homework. RW explained that there is some flexibility for specific children to be set additional work (for example in upper key stage 2 if a child has not</p>	

<p>finished a piece of work within the allotted time in class). This needs to be made clearer in the policy.</p> <p>Reference to the specific learning platform should be removed to ensure the policy's longevity. References to specific apps should also be avoided, or include a clause to make it clear that these are subject to review and change, if better apps become available.</p> <p>There was a discussion about the design and introduction of the Home School Diary.</p> <p>Governors commented that this policy represents a positive drive to improve standards and culture. A clear policy will help to establish expectations and maintain consistency.</p> <p>With the above changes, governors unanimously agreed the policy.</p> <p>Review: Every two years.</p> <p>RW to circulate the policy once updated with the changes discussed above.</p>	<p>Clerk</p> <p>RW</p>
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Meeting concluded: 7.30pm

Date of next meeting: 27th November at 6pm

HOWEVER, PLEASE NOTE THAT FULL GOVERNING BODY ATTENDANCE IS REQUESTED AT THE NEXT RESOURCES MEETING ON 20TH NOVEMBER AT 8AM.

Summary of action points:

Action point	Responsibility
Chair to sign hard copy of June meeting minutes at next meeting in person	Clerk
Upload final June minutes to website	Clerk – COMPLETED
Teaching and Learning Policy development to be added to future meeting agenda	Clerk
File class assignment policy and update annual planner to schedule review next year	Clerk
File presentation policy and update tracking schedule	Clerk
Update Home Learning policy and circulate to all governors	RW
File final version of Home Learning Policy and update tracking schedule	Clerk