



---

---

The Vineyard School Governing Board

---

---

Minutes of School Development & Pupils Committee meeting held on 28<sup>th</sup> June 2018 at 6pm at the school

**Present:** Emma Tuck (ET)  
Anke Monestel (AM)  
Lynne Woolley (LW)  
Ruth Whymark (RW)  
Melanie Bywell (MB)  
Antony Cook (AC) by phone

**In Attendance:** Charlotte Axbey (CA)  
Aygryo Papakonstaninou (AP)  
Anna Mantle (Clerk)

**Absent:** Simon Williams (SW)  
Christine Gooch (CG)  
Stuart Nevill (SN)

Meeting started at 6.23pm.

Item	Action
<p>1. <b><u>Apologies for Absence</u></b> Apologies were received and accepted from Christine Gooch and Simon Williams. Stuart Nevill was unable to attend due to unforeseen circumstances. Antony Cook joined the meeting by phone, since he was unable to attend in person.</p>	
<p>2. <b><u>Governors' Declaration of Interests</u></b> No direct or indirect pecuniary interests were declared.</p>	
<p>3. <b><u>Minutes of last meeting (15 March 2018) and matters arising</u></b> This item was omitted from the meeting and sign off sought after the meeting via email. <b>Governors agreed that the minutes were a true and accurate record of the meeting of 15 March 2018.</b></p>	
<p>4. <b><u>New homework approach</u></b> ET provided the meeting with an overview of a new approach to homework that she has worked on as part of her senior leadership qualification coursework. Based on educational research into what makes homework effective, feedback from teachers, parents and pupils, she has put together a flexible, creative approach to homework. The proposal includes reading diaries, spelling and the Learn Its maths programme as they currently stand, since they are well established and considered effective. The fourth element is the introduction of a "Going for Great" programme comprising a matrix of sixteen activities based on</p>	

themes that form part of that half term's curriculum. Completion of the tasks is voluntary, however children will be encouraged to complete four in a row across the matrix, to gain a certificate of completion. Finished tasks will be displayed at an end of term exhibition to celebrate hard work.

**Governors liked the proposal. They asked how the school knew that the current homework was having no impact.** ET explained that she had found that sometimes parents do the homework, or it does not get done because life is busy and there is not time. There is also a lack of time for proper assessment, so there is little impact on the data.

**Governors asked how the school proposed to measure effectiveness of the new approach and how the projects would be marked to provide feedback.** ET explained that the new element of the homework programme would not be assessed, which will leave more time to focus on marking other areas, such as spelling and Learn Its, which are tracked in the school's progress targets in TargetTracker.

**Governors asked about the types of topics the programme might cover.** ET explained that the School Development Plan focuses on an integrated curriculum and this new proposal fits with that themed approach. There will be flexibility for teachers to include topics that are of interest to them and a wide range of skills will be catered for when designing the tasks, so there is something for everyone.

**Governors asked what was being done to ensure that this approach benefitted disadvantaged children to help with closing the gap.** ET explained that there was a staffed homework club at school that was open to all. The current model requires parents to have expert grammar and maths knowledge. A more creative approach will encourage them to engage in the activities and provision will be put in place to provide disadvantaged children with the materials to take home to complete the tasks.

Governors were pleased with the proposal and also glad to see that the school has provided ET with the space to carry out this project as part of a career development qualification. They looked forward to reviewing the impact that this change will have on progress next year when reviewing pupil outcomes.

## 5. **SEND and PPG**

Charlotte Axbey (CA) took the governors through the SEND and PPG report circulated with the papers for the meeting. She highlighted that the data in her report is current, but had not been scrutinised as part of progress meetings in SLT.

CA provided the meeting with some context for the report, and explained that the LA is currently encouraging all schools to reduce the number of pupils added to the SEND register each year.

**Governors asked whether this related to costs.** CA explained that this was the case in part, but it was mostly about a drive to create an inclusive educational environment, taking into account that it is natural for children's abilities to span across a wide range of abilities. The expected standards for children are also being raised, which means that more children are not meeting these expectations, however they should not necessarily be classified as having SEND requirements. Discussion moved to SATs.

**Governors asked what the school does to assist SEND children who fall behind.** CA explained that their needs are met in the classroom by the teacher. LSAs are present to support a specific educational or physical need. The teacher provides differentiated teaching. Research shows that it is best to meet needs as part of the group, where possible.

**Governors enquired about how the school measures the effectiveness of the SEND support provided.** CA explained that support is very individualised and for the majority they review its effectiveness by looking at attainment and

assessing whether gaps are widening or closing. They review each child at progress meetings, taking into account external factors as well as support provided at school. This is done to focus on filling gaps, accelerating progress for lower baseline starters and to catch coasters.

**Governors asked whether the staff support in place is enough.** RW told them the staff structure means that each year group has experienced teachers able to lead effective planning and to focus on progress. She explained the pre-teaching approach which helps to pre-empt issues to stop individuals from switching off. There will be a consultant visit in September as part of an INSET day to help to embed a mastery approach to teaching within the school and to ensure teaching consistency in this regard.

Governors discussed the report on SEND progress and the school staff explained their use of TargetTracker as a mechanism to compare progress, in the absence of levels.

Based on the data in the report providing a progress breakdown, **governors asked why SEND children were not progressing as well in reading.** CA explained that this is probably to do with the fact that reading is measured on comprehension and this is difficult for children with cognitive challenges.

CA went through her report highlighting next steps and future plans focused on improving outcomes further.

Discussion moved on to PPG. Governors discussed CA's report. 12 out of 35 children eligible for PPG at The Vineyard are post-adoption or special guardianship. Governors asked **how the school works with other services to support these children.** CA explained that they attend training for looked after children, they were supported by an excellent Educational Psychologist linked to the post-adoption service and they had trained some TAs in emotional literacy to provide support in the classroom. There was also training provided for parents and carers.

CA explained that the biggest indicator of outcomes for children is social and emotional health, above other factors such as socio-economic and general underlying ability. With that in mind the school has adopted a whole school approach to emotional coaching.

**Governors asked how the school connects with parents in this regard.** CA explained that there were parent engagement days, parent coaching courses and an evening at the start of the Reception year to help parents prepare their children for school. The whole school wellbeing week also helped to establish a culture and mindset. She would like to do more parent engagement next year.

Having reviewed the report, governors had no further questions. They were pleased by the progress made this year and look forward to receiving reports on progress next year.

**6. SEND policy**

Governors were asked whether they had any questions/comments about the policy:

- Include a stronger reference to safeguarding, since SEND children are more vulnerable.
- Include reference to inclusivity and diversity

**The governors approved the SEND policy with the changes above.**

*CA provided an updated version of the policy after the meeting which was circulated with the minutes.*

7.55pm Charlotte Axbey and Aygyro Papakonstantinov leave the meeting

**6. Central Record and Safer Recruitment**

Governors had reviewed the document in advance. There were no further questions.

**Governors approved the Central Record and Safer Recruitment policy.**

7.

**Term Dates**

RW circulated an amended list of 2018/9 term dates and highlighted the proposed changes.

Key changes are to:

- move the start of term to 6 September to accommodate two INSET days for staff training (First Aid training for the whole staff and a day's training with an educational consultant to ensure a consistent pedagogical approach across the school). RW is in discussion with the out of hours care provider to provide on-site holiday cover for parents who had not anticipated needing childcare on these dates.
- finish on 19<sup>th</sup> December, rather than 20<sup>th</sup>
- end the summer term on 17<sup>th</sup> July at lunchtime. Finishing on a Friday helps maintain attendance.

The proposal removes odd parts of weeks, which makes making travel plans easier. It is also good for staff morale and wellbeing.

**Governors approved the proposal.**

A discussion followed regarding the communication of this to the parent body.

8.

**Daily Mile**

AC proposed that the school should adopt the Daily Mile into the school curriculum. RW explained that they had done a daily km as part of wellbeing week and there was general agreement that it would be a good thing to do to impact physical and emotional health and learning. There was a discussion about how it might work logistically without disruption. It was decided that this would be reviewed by the new PSHE TLR, recognising the impact it would have on the whole child and therefore on academic attainment. The PSHE lead will be asked to pilot the programme, rollout and then review impact in line with next year's development plan.

8.40pm concluded.

**Date of next meeting: Thursday 27<sup>th</sup> September 2018 at 6pm.**