



The Vineyard School Governing Board

Minutes of School Development & Pupils Committee meeting held on 7th February 2019 at 6pm at the school

- Present:** Antony Cook (AC)
Fern Carter (FC)
Kirsty MacEachen (KM)
Amy Salem (AS)
Anke Monestel (AM)
Lynne Woolley (LW)
Simon Williams (SW)
- In Attendance:** Amanda Welsh (AW)
Tom Charlton (TC)
Richard Rosewell (Associate Member) (RR)
Anna Mantle (Clerk)
- Absent:** Ruth Whymark (RW)

Meeting started at 6.10pm.

| Item | Action |
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| 1. <u>Apologies for Absence</u> Apologies received and accepted from Ruth Whymark. | |
| 2. <u>Governors' Declaration of Interests</u> No direct or indirect pecuniary interests were declared. | |
| 3. <u>Presentation on support to promote high attainment</u> The meeting started with Agenda Item 5. Assessment conversion reports had been circulated in advance for review. Directors of Learning, Amanda Welsh (KS1), Tom Charlton (LKS2) and Emma Tuck (UKS2) provided governors with an explanation of what the reports were showing and a narrative behind the numbers. They explained that the data showed that prior high attainers are still high attainers, but also discussed the limitations of the data which does not show the level of stretch and challenge undertaken at a class level. They also explained that progress is capped, since Target Tracker only allows for 3 steps of progress from the previous year. ET explained that the data is slightly different for Y6 because they complete the curriculum earlier. Governors asked how this "capping" of progress is explained to parents. The Directors of Learning explained that ensuring the curriculum contains stretch and challenge means that pupils are working at depth, rather than | |

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| | <p>acquiring a shallow, breadth of knowledge. It means that knowledge is embedded, understood and can be applied. It represents a shift in mindset.</p> <p>Governors asked how this is communicated to parents. The Directors of Learning commented that they were working at the moment on communicating this within the school and acknowledged that more could be done to explain it to parents. ET commented that it also represents a cultural shift for children. They are using the embedding of the Vineyard Values as a starting point.</p> <p>Governors asked whether this was a suitable topic for the upcoming parent engagement day. The Directors of Learning confirmed that there will be a session on the growth mindset.</p> <p>Governors asked what the school is doing to prevent under performance and ensure that everyone is making progress. Directors of Learning explained that they are working to create a consistent approach to the curriculum across the school. Using maths as an example, they explained the benefits a consistent approach is having across school, switching the focus to problem solving and reasoning; making sure the curriculum includes stretch and challenge. There has been an improvement in maths scores.</p> <p>ET also talked about the links the school is forging with local secondary schools so that KS2 teachers can visit to understand the skills needed at KS3 and help the children to develop in these areas.</p> <p>Focusing on high attainers, governors asked what support the Directors of Learning felt they needed that would allow them to focus on them. It was felt that the Borough used to provide budget and support with competitions to help stretch high attainers. These resources are scarce now. The school is working to develop its own partnerships.</p> <p>It was discussed that it might be necessary to review the requirement for a policy focusing on the needs of high attainers. Governors asked the SLT to consider this and report back.</p> <p>There followed a discussion about the Ofsted IDSR summary.</p> <p>There also followed a discussion about the progress of the Y2 and Y6 cohorts and an explanation of why attainment is expected to be different compared to previous years. (There are a high number of SEND and lower levels of behavioural maturity in these year groups. The Directors of Learning commented that they are pleased with the progress that is being made.)</p> <p>Governors asked whether the class groups as a whole are being disadvantaged by the high level of need. The Directors of Learning explained that the resources available had been rearranged to maximise support for these year groups. In Y6, ET is an extra resource providing extra 1-2-1 support where needed, and in Y2 a Schools Direct teacher provides extra support.</p> <p>There followed questions regarding the suitability of TargetTracker as a tool and whether it was possible to send them feedback for improvements. TC explained the pros and cons of using TargetTracker compared to the alternatives. He also explained that TargetTracker had made some adjustments following feedback from a group of schools in the Borough.</p> <p>Governors had no further questions and thanked the Directors of Learning for their time.</p> | <p>Review requirement for high attainer policy</p> |
| <p>4.</p> | <p><u>Update on parent/teacher consultations (Agenda Item 8)</u> AC took the opportunity to ask the Directors of Learning their opinions of the re-configuration of the parent/teacher consultations. They explained to the</p> | |

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| | <p>governors that the workload had been considerable, since TargetTracker produces reports that are not weighted, so to produce a meaningful, individualised report for each child had taken some time. However, they welcomed the consistency that the reports provided. They expressed that they liked the atmosphere in the hall and that it helped meetings to run to time. They felt it was much less exhausting when these sessions took place during the school day. RR commented that the most important part of the changed process is that it puts the child at the centre and allows them to be part of the conversation. The Directors of Learning shared positive stories about changes in children's attitudes following attending the consultations.</p> <p>There was concern expressed that the next touchpoint is not until the report is sent out in July. This is a long time to wait for further feedback. The Directors of Learning explained that there would be informal meetings set up with individuals for whom there are concerns (could feature high or low attainers), and were keen to emphasise that the door is always open for all teachers.</p> <p>Governors commented that the school should consider how this follow up approach is communicated to the parent body.</p> | |
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7.05pm Amanda Welsh and Tom Charlton leave the meeting.

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| 5. | <p><u>Minutes of last meeting (29 November 2018) and matters arising</u> AC to follow up with MW on the outstanding action points. The minutes of 29 November 2018 were signed off by governors as a true and accurate record.</p> | |
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| 6. | <p><u>Presentation on SEF evaluation of quality of teaching, learning and assessment</u> Not presented at this meeting.</p> | |
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| 7. | <p><u>Behaviour policy</u> RR and ET provided some context and detail on the process undertaken to compile the policy circulated to governors in advance of the meeting. It stems from the school values and had been put together by the SLT at an off-site meeting. The first draft had been presented to all staff, reviewed by the SLT again in light of their comments and has been presented to representatives from the PTA, as well. It aims to address behaviour across the school community and to address inconsistencies in behaviour management, as well as ensure all are held accountable for encouraging good behaviour.</p> <p>Governors suggested the following amendments/revisions be made or clarified:</p> <ul style="list-style-type: none"> • Ensure parent volunteers are named as a group in the policy • Ensure lunchtime staff are named as a group in the policy • Ensure that there is an expectation of after school clubs that their behaviour management will be consistent with the school's policy – at a minimum the school should ensure the club leaders are aware of the principles and coached to follow the school's procedures • Suggested including a summary/process as the first page for ease of use • Level 4 to 5 – make it clear that it is possible to pass from level 4 to 5 as a consequence of no improvement from level 4. • Permanent exclusion is mentioned as an option at level 5 in the Appendix, but not mentioned as a consequence in the table • Appendix 1 – needs to be more explicit about fixed term exclusions • Appendix 4 – need to include school trips • Add a note on how to access policies on the website <p>Governors asked how the policy is being translated for children. It was explained that the Vineyard values are discussed frequently in class, assemblies and throughout the school. There has been a system of house points introduced which help to reinforce positive behaviour and focus on the positive.</p> | |
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| | <p>Governors asked what the big shifts are that the introduction of the policy is aimed to achieve. The behaviour policy establishes an expectation that all adults are expected and empowered to address low level behaviour issues. It establishes clear boundaries and sets out what is expected within the Vineyard values. The aim is that this becomes a common language and it establishes a consistent approach across the school community.</p> <p>Governors asked what plans there are to “launch” the policy. ET explained that it is on the agenda for the parent engagement day on 22 March 2019.</p> <p>Governors were satisfied with the policy and recommended it for approval by the FGB, with the changes highlighted above.</p> | |
| 8. | <p><u>Complaints Policy (Agenda Item 9)</u> The complaints policy had been reviewed thoroughly recently, however in light of recent DfE guidance, further revisions are proposed. These were highlighted in the document circulated along with the DfE guidance papers in advance of the meeting.</p> <p>Governors commented:</p> <ul style="list-style-type: none"> • Dear Sir should be removed as the standard pro-forma opening line in the complaint review request form • A process summary flowchart would help make the policy easier to follow <p>Governors were satisfied with the changes made to the policy and recommended it for approval by the FGB, including a process flowchart.</p> | Add process flowchart to behaviour policy |
| 9. | <p><u>Animals in School policy (Agenda Item 10)</u> The basis of the draft policy circulated with the papers ahead of the meeting comes from The Key. RR drew governors attention to the risk assessment document which is important in assessing suitability of animals.</p> <p>Governors asked how it would be possible to ascertain whether children had phobias or allergies, since this is a crucial part of the risk assessment. RR explained that the school would have to collect this information via ParentMail or some sort of questionnaire.</p> <p>Governors asked what the rationale behind having pets in school is. RR explained the benefits of caring for a pet helps to develop empathy and responsibility. He explained that this request had come from the children and had motivated some of them to fundraise independently for a pet. It develops skills and interests outside of the traditional curriculum.</p> <p>Governors commented that selection of the animals needs to be carried out with the welfare of the animals front of mind, and adequate plans need to be in place to ensure they are cared for outside of school hours. With that in mind, governors approved the policy.</p> | |

Meeting concluded 8pm.

Date of next meeting: Thursday 13th June 2019 at 6pm

Summary of action points:

| Action point | Responsibility |
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| Review requirement for high attainer policy and feedback at next meeting | SLT |
| Add process flowchart to behaviour policy | ? |
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