



## The Vineyard School Governing Body

### Minutes of the School Development and Pupils Committee meeting held via Zoom on 11 October 2021 at 6 pm

#### Governors present:

Lynne Woolley LW Chair  
Richard Rosewell RW Acting head  
Kirsty MacEachen KM  
Simon Williams SW  
Alice McArdle AM  
Anthon Cook AC

#### In attendance:

Matt Collier MC  
Charlotte Axbey CA  
Jackie Dutton Clerk

The meeting was quorate.

Item	Action
<b>1. Welcome and apologies for absence</b>  Everyone was welcomed to the meeting – the meeting was being recorded. Apologies were received from Chloe Garth, Fliss Buckles and Fern Carter – the meeting was being recorded and would be sent to them. Jackie Dutton was attending as the new Clerk – introductions were made.	
<b>2. Declarations of interest</b>  There were no declarations of interest in the agenda items.	
<b>3. Election of Chair and Vice Chair</b>  LW was nominated and seconded as Chair – this was agreed unanimously. This would be revisited at the next meeting as LW would not be a governor for much longer. KM had spoken to Chloe Garth about being Vice Chair and would follow this up.	Nxt mtg KM
<b>4. Terms of Reference and Scheme of Delegation</b>  The scheme of delegation would be approved at the FGB. The Terms of Reference were agreed subject to the new Head coming into post – these could be reviewed again after Frances had joined the school.	FGB Nxt mtg
<b>5. Updates from Acting Head</b>	

MC gave an update on assessments first. Assessments had been carried out previously in house with GL assessments in maths, reading, spelling and science. The assessment package had been reviewed and providers had been changed this academic year – the new package (Rising Stars – PUMA, PIRA and GAPS) gave standardised scores which gave a better understanding of the post-Covid scenario. This would also give teachers more regular assessments – 3 times per year rather than 2 times a year – and the timing of the assessments were better as they were nearer the end of term -November, March and June rather than early September and March. This would give more time to teach the curriculum before assessments. The new Head was aware of this – this would feed into end of term reporting which might be more rigorous. Parents would also get similar reports – for all year groups apart from Early Years. Marking would be quicker too – there was a gap in time previously to receiving the marks – staff would mark the new ones in house.

6.18 pm CA arrived

An add-on package (SHINE) had been purchased which set a threshold score for each section – this would flag up children under that threshold and would give links to interventions. The financial costs were more than in the original budget but they were value for money and the Business Manager had managed to find the costs. The science assessments would also provide a report – the previous system did not. This would help with the Primary Quality Science Mark. RR noted that parents had been informed of the changes and were aware of the timetable for the year.

**Q How long had the school had the GL assessments?**

A For one year.

**Q Were there any reactions from the parents – the GL reports were informative – what will parents get now?**

A Parent reports had been a little sparse previously – parents would get a report on where the child ranked in the standardised score, progress score etc. There would be similar breakdowns for reading and maths.

**Q Is there a cost to keeping the data when the provider changed?**

A There was no cost to leaving GL. The school still had access to the GL reports – it was difficult to compare though as they were not in parallel and would not map across. The Rising Stars assessment integrated with FFT (Fischer Family Trust). All the reports from the previous system were downloaded onto the school drive so no data would be lost.

**Q What about the staff time commitment if the new assessments were marked in house?**

A These were electronic assessments so there was not much difference in terms of the time allocated. Administering the tests was also similar – on a computer using headphones. For KS1 the tests could have been done on computers but the decision was taken to do paper-based tests as the children were not that confident with the technology yet. Staff would mark them but they were happier with that as they could see where the child went wrong, which they could not do previously. Staff were happy to fit in the marking as they could see the benefits, though the school would monitor if some extra PPA (Planning, Preparation and Assessment) time was needed. There would be a gap analysis which would be helpful.

**Q How will the thresholds help with both high and low attainers? Can you analyse data for particular groups?**

A Yes, reports could be run for groups. The SHINE interventions were mostly for GAPS (Grammar Punctuation and Spelling). High level reporting could be accessed to compare with another school with the same demographics who were also using the same assessments.

**Q Could the Friends of the Vineyard help with funding the add on?**

A MC was to look into this further.

**Q After the Covid period will governors get a good handle on this cohort v. previous years?**

MC

A This was being looked at now. The standardised score standardised to average – the additional term of work would be really helpful.

**Q With the emphasis on the end of term assessments what happens with Early Years – do they do the baseline assessment on entry?**

A Yes the new government baseline was done and the school also did their own 3 assessments.

*Specialist subject teaching AM and MC*

A formal assessment had not been done yet – a PASS survey was being done about how they were feeling about school which would be reviewed. It was hoped to have data available for January 2022. Staff had fed back they enjoyed the model and were developing skills in the subjects. There had been some issues raised – about PPA as this had been timetabled at different points and staff wanted to have PPA as a team. MC had acted quickly on this and after half term some would have PPA together. So far it was working well having the children move round the classrooms. Parents of Yrs 5 and 6 had commented that the pupils enjoyed this and were enthusiastic about school and learning.

**Q Are there any issues with any particular groups?**

A Some children found moving difficult re the seating/position and some children had been given specific seats to help this. Some found certain subjects difficult eg computing as they sat round tables not in rows. Some issues were identified in advance and solutions put in place. RR added that some children did struggle a bit and were the children who had been identified – staff had thought there might be an issue with pastoral care/safeguarding but this was not the case. Now 2 or 3 teachers would be picking up on an issue with a child rather than just one. Generally this was all working well. AC came in for a visit in Yr 5 at a transition time and it did work well. Anecdotally pupils and parents enjoyed the change as it was also a transition to secondary school.

Governors thanked MC for his report.

6.49 pm MC left the meeting.

*School interim arrangements and new incoming HT*

RR reported this structure was working well and he was well supported by CA and the Directors of Learning (DoL). He had met with the new Head in preparation for her joining the school on 1 November 2021. He had discussed the assessment and specialist teacher models with Frances and she was getting involved with the next stage of development. Frances had joined the SLT for one meeting. Parents had been kept up to date on the preparation for handing over the headship to Frances and all were keen to meet her. There would be a meeting on 14 October with her and staff members, PTA committee and PTA reps.

*How the return to school was going this term*

This was a significant time as the school was moving out of restrictions. The removal of bubbles had changed the feel of the school- with assemblies, freer movement and lunchtimes not involving so much separation on the playground. With no bubbles the school had been brought back alive again. Staff were monitoring handwashing etc.

It was still not completely open as parent teacher consultations would be done via Zoom. There were some benefits for that especially for working parents. For parent engagement day there used to be lots of people in going into classes but this was not possible yet. There would be a reduced parent engagement day with the DoLs giving talks.

*Covid update – including catch up funding plans*

If there was a positive case the school did not need to close a year group – isolations had all gone following government guidance. Parents would inform NHS Track and Trace and the school – any close

contacts were handled by Track and Trace now, not the school. There had been 9 positive cases but the school had not been contacted by Track and Trace so staff were not sure how it was working. There had been no spread within the class. The school did not ask about PCRs but did inform parents and staff with just the class involved, not names. Parents had been told that, if they wanted their child to take a PCR, the school would authorise that absence while they wait for the result. The school did not request parents to take PCRs or to keep children absent from school. So far 30 children had been absent for a period while waiting for PCR tests and altogether 171 sessions had been lost for isolating or waiting for a result.

Changes had been made to drop off and pick up arrangements for Covid with children leaving their parents at the gate. This was successful and was still being used – Yr R parents could bring them in still.

#### *Vineyard 2021- 22 - key numbers and points*

There was a new financial management system – SIMS (School Information Management System) and attendance could be tracked and recorded across year groups. There was a good report that could be generated for governors to receive at each meeting – Andrea in the office was overseeing this and would produce this report for governors to see if they would like this information. RR would add this report to paperwork sent to governors for meetings.

RR

Attendance was down and this was highlighted when the SIP (School Improvement Partner) Cathy Clarke came in, and was highlighted by the EWO (Educational Welfare Officer). Attendance had gone down to 95% from 97%, it was down particularly in Yr R. Some families had been stuck abroad after their summer holidays, some were observing isolation and there were some illnesses around – vomiting and chickenpox.

#### **Q Has attendance improved since the first week?**

A Early on it was mainly families back late from abroad but now there were high levels of illnesses.

After half term the absences would be reviewed and certain groups would be targeted. A new EWO would join the school then and parents would be told about this. Governors noted it would be useful to know the reasons for absences.

RR

The NOR (Number on Roll) was down to 599, if full the school's NOR would be 630 so was down by 31 children. Some families had moved out of the area – numbers were slowing building up again. These numbers would be reviewed to analyse the reasons - governors asked to hear any proposals from the EWO and their impact.

RR

#### **Q Will Resources Committee look at this and the impact on the budget? Is this particular to this school or the local area?**

A Yes they will – it was affecting the local area.

Resources

#### *Staffing*

Two members of staff had left at Christmas for personal reasons – one was a fulltime teacher who oversaw maths. RR had just been told about the second person and had not had the resignation letter yet. Recruitment for both posts would take place – both staff were leaving for personal reasons and RR had no concerns about this. The maths role would be filled internally. There would be two staff members qualifying as teachers via the apprenticeship programme in April so that could be an opportunity.

RR was meeting with Frances re an assessment lead and a way of restructuring this.

<p><b>Q With the NOR down and staff resignations – was there any information from the LA or government on families moving out of London post Covid? What would a 5 year horizon look like?</b></p> <p>A RR was not aware of any guidance/information but research was being carried out. A number of families left both pre and during Covid, some connected with Brexit. RR would look for any research/see if AfC had any advice on this.</p> <p><i>New Sports Uniform</i></p> <p>RR had met with Liz for an update – it was not mandatory for parents to buy the new PE kit but around one third to one half of children were now wearing the new kit. They could wear it into school if they had PE that day. There had been a backlog of orders but that was now cleared. Photos of children and the size they were wearing would be used to help parents choose the right sizes.</p>	RR
<p><b>6. Update on SIP visit</b></p> <p>The SIP report was not available yet – it would go to the November meeting of this committee. The SIP would be coming back to visit Frances on 5 November and again at the end of November. The report would have questions that governors could ask. Some data was harder to access as the datapoints at the end of last year were not the same, particularly for PPG children (Pupil Premium Grant) – this was a very small group of children with a high percentage not returning at all to school during the lockdowns.</p> <p>RR and CA had attended training on the new Ofsted framework and could see how Cathy had linked her questions to that new framework, especially re particular groups. A full report would be received once the SIP had spoken with Frances.</p> <p><b>Q The school may be due an Ofsted visit -were there any immediate risks to start work on?</b></p> <p>A The Ofsted training had showed the areas to change and there was work to do on some things – the journey on assessment was pleasing. Progress was a gap there and this could be answered quickly.</p> <p>There was a dilemma round the catch up programme – the school was told they must keep children in the class but then how could they run catch up. This left after school provision or Saturday sessions and those children just did not want that. This would be discussed with governors going forward. There was clearly a role for governors to interrogate the school on these issues. CA and RR had been encouraged about the direction of progress when they attended the Ofsted training. There would be some ‘quick wins’ to share with the DoLs.</p> <p>The school had not had an Ofsted visit for 8 years but some schools had had a longer gap than that. All outstanding and good schools were expected to be visited by 2025/26 – this school was likely to have a visit in the next 2 years.</p> <p><b>Q Pre Covid there was good work on the curriculum from the Ofsted governor session – can you update governors on this?</b></p> <p>A This was 70% complete – the wider curriculum was a big focus – the school had a very strong humanities lead who had led a staff meeting on history and geography. Music and PE were also good. This would be looked at more to see it had coherence.</p> <p><b>Q Can governors see the draft SIP report - this might shape the November meeting?</b></p> <p>A CA would check with Cathy and send out the draft if Cathy agreed to this.</p> <p>CA and RR were also working on the School Development Plan and the Self Evaluation Form.</p> <p><b>Q How does this link with the template for the PPG report?</b></p> <p>A The new format report is easier and there has been some training on that – Cathy had recommended linking this with buying in some training using credits. The school had spent a lot of credits with AfC – Amy Riley was working on a long project that a few schools had access to.</p>	<p>Nxt mtg</p> <p>RR</p> <p>RR</p> <p>CA</p>

<p><b>7. Wellbeing surveys</b></p> <p>The broad message was around workloads – the school had been a couple of members down and had not been able to fill the gap. A TA (Teaching Assistant) had been promoted to be an HLTA (Higher Level Teaching Assistant) to help with this. MC, RR and CA had been working on a better PPA offer for Yr 5. Staff had also been affected by the vomiting bug – a governor noted she had been warned it would be a difficult winter for flu and colds.</p> <p><b>Q Staff absences put pressure on other staff – what else can be put in place to help this?</b></p> <p>A This was difficult – cover was expensive and not always effective.</p> <p>The Forest School was up and running – governors were invited to see that.</p>	<p>Govs</p>
<p><b>8. Policy Review</b></p> <p>The Early Career Teacher policy would come to the November meeting (was NQTs)</p> <p>The Safeguarding and Child Protection policy had not been received from the LA yet. AfC produced this – it had been sent out but then recalled – it would not be available until after half term. It would also go to FGB for approval (6 December) after the committee meeting.</p>	<p>Nxt mtg</p> <p>Nxt mtg, FGB</p>
<p><b>9. Minutes of last meeting – 23 June 2021</b></p> <p>These were agreed as an accurate record and would be signed to leave in school.</p>	<p>LW</p>
<p><b>10. Scoping plans for the committee for 2021-22 academic year</b></p> <p>It was agreed that the SIP report should be received before setting work plans for the year.</p> <p>Some deep dives had been done in the last year – eg PE – there should be a different focus on other subjects. It would also be useful to see how the new reporting framework bedded in. It would also be good to have a final list of policies to review at this committee over the year eg Behaviour. Groups should be tracked and protected. The TOR could also be reviewed further once Frances was in post. A SEND governor and LAC governor were needed, and a focus on diversity.</p> <p>CA noted the school continues to be strong on English as an additional language – there were families from Turkey and Hong Kong who had little or no English – this would also be a focus.</p> <p>Deep dives could be on Humanities, Covid catch up recovery and the balance of academia and health and wellbeing. Children should be happy at school, making friends and improving fitness levels. Areas like fine motor skills had also not been easy to teach during remote learning.</p> <p>For Covid recovery the committee looked at gaps in the June Meeting – this would be a good baseline for what happens next.</p> <p>The PASS survey and other surveys would also inform discussions.</p> <p><b>Q Was there any scope for looking at the curriculum and the impact on children, or impact on staff – especially mental wellbeing?</b></p> <p>A Curriculum leads had a slight shortfall – this was being developed with shadow leads. The school had to review what it was spending to allow staff to be properly released to focus on subjects.</p> <p>The catch up agenda looked easy but it was not – children could not be taken out of class but how could there be extra sessions after schools and on Saturdays without it being an extra burden on staff. There was not a lot in the TOR on staff wellbeing or the wider school community.</p>	

<p>The SDP would review that- they would be agenda items for the November meeting.</p> <p>LW suggested a debrief with KM, AC and RR to scope out the programme of work for the committee. Governors needed some understanding of how this year group compared to what would normally be expected. Termly testing would help track what was being done when.</p> <p>Also Age Related Expectations (ARE) could be reviewed – who had dropped and why, also a gap analysis.</p>	<p>Nxt mtg</p> <p>LW, KM, AC, RR</p>
<p><b>11. AOB</b> – nothing to discuss</p>	
<p>The meeting finished at 8.04 pm with no Part 2 items.</p> <p>Governors thanked the Clerk and staff who had attended the meeting.</p>	