

THE GOVERNING BODY OF FLOCKTON CE (C) SCHOOL

Minutes of the meeting of the Children and Learning Committee held at 6.30 pm remotely via Teams on Wednesday, 6 July 2022.

CHILDREN and LEARNING COMMITTEE

PRESENT

Mrs K Rowlands (Chair), Mrs E Bulmer (Head Teacher), Mrs S Hull, Mrs E Hurst, and Mrs H Kerr.

IN ATTENDANCE

Mrs J Ashcroft (Minute Clerk)

<u>Item</u>	<u>Minutes</u>	<u>Action</u>
300. Apologies for Absence and Declarations of Interest	Apologies were received from Mr R Michael (consent). There were no declarations of interest.	
301. Notification of Items to be brought up under Any Other Business	The following item was notified to be brought up under Any Other Business: <ul style="list-style-type: none">• Admissions	
302. Minutes of the Children & Learning Committee Meeting held on 16 March 2022	RESOLVED: That the minutes of the Children and Learning Committee meeting held on 16 March 2022 be approved as a correct record subject to the following amendment: <ul style="list-style-type: none">• Item 292 should read Mrs Hurst and not Mrs Hughes.	

Item	Minutes	Action
303. Matters Arising	<p>(a) <u>Appointment of governor responsible for curriculum impact (minute 290 refers)</u></p> <p>The Head Teacher stated that role would be looked at in September and discussed with the Steering group, stating that an outcome from the SIAMS review was everything needs to come from the vision statement.</p> <p>Action 1: The role of governor responsible for curriculum impact to be looked at in September 2022</p> <p>(b) <u>Review SEF EYFS provision (minute 291 refers)</u></p> <p>Governors noted that the SEF was on the agenda for this meeting.</p> <p>(c) <u>Ask parents re a public Facebook page (item 293 refers)</u></p> <p>The Head Teacher reported that it was not currently the right time to set up a public Facebook page and that this could be revisited next year.</p> <p>(d) <u>Home/School Agreement (minute 295 refers)</u></p> <p>The Head Teacher reported that the Home/School agreement had been completed and was ready to send out.</p>	Head Teacher/Chair
304. Review Spring Term Assessments	<p>The Head Teacher reported that all the assessment data had been included in the SEF and this would be considered at item 306.</p>	
305. Review end of year data (EYFS, Phonics, KS1, cohort and vulnerable groups)	<p>This item would be considered at item 306 on the agenda.</p>	
306. Review of SEF	<p>The Head Teacher shared the SEF on screen.</p>	

Item	Minutes	Action
	<p>The Head Teacher reported that for EYFS exit data, children are assessed as either meeting a good level of development (GLD) or not meeting GLD. She stated that 50% of children had been assessed as meeting GLD.</p> <p>The Head Teacher explained how the assessment was made with the requirement to get a '2' in key areas of the curriculum and subcategories. She stated that some children did not quite meet the expected level including two SEN children and one child who had not quite met all areas yet. The Head Teacher explained that for some children the social aspect for example if they are shy may result in them not meeting GLD.</p> <p>Governors asked the following question:</p> <p>Q1: Do you know what the impact of Covid has been on this group, for example do you know if they have accessed pre-school?</p> <p>A1: A little but. We noticed things such as children not taking turns, shouting out and not sharing early on in the spring term. We spoke to the Educational Psychologist who explained that children usually develop these skills by the age of three by experiencing different things but this has all been on hold. Children aged four, five and six have maybe not developed executive functioning skills and so we have to teach these skills. We cannot manage a behaviour that they have not even learned. They have not had the experience that our normal intake would have had. After this we started to look at other Year groups who have lost group work and listening skills and how this has impacted on them all.</p> <p>The Head Teacher reported that the Year 1 phonics results were really good with 100% pass rate. She reported that the lowest score was 32 which was the pass score, but some children scored as high as 40.</p> <p>The Head Teacher explained for some children in Year 2 they are trying to make the Alien phonic words into real words. She stated that they would be working with the Literacy Hub for the next two years. The Hub had a target of getting all schools to 100% pass rate. She reported that there were also some speech and language and dyslexia issues.</p>	

Item	Minutes	Action
	<p>The Head Teacher explained that that they had spoken to the Literacy Hub about the best way forward for those who had not passed by Year 2, and they will be supporting the school with this. The Head Teacher stated that the switch to a different phonic programme would have impacted on them.</p> <p>Governors asked the following question:</p> <p>Q2: Do we have anything in the Teaching and Learning policy regarding an alternative to phonics for children who consistently cannot segment and blend?</p> <p>A2: I will be looking at the Teaching and Learning policy and updating it with the new phonics scheme included.</p> <p>The Assistant Head Teacher reported that the children had done really well in the Year 2 SATS. She stated that the school had been very honest using the KS1 assessment framework. She explained that some children had not moved as they have to meet all the points in the assessment framework to be deemed to be working at the expected level. She reported that for writing they had made amazing progress even though they were not working at expected. For Maths there were lots of children very close to expected. She reported that reading had been challenging and the threshold score had been raised.</p> <p>The Head Teacher reported that the last official data for this cohort was pre-pandemic and the KLP had set a target of 40% GLD in Reception; they were now at 38% in Reading and higher in Maths.</p> <p>Governors noted that the results were a credit to the teachers.</p> <p>The Head Teacher referred governors to sections in the SEF which she shared on screen including the Quality of Education section which included quotes from Ofsted, the Impact on Curriculum and Data, areas for development and next steps sections. She asked governors to look through this and send her any feedback. She stated that she would be updating this over the summer and the next steps and areas for development would be included in the School Development Plan. She reported that she had also sent the SEF to the KLP for feedback.</p> <p>Governors commented that the document was very thorough.</p>	

<u>Item</u>	Minutes	Action
307. SMSC Audit	<p>The Head Teacher reported that she had discussed the SMSC audit with the Chair. She explained that it looked at the spiritual, moral, social, and cultural development of children and that it would be a huge piece of work to map the spirituality. She stated it would take time to develop the approach and that they would be supported by the Diocese. She reported that work would commence in the Autumn, and it would be linked back to the vision. The process would be ongoing throughout the year.</p> <p>The Chair stated that the progression maps, SIAMS and Jigsaw would all be pulled into one document.</p> <p>Governors confirmed that they were happy with this approach.</p> <p>The Head Teacher suggested that governors look at progress on this when they carry out governor visits</p> <p>Action2: The SMSC Audit to be placed on the agenda for future meetings.</p>	Head Teacher
308. School Curriculum Update	<p>The Head Teacher reported that this was almost complete and that the KLP was meeting with the Head Teacher and the Deputy Head on 15 July 2022 to support what had been produced so far and to look at how to monitor the impact of the curriculum next year.</p>	
309. Report from Lead Governors	<p>Mrs S Hull reported that she had carried out a Literacy visit during the previous week which had included; reading in Apple class, looking at Year 5 writing, Year 2 books and progress in writing and phonics. She reported that she could see the progress and it was a positive visit.</p> <p>The Chair stated that she would re-arrange the SEN visit and carry this out prior to the end of the year.</p> <p>Action3: The Chair and Head Teacher to re-arrange the SEN visit.</p>	Chair/Assistant Head Teacher
310. Review of Policies	<p>The Head Teacher gave an update on policies as follows:</p> <p>EYFS Policy - this was a work in progress and needed to include outcomes from the KLP visit and the curriculum work.</p>	Head Teacher

<u>Item</u>	Minutes	Action
	<p>Action4: The EYFS policy to be put on the agenda for the Autumn 2 meeting.</p> <p>Complaint Policy – The Head Teacher reported that she will adapt the DfE policy and submit to the Full Governing Body for approval.</p> <p>Values Policy – The Head Teacher reported that this was not required as it was included within other policies.</p> <p>Collective Worship Policy – The Head Teacher explained that this had been drafted since the SIAMS review. She explained to governors the key sections in the policy and stated that the Head Teacher and Deputy Head would be visiting other schools to look at collective worship.</p> <p>RESOLVED: That the Collective Worship policy be approved.</p>	
<p>311. Any Other Business</p>	<p>The following item was considered under Any Other Business:</p> <p><u>Admissions</u></p> <p>The Head Teacher reported that the Admissions Appeal Panel had been held during the previous week and that the outcome was that all five children had been admitted to the school. There would therefore be twenty children in Reception in the next academic year. She reported that the children had all been into school for a stay and play.</p> <p>Governors asked the following question:</p> <p>Q3: What will be the total number of children in Apple in September?</p> <p>A3: There will be seven children in Year 1 so this will take the number to twenty-seven. Next year we will have to offer the full fifteen places. We have spent a while trying to work out the staffing. The ratio is one adult to thirteen children for ETAs and HLTAs so we will need three members of staff in a morning when they are in groups. We are being creative with the timetable for example Year 1 will join Years 2 and 3 for PE.</p> <p>Q4: Have they given us any assurance about next year's figures?</p> <p>A4: No, let's hope it will be ok. A student has asked to do a placement in Apple class. This will help. She has had a previous placement.</p>	

<u>Item</u>	Minutes	Action
	<p>Q5: Have the transition visits been successful? A5: Yes, we had one today and there is another on Friday. There are a mixed range of children. It felt very busy.</p> <p>Governors commented that this would be a good measure for EYFS. The Head Teacher responded that they will have the support from the Literacy Hub which will take the form of nine visits over the next two years with six during the first year. She explained that the Assistant Head was taking part in a two-year Maths TRG.</p> <p>The Head Teacher reported that the new parents' meeting was very well attended.</p> <p>Governors commented that it was a credit that people wanted their children to attend the school.</p> <p>The Chair thanked governors for their work throughout the year.</p>	
312. Agenda, Minutes and Related Papers – School Copy	RESOLVED: That no part of these minutes be excluded from the copy to be made available at the school, in accordance with the Freedom of Information Act.	

The Chair closed the meeting at 7.39pm.