

**RIVERSIDE PRIMARY SCHOOL**  
**(Part of the Rainham Mark Education Trust)**  
**MINUTES OF THE STANDARDS AND WELFARE COMMITTEE**  
**HELD ON TUESDAY 12 MARCH 2019**  
**AT 3.45pm**

**Present:** T Scott (Chair). D Brockman (Vice Chair). K Wilmer (H/T). T Wilson. H Robson (DHT).  
P Aldous. D Clarkson.

**In attendance:** C Baxter (Clerk)

Item	Main discussions and agreed actions		Action by/when
	The meeting was quorate.		
<b>1</b>	<b>Welcome and Apologies</b>		
	1.1	The Chair thanked P Aldous and D Clarkson for attending their first committee meeting. He mentioned that the Resources Committee had fewer Governors and P Aldous said he would attend those meetings if possible. No apologies were received. DB announced he had to leave at 17.45.	
<b>2</b>	<b>Declarations of Interest</b>		
	2.1	No additional declarations were made.	
<b>3</b>	<b>Notification of Any Other Business</b>		
	3.1	H/T: NLE support	
<b>4</b>	<b>Minutes of the meeting held on 13 November 2018</b>		
	4.1	Approval for accuracy: The minutes were approved and signed by the Chair as an accurate record.	
	4.2	Matters arising: As a result of the attendees being emailed from the Jobs Fayre last year P Aldous had responded as a potential governor and said that he noticed how attentive the children were and how impressed he was with the way the school was run. The Chair added that he knew a retired architect that may be interested in taking part in the next Jobs Fayre. TS will pass on the details to the school.	Chair
	4.3	Confidentiality: Item 11.1 staffing update was released from being confidential.	
<b>5</b>	<b>Mid-Year data - Spring term data from Reception to Y6 was available on</b>		

	<b>Governorhub prior to the meeting.</b>		
	5.1	<p>Yr 6 data and milestones: Reading continued to make good progress and children were responding well. Focus groups were in place.</p> <p><b>Governors asked if there were any barriers to reaching understanding in greater depth and was there anything put in place to address this?</b> Extra sessions were in place with a booster teacher from Rainham Mark working with higher ability pupils and focussing on 3 points questions. Greater depth at level 3 KS1 were being targeted.</p> <p>Writing was teacher assessed and targets were on track for the end of the year.</p> <p>Maths continued to be an emphasis with early morning interventions in place with focus children who were experiencing a lack of confidence in test situations. Additional afternoon maths lessons were also in place paying particular attention to fractions, decimals and percentages. A member of the Improvement Lead team from the Trust had undertaken a gap analysis of the recent test papers and the questions not answered to highlight possible key areas to be addressed. It had also been noticed how supportive and hardworking the staff were and that the children were extremely responsive.</p> <p><b>Governors commented that a lot of this was about exam technique</b> and were advised that more exam practice was in place with termly tests and the H/T had provided a 'top tips' booklet to also increase their confidence in test situations.</p> <p><b>Governors asked if the strategy for Yr 6 would be rolled out for the lower years?</b> The H/T advised that after the SATS all of that support would be provided for Yr 5.</p>	
	5.2	<p>Yr 2 data for progress and attainment was in line with expectations</p> <p><b>Governors asked once phonics had been taken in Yr1 would those who did not achieve the Check achieve it in Yr2? The children who do not achieve phonics tend to be a group with multiple vulnerabilities who continue to have support and that would remain into Yr 3 where needs had been identified.</b></p>	
	5.3	<p>Yr 1 Phonics – This is a cohort with additional complex needs but the progress made from September has been fantastic. The group without EHCPs were in line with the national average.</p>	
	5.4	<p>Predictions for GLD for Reception is about 63% which is an accurate picture and will be formally moderated this year to check the data. While the data for attainment is below the national average the pupils' progress continues to be good and the school had signed up to the pilot for FS baseline coming out in September which is a new way of assessing reception children. It is an online entry test which will give the school an opportunity to reflect on what they might put in place. TW informed governors that being part of the pilot scheme would allow the school to consider any gaps. The H/T had been in class today and commented the children were trying hard as their writing was beautiful.</p> <p>The Maths Mastery development lead attended school today and</p>	

		<p>observed both the NQTs. He was really pleased and suggested that our school joins up with another school for them to learn from us how to implement Maths Mastery in the Reception class.</p> <p><b>A new Governor asked what support were the NQTs receiving through these observations</b> and were pleased to learn that the DHT was in class and a model of good practice, as well as the Y4 NQT being mentored by an outstanding senior teacher.</p> <p><b>Governors commented that all of the predictions for the last 3 years had been accurate and the school was transparent to them as Governors.</b> The H/T acknowledged that the children deserved to get good results.</p>	
	5.5	<p>On 1 April the school is able to sign up for the pilot Y4 times tables test. A Governor raised whether it was worth having a separate table detailing the difference between the achievements of boys and girls but the H/T advised there wasn't a gender disparity throughout the school. However the data would be fully explored if it did become apparent but the only apparent trend was multiple vulnerabilities.</p>	
<b>6</b>	<b>Curriculum update</b>		
	6.1	<p>The curriculum statement was on the school website. The Chair commented it was an excellent piece of work and a true testament of how the school was.</p>	
	6.2	<p>Monitoring of all books had been carried out by staff with Intent, Implementation and Impact (3 I's) in mind and with a science focus.</p> <p>Focus Education, a curriculum map, had been purchased which would show coverage and progression as well as how the more able pupils would be stretched.</p> <p>TW, a member of the improvement team for the Trust, was also present and said it was a robust meeting and the staff were inspirational discussing the 3 I's. It was also evident that the children's standard of writing was consistent which was not always the case in every school. Governors added that this tied in with their findings when they did classroom visits during the Governors Day in January. Governors were reassured by the feedback from TW and valued being part of the Trust allowing access to resources and internal monitoring.</p>	
	6.3	<p>TW had accompanied the H/T on a learning walk looking at teaching and learning across the school and judging where there were outstanding opportunities and where improvements could be made. Blue Sky was used to share the findings.</p>	
	6.4	<p>Two TAs are graduates and requested to work at the school as trainee teachers next year. The H/T had observed lessons in class and had validated their teaching.</p> <p>Governors commented that one of the H/Ts strengths was leadership and development not only with the SLT but developing leaders from the TAs. They also acknowledged and thanked the Deputy H/T for stepping up when the H/T was absent.</p>	
<b>7</b>	<b>PPG Strategy</b>		

	7.1	The H/T showed governors a new strategy document detailing the interventions in place costing per child and per intervention. The strategy was based on how much pupil premium was received and how many children were in receipt of it. The document showed how disadvantaged children achieved against non-disadvantaged children, the barriers of speech and language, groups with multi vulnerabilities, external barriers, desired outcomes and how that would be measured. PP was broken down into 3 colour coded categories: (1) Quality of teaching for all (how the school spends PP money), (2) Targeted support (identifying specific children), (3) Other (social, emotional and mental health e.g. dog therapy). The strategy would be reviewed at the end of the year and the Inclusion Manager and the School Business Manager were leading on this document. The strategy linked to the SDP. <b>Governors acknowledged that the work the school was doing and the capacity to forward plan reflected on the strength and leadership of the school.</b>	
	7.2	The two PPG monitoring Governors (TW and DB) were carrying out an in depth monitoring visit this week and TW had sourced a comprehensive list of questions to ask as the GB held the school to account.	
	7.3	The school was reaching out to families offering help and support to apply for the grant. <b>Governors would continue to raise that during their talk to the new intake of parents.</b>	
	7.4	<b>Governors asked how would they know of the impact and interventions for the TAs?</b> Teachers would do an analysis each term and the H/T had carried out an analysis of the whole school for the impact of interventions in place at TA level, teaching level and SLT level. The PPG strategy would be published on the website.	
<b>8</b>	<b>Attendance</b>		
		A member of the office staff had taken over the role from September and had been proactive in devising systems that helped support children being in school. <b>The Local Authority Attendance Officer had feedback during a recent visit that the attendance monitoring and tracking was exemplary.</b>	
	8.1	A colour coded action plan for monitoring attendance had been broken down by class and by group. Attendance for each year group was adjusted for children with EHCPs and although there was a high expectation of attendance for all children; some had medical conditions to be taken into consideration.	
	8.2	Persistent absences was down to 7% from 10% last year. Vulnerable groups had been recognised and authorised and unauthorised absences had been identified.	
	8.3	Persistent lateness had improved by 24% from last year and was linked to the school's knowledge of the families and children.	
	8.4	There was an understanding of the individual context for each child so correspondence responses were adjusted for each family. The admin staff had a good relationship with the parents.	
<b>9</b>	<b>Behaviour/Safeguarding</b>		
	9.1	CPOMS (Safeguarding and Child Protection Software for Schools) was	

		working incredibly well. There was one online safety issue recorded that occurred outside of the school and one racist language issue recorded. Both were being dealt with by the parents. Newsletters were sent to parents as a reminder for keeping children safe on-line.	
	9.2	Although the school was not aware of any activity the DSLs were aware of 'county lines', the criminal exploitation of children and vulnerable young people from the big cities into smaller towns and rural areas. Governors were invited to read the guidelines and to make themselves aware of County Lines, child sexual exploitation and trafficking. The DHT advised that the school was an environment where the children would come to the teachers with any concerns.	
<b>10</b>	<b>Governors visits and monitoring feedback</b>		
	10.1	The Safeguarding governor had visited a drop in session for parents organised by the on-line safety lead at the school. The presentation was excellent and outlined the potential risks online as well as providing some practical steps that parents could take. Attendance at the workshop was lower than expected and the issue of increasing parental engagement would be addressed.  Governors commented that the school's safeguarding culture was embedded and a strategy that was a credit to the school.	
<b>12</b>	<b>Any other business</b> (this item was brought forward at the request of D Brockman)		
	12.1	The H/T explained that as the data was currently below the national average for progress the school could qualify for additional support from a NLE (National Leaders of Education). It was recognised that the staff already delivered exceptional learning experiences for the children and the Headteacher developed inspiring leaders who acted with integrity, passion and purpose. Governors commented that the external validation may be worth having.	
	<b>DB left the meeting at 17.45</b>		
<b>11</b>	<b>Training and CPD update</b>		
	11.1	DC was waiting to attend Welcome to Governance parts 1 and 2.	
	11.2	PA would book on Welcome to Governances in April due to other commitments.	
	11.3	TW was booked on Exclusion training and had attended an update on the Ofsted framework.	
<b>13</b>	<b>Confidentiality of discussion</b>		
	13.1	No discussions were considered confidential.	
<b>14</b>	<b>Impact of Governance</b>		
	14.1	Governors had scrutinised the curriculum data and ensured that robust interventions were in place. The Pupil Premium strategy was reviewed and an in-depth monitoring visit was taking place to validate the information. The wider curriculum monitoring visit was available on Governorhub and	

		judgements validated the work of the improvement team from the Trust.	
15	<b>Dates of next meetings: THURSDAY 11 July 2019 at 3.45pm</b>		
	The meeting closed at 6pm.		

#### ACTIONS

Item	Description	By who and when
4.2	TS pass on the contact details of the architect to the school for the next Jobs Fayre	End March