

Holywell Dashboard:

The final dashboard for the term was circulated and the Head provided a synopsis.

Leavers/arrivals data: figures are lower than previous years. Other ways to report the data were suggested. The data for each child is significant.

Q: do any pupils arrive then leave promptly? A: approx 50 join and leave within the year.

Absence figures noted: 94% is below target and has been a consistent figure for some time; 96% is the national standard. Fines are applied when applicable.

The Local Authority issues the £60 fine per pupil. One family went to court to contest the matter; despite a substantial fine, the same family went away again this year. Support from the LA is not sufficient. Any noticeable drop below 94% would be a cause of concern.

SEND attendance is 90%. Around 40 pupils have 100% attendance.

Performance monitoring: good teaching noted. The target is for 100% good or better – this has been achieved.

Q: what are the future projections to sustain this? A: staff turnover has an impact; experienced staff are replaced by NQTs and the cycle begins again.

Q: what was the complaint about? A: the family drew attention to a number of issues relating to one pupil. This was one of a number of non-formal complaints received during the year that were addressed and concluded.

Q: what are the most common reasons for leaving? A: relocation or not obtaining the first choice of school.

In terms of the school structure and falling rolls, 3fe operates in Y6 and 2fe in the other year groups.

To review the latest performance data - Whole school summary:

The final Attainment/Progress overview reports for the year were circulated and TK reported.

- In Y1, securely expected for attainment. Reading is above expected.
- Orange indicates towards expected. Any pupils working below are SEND.
- **Q: Why only 19 recorded in the autumn?** A: they were still working within the EY goals. The report does not pick up the underperforming groups.
- In Y2, they are working toward expected.
- Boys Reading & Maths is at Strong Expected.
- PP in Reading and Writing and was below expected.
- **Q: Where is the evidence of progress since the spring?** A: there is evidence of this in Maths.
- SEND pupils have not made as much progress as the others.
- Reading & Writing positive progress for all. In Maths there is a risk of negative progress.
- Same applies for the girls.
- **Q: is this a challenging cohort?** A: they are achieving broadly in line with National.
- **Q: what is the verdict on the results?** A: the expectation was to do better.
- The SATS were recorded in the Head's Report.
- Y3 attainment: all were Towards Expected.
- Boys attainment in RWM was Towards Expected.
- PPG Reading was Towards Expected, WM were below.
- Positive progress noted for all groups. Boys made PE. Writing at risk of Negative Progress.
- Positive progress for girls in RWM. PPG writing at risk of Negative Progress.
- Links between attendance and attainment noted. In Y3, attainment is more but progress is good.
- **Q: are parents informed of progress/attainment when addressing low attendance in terms of where they are and where they ought to be.** A: suggestion noted.
- Y3 progress is positive for all.
- SEND have made significant progress in Reading and Maths. Mobility is an issue when high achieving pupils depart. Progress reflects since Y1.
- Y4 attainment for Boys in RM, SE. Girls RW in maths working Towards Expectation.
- PPG are working towards expected in WRM. Progress looks good.
- Significant positive progress noted in RWM.
- Still below where they should be in terms of attainment.
- Y5 attainment is below in RWM. This was a challenging cohort last year.
- There is a risk of negative progress. Girls are outperforming boys.

	<ul style="list-style-type: none"> SEND Reading is at risk. Boys writing needs to be addressed. Q: what level of progress is sufficient? A: the results reflect progress since Y1. Previous high achieving pupils appear to be slipping. Behaviour is challenging in Y5. Teachers are dealing with this. Q: how many pupils are challenging? A: 3/5 across the two classes. Q: do other groups suffer as a result of this? A: this does not tell the whole story. Many make progress in spite of this. (18 pupils) Q: what is the parental reaction? A: they are aware of the situation. it is a challenge for the teachers to raise standards in the circumstances. <p>Cohort Summaries across the EYFS (based on Summer 2 data) for Early Years The determination as to whether a child's assessments meet ARE, in terms of Attainment and/or Progress will depend on when the assessments were made. Boys and girls are doing similarly. Questions were invited.</p> <ul style="list-style-type: none"> There was a discussion about this year's SATS reading paper. There was a lot more vocabulary to comprehend. The justification for this is to raise standards. Improvement in Maths Q: what is the background to this? A: more consistency in evidence brought about the improvement. Some pupils missed by a single mark. Some papers have been re-submitted for remarking. Q: how long does the process take? A: papers submitted now are returned in September. Q: is there scope to add more columns to support a deeper analysis? A: These reports are produced by Sims. 	
8	<p>Inclusion/Equality To review published equality information: Deferred. To receive annual Equality Objectives report: deferred until the autumn because the data set is not complete. New objectives apply from 2020. To receive annual Accessibility Plan report: Deferred. To receive Annual SEND Report as circulated and highlights were summarised. Number of pupils across the years: there are 60 in total on support plans. Some of the figures did not add up to 60 – TK to address this. Many summer-born pupils are on the SEND register. Impact by the time they reach Y6 is noticeable in terms of cognitive ability. Q: what is the purpose of the review? A: it is a statutory requirement. Review meetings with the parents are conducted three times a year (as per the statutory requirement). Not all parents attend the review meetings. This figure might be statistically significant. Other actions from the year noted. 3 FTE exclusions for pupils on the SEND register. Q: were any repeated? A: not in this year. It was a relatively low number of exclusions recorded for the year. Attendance for SEND: reduced timetable or medical appointments would account for this. Q: what is the criteria for identifying SEND? A: four measures are applied; existing needs will have been identified earlier by a GP and a recommendation made. Attainment: records development for secure children only (AO and above). Q: PP/SEND – any overlap in terms of not meeting expectations? A: reviewed separately and individually by Sarah.</p>))) Agenda items)
9	<p>Sex and Relationships Education To receive Annual Report to Governors – See Head's report The same HCC scheme is applied to Y5/6. Parents are invited to review material beforehand and can withdraw their children from the sessions. Q: will this apply next year? A: yes, as also applies to RE.</p>	
10	<p>To receive annual report on impact of Charging & Remissions Policy The Head reported. Autumn: 9 trips and cost to parents recorded. Parents are expected to pay however no-one is excluded if they are unable to pay.</p>	

	<p>Q: do the same families opt-out of payment? A: often yes. Spring term: all pupils attended trips. Summer Term: swimming costs were £24 per pupil. The take-up is not great and this has to be subsidised. Most trips are fully funded by parents.</p> <p>Q: are trips subsidised? A: trips are not subsidised. Expectations on parents are high and many are understanding. Dodgeball continues to be popular.</p>	
11	<p>Policy Review To consider for approval the following policies:</p> <p>Online Safety (carried forward from last meeting) the model policy was followed. Pg 2 email – reminder noted. Acceptable use agreement exists that this GB has not yet agreed to. Mobile devices: what is the designated area? Staff may use their phones in the staff room. The principle not to use a device in the presence of a pupil (except in exceptional circumstances) applies. Pupils are not allowed to bring mobiles to school. Agreed.</p> <p>Sex & Relationships Education No changes proposed. Changes are coming to the policy addressing the LGBTQ dimension. That has attracted controversy in other settings. Current policy applies to July 2020. It recognises that differences exist and these will be recognised, acknowledged and not denied. 1.7 refers to relationships outside marriage. In Y5&6 pupils take specific lessons in SRE. Subject to these updates, agreed. Parents will still have the right to withdraw pupils under the new policy.</p> <p>Behaviour Management: Appendix 1 to be added to pg. 1, covering Holywell's rewards system. Pg 2 use of symbols in Appendix 2 covers the School Behaviour Plan that exists to cover inappropriate behaviour. Reference will be made to Appendix 3. Promotion of self-esteem - add 'disability'. Key elements for planning for behaviour includes reference to the Herts Steps programme (launched at Easter and it is having a positive impact). Q: how is this evidenced? A: it assists staff to understand behaviour and how to respond using a more compassionate approach. A suitable heading needs to reflect the new approach when the rewards system has been bypassed. SENDCo = INCo Subject to these updates, agreed.</p> <p>To agree Policies Review Schedule for 2019/20 Draft as circulated. MK and KB expected to continue with their responsibilities. IN and SO'B's duties will need to be reallocated. RP to continue with Finance Trips policy to be added.</p>	
12	<p>Head's Report To receive an update from the Headteacher including: Update on building work and H&S Update on staffing 1 FRE noted Nothing further to report.</p>	
13	<p>Annual Report to Parents IN and the Head are compiling this. It is at a draft stage, includes finances and a budget update; ICT upgrade; collaborations with other schools (Closing the Gap) The aim is to issue this ASAP and the final report will be emailed to parents.</p>	
14	<p>Governors' Classroom Visits To receive an update on recent classroom visits. Needs review next term. The policy is scheduled for review in the autumn. IN will discuss this with AG and SM. Thanks to KB and MK for their contribution. There were some classes that</p>	

	were not visited at all – these would need to be prioritised. The new Ofsted framework will emphasise certain items and this will be covered in the training. https://www.gov.uk/government/publications/education-inspection-framework	
15	Safeguarding To report any issues since last meeting. Keeping Children Safe In Education update is effective from September 2019: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2	
16	Any Other Business <i>Governors' Meeting Schedule & Business Plan 2019-20_draft</i> as circulated. Schedule for next year follows the pattern of the last two years. Agreed in principle and will form the basis of future agendas.	
17	Date of Next Meeting Tuesday 17 th September 2019 6.30 pm	