**MOOR PARK PRIMARY SCHOOL**

**You are invited to a meeting of the Standards and Effectiveness Committee**

**To be held at the School on**

**Wednesday 20 November 2019 at 4.00pm**

# AGENDA

Please note, that Committee Meetings are not expected to exceed one hour 30 minutes

You can download this agenda and all enclosures onto your device from GovernorHub

in advance of the meeting.

All Boards have four core functions:

* Ensuring clarity of vision, ethos and strategic direction;
* Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and
* Overseeing the financial performance of the organisation and making sure its money is well spent
* **Ensure that other key players with a stake in the organisation get their voices heard by:**
* **Gathering the views of pupils, parents and staff and reporting on the results**
* **Reaching out to the school’s wider community and inviting them to play their part**
* **Using the views of stakeholders to shape the school’s culture and the underpinning strategy, policies and procedures**

Vision and agreed strategic priorities 2019-20:

*Suggested reading/links:*

* [Department for Education 'Governance handbook'](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788234/governance_handbook_2019.pdf)

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|  | **1.** | **Governor Quality Assurance:**  Update on development priorities in Science. | | | |
|  | **2.** | **Preliminaries:**  Confirm that due notice of the meeting has been provided by the Clerk, together with a copy of the agenda and any report or papers to be considered at the meeting, and that a quorum is present. | | | |
|  | **3.** | **Appointment of Chair and Vice Chair:**  Committee chair and vice chair (where required) to be appointed for the ensuing academic year. | | | |
|  | **4.** | **Apologies for Absence:**  Consideration to be given to any apologies for absence provided by Governors. | | | |
|  | **5.** | **Declaration of Interest:**  Governors to declare whether they have a pecuniary interest in any items on the agenda. | | | |
|  | **6.** | **Minutes of the Previous Meeting:** Confirmation of the minutes of the previous meetingGovernors to confirm the minutes of the previous meeting held on 22 May 2019.Enclosure  1. **Agreed actions from the proceedings of the previous meeting**   Governors to note progress on any outstanding agreed actions from the previous meeting that are not contained elsewhere on the agenda. | | | |
|  | **7.** | **Terms of Reference:**  Governors to review the committee’s Terms of Reference, linked to the Governing Board’s statutory obligations and the School Development Plan, to recommend any amendments for approval by the Governing Board.  **Enclosure** | | | |
| **Statutory Responsibilities:**  Governors to consider the following items, as delegated to the Committee by the Governing Board: | | | | | |
|  | **8.** | **Pupil Performance:**   1. **Pupil Performance** 2. Governors to review end of Key Stage data for 2018-19 (including unvalidated assessments), and compare to targets.   **Enclosure**   1. Governors to review end of Key Stage targets for 2019-20.   ***Questions for Governors to consider:***   * *Which groups of pupils are the highest and lowest performing, and why? Do school leaders have plans for addressing underperformance or less than expected progress? How will we know that things are improving?* * *How is the school going to raise standards for all children, including the most and least able, those with special educational needs, those receiving free school meals, boys and girls, those of a particular ethnicity, and any who are currently underachieving?* * *Which year groups or subjects get the best and worst results and why? How does this relate to the quality of teaching across the school? What is the strategy for improving the areas of weakest performance?* * *Do we receive the right assessment information to gauge the performance of the school?* * *How well do we understand the school's assessment information (data)?* * *How do we use this information to inform strategic priorities?* * *Are targets aspirational yet achievable?*   ***Suggested reading/links:***   * [Department for Education information and guidance ‘School performance measures: about the data’](https://www.gov.uk/government/collections/school-performance-tables-about-the-data) * NGA guidance ‘Analysing School Performance’ * [Education Endowment Fund Families of Schools database](https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/)  1. **Curriculum**   The Ofsted School Inspection Handbook 2019 states:  “Inspectors will consider the extent to which the school’s curriculum sets out the knowledge and skills that pupils will gain at each stage (‘**intent**’). They will also consider the way that the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (‘**implementation**’). Finally, inspectors will consider the outcomes that pupils achieve as a result of the education they have received (‘**impact**’).  ***Questions for Governors to consider:***   * *What do we intend pupils to learn from our curriculum to provide them with the knowledge and cultural capital they need to succeed in life?* * *How does the curriculum reflect the local context?* * *How have British values been embedded in the curriculum?* * *How broad is the curriculum?* * *How ambitious is the curriculum? How will you ensure the same level of ambition for pupils from disadvantaged groups and with SEND?* * *Are there coherent, sequential plans for implementation of the curriculum?* * *Have staff got the expert knowledge required to implement the curriculum? How will any gaps be addressed?* * *How will impact be measured and used to inform teaching, without creating additional workload?* * *Is the curriculum having the intended impact? How are disadvantaged pupils and pupils with SEND performing?* * *How consistently is intent and implementation embedded?* * *If intent and implementation are not yet clear, what actions are being taken?*   ***Suggested reading/links:***   * [Ofsted 'School inspection handbook'](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/814756/School_inspection_handbook_-_S5_4_July.pdf) * [The national curriculum](https://www.gov.uk/national-curriculum) (maintained schools) * [Promoting Fundamental British Values as part of SMSC in Schools (maintained schools)](https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc)  1. **Use of Pupil Premium Funding**   Governors to receive a report on the impact of Pupil Premium funding in 2018-19 and plans for use of Pupil Premium funding in 2019-20.  **To be circulated under separate cover**  ***Questions for Governors to consider:***   * *To what extent did 2018-19 funding/activities narrow the gap for disadvantaged children? How does that compare to previous years/locally/nationally?* * *What lessons have been learnt in 2018-19?* * *What funding will be received in 2019-20?* * *What gaps exist at the end of key stages, for other year groups and eligible groups i.e. FSM, LAC, service children?* * *Are these reflected in school improvement priorities/plans?* * *How will funding be used to narrow the gap in 2019-20?* * *What outcomes will this achieve?* * *To what extent are activities evidence based?* * *How will the impact of the plan for 2019-20 be monitored and reported to Governors?* * *Have the 2018-19 review and plans for 2019-20 been added to the website?*   ***Suggested reading/links:***   * [GOV.UK Pupil Premium: funding and accountability for schools](https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings) * [EEF 'Guide to the Pupil Premium'](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf) * [Teaching Schools Council guide to Pupil Premium reviews (includes template plans)](https://tscouncil.org.uk/resources/guide-to-effective-pupil-premium-review/)  1. **Use of PE and Sport Premium Funding**   Governors to receive a report on the impact of PE and Sport Premium funding in 2018-19 and plans for use of the funding in 2019-20.  **To be circulated under separate cover**  ***Questions for Governors to consider:***   * *To what extent did 2018-19 funding develop/add to the PE, physical activity and sport activities that were already on offer and build capacity and capability within school to ensure improvements would benefit children in future years?* * *What lessons have been learnt in 2018-19?* * *What funding will be received in 2019-20?* * *How will funding be used in 2019-20? Is this additional, sustainable activity?* * *What improvements will this aim to achieve?* * *How will the impact of the plan for 2019-20 be monitored and reported to Governors?* * *Have the 2018-19 review and plans for 2019-20 been added to the website?*   ***Suggested reading/links:***   * [GOV.UK PE and Sport Premium for primary schools](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools) | | | |
|  | **9.** | **Pupil Behaviour, Safety and Welfare:**   1. **Safeguarding Annual Report**   Governors to receive a summary report for 2018-19, to assure the Board that robust arrangements are in place and support consideration of whether any additional training/amendment to policies and procedures is required.  **Enclosure**  ***Clerk’s Notes:***  *Mr Paul Turner, Head of Schools, Safeguarding & Inclusion has recommended the following areas should be reported on this year during October/November and then annually in September for future years:*   * *Safeguarding training undertaken by all staff.* * *Safeguarding training undertaken by DSL staff.* * *Safeguarding training undertaken by Governors.* * *DSL name.* * *Deputy DSL name.* * *Designated person for LAC.* * *Designated person for previously LAC.* * *Safeguarding Governor name.* * *Last Single Central Record check undertaken on (add date).* * *Is the Single Central Record compliant with KCSIE 2019?* * *Date Safeguarding policy was last updated.* * *What other Safeguarding related policies do you keep?* * *Number of CP referrals.* * *Number of referrals under each category – Neglect, Physical, Sexual, Emotional.* * *Number of Early Help Assessments completed.* * *Number of LAC.* * *Number of Previously LAC.* * *Number of pupils on CP.* * *Number of pupils on CIN.* * *Number of pupils receiving school-based early help.* * *Number of pupils open to FIN or external agencies for early help.* * *Number of bullying incidents.* * *Referrals to CAMHS.* * *Number of SEND pupils.* * *Number of LADO referrals.* * *Outcomes of LADO referrals against these headings – Resolved / Unresolved.* * *Number of times that physical restraint was used in school.* * *Date last pupil / staff / parental questionnaire was undertaken and any results, either positive or negative, in relation to safeguarding.* * *Date of last Safeguarding audit.* * *Findings from last Safeguarding audit.*   ***Questions for Governors to consider:***   * *What lessons have been learnt in 2018-19?* * *Is all training up to date? Are there any additional training needs? What is being done to address any training needs?* * *How do you know that staff understand and adhere to safeguarding procedures in practice?* * *Have safeguarding policies been updated in line with KCSIE 2019?* * *How are safeguarding policies communicated to pupils, parents and other stakeholders?* * *Are safer recruitment practices followed for all appointments? How do you know?* * *What multi-agency working takes place?* * *What focus has been given to The Prevent Duty, child criminal exploitation, child sexual exploitation, female genital mutilation and online safety?* * *What progress has been made to address findings from the last safeguarding audit?*   ***Suggested reading/links:***   * [Blackpool Safeguarding Children’s Board](https://www.blackpoolsafeguarding.org.uk/children) * [Department for Education statutory guidance ’ Keeping Children Safe in Education’](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) * [Department for Education guidance 'Protecting children from radicalisation: the prevent duty'](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty) * [Department for Education statutory guidance 'Working together to safeguard children'](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)  1. **Attendance, Mobility and Inclusion** 2. Governors to receive a summary report on attendance for 2018-19.   **To be circulated under separate cover**   1. Governors to receive a summary report on children removed from roll for 2018-19.   **To be circulated under separate cover**   1. Consideration to be given to exclusions exceeding five days (or ten lunchtimes) (total per individual pupil) to date during Autumn term.   ***Questions for Governors to consider:***   * *What is our overall attendance, broken down by authorised and unauthorised absence?*    + *How does attendance compare to similar schools, Blackpool and nationally?*   + *How does attendance compare over three years?*   + *How many persistent absentees (i.e. pupils with under 90% attendance) do we have?*   + *Do any groups of children in particular have poor attendance?* * *How punctual are our pupils?* * *What strategies are in place to support overall levels of attendance and intervention with particular families where there is a specific issue?*   + *How will the impact of these strategies be monitored? Would a governor monitoring visit be appropriate?*   + *What is the reason behind each pupil being removed from roll?*   + *Do we have an exclusions policy? Is off rolling referenced within it?*   + *Do we have documentation in each case to evidence why a pupil has been removed from roll and where they have gone? If not has the child been reported as missing from education?*   + *If a pupil has left to be home educated are we confident that the parents reached that decision independently? Have any safeguarding concerns been addressed before they left school?*   + *If any pupils with SEN/EHC plans have been removed from roll what was done to ensure their needs would be met before they left school?*   + *If there have been any managed moves how did you know this was in the pupil’s best interest? What due diligence was done to ensure the new school was a suitable placement?*   + *How many sessions of fixed term exclusions and permanent exclusions have there been this period/to date this academic year?*   + *How does mobility and inclusion data compare to previous years and nationally?*   + *Are any groups of children in particular taken off roll and/or excluded? Are there any other trends in the data e.g. an increase in pupils taken off roll/excluded at particular points of the year?*   + *Is there any learning from discipline/exclusion committees?*   + *How many children are educated off site?*   + *What strategies are in place to support behaviour in school?*   + *How will the impact of these strategies be monitored? Would a governor monitoring visit be appropriate?*   ***Suggested reading/links:***   * [Department for Education guidance ‘School Attendance: Guidance for Schools’](https://www.gov.uk/government/publications/school-attendance) * [Department for Education statutory guidance 'School behaviour and attendance: parental responsibility measures'](https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance) * [Department for Education guidance ‘Behaviour and discipline in schools: guidance for governing bodies’ for maintained schools](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies) * [Department for Education statutory guidance ‘Exclusion from maintained schools, academies and pupil referral units in England’](https://www.gov.uk/government/publications/school-exclusion) * [Department for Education guidance ‘Preventing and tackling bullying’](https://www.gov.uk/government/publications/preventing-and-tackling-bullying) * [Department for Education guidance ‘Searching, screening and confiscation: advice for schools’](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf) * [Timpson review of school exclusions](https://app.governorhub.com/document/5ce68e3a670dbe84e5aff0cb/view) * [EEF Improving behaviour in schools Report](https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf) * [The Key for Governors off rolling briefing](https://app.governorhub.com/document/5d935351dcc2f6839919ab90/view)  1. **Residential Visits**   Governors to note appropriate risk management arrangements are in place for the following residential visits being planned by the school:      ***Suggested reading/links:***   * [Department for Education guidance 'Health and safety on educational visits'](https://www.gov.uk/government/publications/health-and-safety-on-educational-visits) * [DfE guidance 'Charging for school activities'](https://www.gov.uk/government/publications/charging-for-school-activities) | | | |
|  | **10.** | **Strategic Planning:**  Governors to review relevant sections of the 2018-19 school development plan, in preparation for  2019-20.  **Enclosure** | | | |
|  | **11.** | **Policy Review:**  No meetings require review at this meeting or in Spring term.  ***Suggested reading/links:***   * [Statutory policies for schools](https://www.gov.uk/government/publications/statutory-policies-for-schools) | | | |
|  | **12.** | **Declaration of Confidentiality:**  Governors to identify any agenda items discussed which are required to be recorded in the minutes as confidential matters. Please note that confidential minutes may still need to be disclosed under the  Freedom of Information Act 2000. | | | |
|  | **13.** | **Dates of Future Meetings:**  Wednesday 04 March 2020  Wednesday 20 May 2020  All meetings will begin at 4.00pm and be held in school, unless indicated otherwise. | | | |
| **E-learning – why not try a course today** | | |
| **Subject area** | **Provider** | **Access** |
| **Driving School Improvement** | Governors for Schools | [Start Course](https://www.governorsforschools.org.uk/e-learning/course/1776/) |
| This module covers the role of governors in the school improvement process. It looks at setting a clear and compelling vision for the future, ensuring effective self-evaluation is taking place, and approving and monitoring clear and costed plans for improvement. | | |
| **Pupil Premium** | Modern Governor | [Start Course](https://www.moderngovernor.com/portfolio_page/pupil-premium/) |
| This module will help you to understand what pupil premium is, and support the Headteacher in using the pupil premium funding most effectively. Topics covered include details of pupil premium funding, and how the school will be held to account for its use of pupil premium funding. | | |
| **Prevent** | Home Office | [Start Course](https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html) |
| This offers an introduction to the Prevent duty, and explains how it aims to safeguard vulnerable people from being radicalised to supporting terrorism or becoming terrorists themselves. | | |
| **School Performance Data** | Governors for Schools | [Start Course](https://www.governorsforschools.org.uk/e-learning/course/performance-data-for-new-governors/) |
| School performance data covers the key metrics and measures governors need to understand in order to provide effective oversight of pupil and school performance. It focuses on the key types of data governors need to be able to interpret, how to interrogate data to provide support and challenge to the school leadership, and how to investigate performance more closely by benchmarking against other schools. | | |
| **SMSC Development** | Modern Governor | [Start Course](https://www.moderngovernor.com/portfolio_page/smsc/) |
| This module has an important practical focus as it encourages governors to be self-aware in considering what the spiritual, moral, social and cultural (SMSC) development of their school might look like. It considers what education is for, explores how SMSC can inform this and also includes a section on preparation for life in modern Britain. | | |
| **Special Educational Needs** | Modern Governor | [Start Course](https://www.moderngovernor.com/portfolio_page/special-educational-needs/) |
| Topics covered include special educational needs and disability, the role of the special educational needs co-ordinator (SENCO) and staff training. | | |