



FULBRIDGE ACADEMY
MINUTES OF STANDARDS COMMITTEE
THURSDAY 18th NOVEMBER 2021
8:30am
VIRTUAL MEETING

Present: Satwinder Sahota (Chair) Helen Bath, Ben Erskine, Chris Such, Emily Bass, Libby Porter, Lorna Finch, Lucy Edwards
Apologies: Karen Hingston
Absent: Roy McMichael
Clerk: Isabelle Strowger

1. Welcome & Apologies

Chair welcomed everyone to the meeting.

Our new resources committee now combines our previous personnel and curriculum committees into one committee.

2. Declaration of interest

None declared

3. Minutes from last Meeting & Matters arising

Minutes were agreed and matters arising from the previous minutes were actioned.

4. Review of terms of reference

The terms of reference were agreed by the committee.

ACTION- Look into adding mental health and staff wellbeing into the terms of reference.

5. Curriculum Update - CS

CS presented 'Curriculum Overview' to Governors.

Reading

- New phonics programme, SoundsWrite, has been fully in place since September. It gives pupils the best possible start to their reading journey. Observations show that teachers are doing a fantastic job at the roll out. It will have a really good outcome on the reading results of our school.
- We have invested in decodable books that are being used in reception and year 1. They are able to practise decoding using the skills and knowledge that they've learnt in phonics. Reception pupils are sent home with a book on a weekly basis.
- Use of fiction books and non-fiction books. This is especially important from year 2 to year 6.



- Phonics, fluency and comprehension assessment is being used so we can work out where each child is on their reading journey and we can put into place responsive interventions to help where they are struggling.

Next steps for the next 18 months:

1. CPD for TA's and teachers
2. All senior leaders are fully informed in how reading is taught across school
3. More opportunities for free-choice reading in years 4-6
4. Close reading discussions - CPD to support this.
5. Thinking about how we can improve reading for pleasure strategies.

Writing

- Implemented our new book approach and we have reconsidered the approach to grammar and punctuation.
- Diction in phonics programme
- Moved away from pre-cursive in reception and year 1

Next steps:

1. Looking at how spelling can be taught most effectively in KS2 that aligns with our phonics programme
2. Consider how we teach text types
3. Opportunities for 'free' writing - allowing children to express themselves with their writing.

Maths

- New curriculum has been created, embedded and adapted and it is very positive.
- Carefully thought through progression of knowledge
- Key arithmetic - used on a daily basis with regular retrieval
- Continue to use Numbots and TTRockstars
- Broad CPD for staff

Next steps:

1. Use careful example choices to tackle misconceptions
2. Flexible mental arithmetic
3. Look at reasoning and problem-solving

Science and Foundation subjects

- A new curriculum for science, history and geography has been created
- F&B & C&E curriculum has been updated



Next steps:

1. F&B curriculum would benefit from being renewed
2. Forest School/DT curriculum needs further progression of skills knowledge considering
3. Additional resources for P4T required
4. MFL curriculum requires thought
5. Assessment quizzes at the end of year for science, history and geography. We have already introduced phonics and fluency assessment - ensuring every child has the chance of leaving fulbridge as a fluent reader.
6. We are in the process of putting together an all in one system for our data to be used in a strategic way year on year.

GOV - Thank you, fantastic presentation. Very good insight into the curriculum.

CS left the meeting.

6. SEND Update - EB

EB joined the meeting. The presentation was issued to the committee prior to the meeting and EB overviewed the following:

This data is taken from the January census. The national average for EHCPs is 3.7 and we are less than half of that number, 1.5%. Although it feels like our numbers are growing, they are still considerably low vs the average.

3% of our population are on Learning Plans compared to a national average 12.2% and targeted provision - 5.3%

Overview of how our need is spread (use the same codes as the Government)

Our highest level of need is SMEH (Social, emotional and mental health needs) this matches the national picture following lockdowns and impact of covid-19.

Most of the recorded SEN data shows that the largest 25.6% are currently accessing speech and language support. Speech and language support comes from the NHS and they are currently full - slight concern as we can't refer anyone at the moment as they are at capacity.

Our TA's are brilliant at working with children at speech and language needs through intervention work and our school wide talk expectations.

ASD (Autism Spectrum Disorder) is the highest cause for a child needing an EHCP. Quite a large number of children in reception have a diagnosis.

The number of Learning Plans in year 3 is large. Staff at FAH are working so hard to embed the interventions into the classroom to make sure the children's learning needs are met.



We have gone from 11 EHCPS to 20 - waiting for 4 of those to be finalised. Despite the rise, our numbers remain below the national average (with the exception of year 3)

Staffing updates within inclusion

- Change to our intimate care team. We now have 2 care assistants.
- New first aider - works full school day hours to fulfill first aid duties and also help the care assistants.
- SB is in her 4th year as a trainee counsellor. We have made use of those skills and she has started counselling a small number of children and some parents this term. Meets with them once a week and they will be offered 10 week programme counselling. She has her own insurance and qualifications to do this.
- SB is also completing a Healing Together programme aimed towards children who have experienced domestic violence at home. 6 week programme to voice and grow through those experiences.
- Behaviour - 8 members of phase 1 and 2 staff have been through team teach training on positive handling. Ensures that when we are having to physically move a child from one place to another, it is done in an appropriate manner that doesn't put the adult or child at risk.

GOV - Thank you for this presentation. It is really useful for our understanding and pleased you have been here to explain it.

PRINCIPAL - The Healing Together programme is perfectly timed with the children coming back this academic year as there has been an increase in domestic violence after lockdown and we are seeing quite a few children that need support.

EB left the meeting

7. SIP & SEF report update

The report was issued to the committee prior to the meeting and the Principal overviewed the following:

This report has taken slightly longer this year to prepare because of all the changes due to restrictions and Covid. This is the new format which is an on-going document and we continue to update. Several staff work on this document and update their areas of expertise. We have tried to cover as much as we can without overloading it with too much information.

GOV - Excellent report. Good to see we are still grading ourselves as outstanding.

GOV - How is attendance ?

PRINCIPAL - Not what we would normally expect but we are pleased considering everything that's going on. Overall, it has still been good.



8. Staffing Update

The report was issued to the committee prior to the meeting and the Principal overviewed the following:

New staff

AR - New first aider

AS - To cover RL maternity leave

MC - Appointed into PA role to cover the 2 leavers

JF - Whole school resource technician supporting art, forest school, DT and overall resources.

Leavers

Art technician left - replaced with a whole school resource technician.

Maternity leave

Has been managed and covered across the school.

Assistant Principal

HB & BE interviewed before half term.

Appointed DM who will be joining us on a 60% contract.

Coming in to take on some of RM did with the oversight of inclusion, attendance and behaviour. Highly experienced practitioner who will add a lot to the school.

CS

CS leaves at the end of this term to work for Ambition Institute. We are in the process of deciding what this role will look like.

9. Staff sickness for the Summer Term

The reports were issued to the committee prior to the meeting and the Principal overviewed the following:

The figures are very different to our normal staff absence figures due to covid and additional coughs and colds that are going round. Staffing figures should be up and looking better this term.

SS met with our Personnel Manager (JA) to look at a new format of reporting staff absence (this copy was also shared with Governors)

SS explained the following:

I have put the information into a different format so we are able to quickly identify where the areas of concern are etc. The traffic light system used allows us to compare how different it is from last year vs this year. All works within 10% range vs PY.



PRINCIPAL - We think it works really well and if everyone is happy with this format we will use this going forward? Makes it clearer and very quickly identifies where we may need to be asking questions.

The committee agreed to using the new format and SS will continue to work with JA on this.

10. Termly SCR Audit

The document was issued to the committee prior to the meeting

All reviewed and agreed.

11. Any other business

None.

Meeting finished at 09:28am.

Date of next meeting

10th February 2021

<u>Action Point</u>	<u>Action</u>	<u>Responsible Person</u>
1	Adding mental health & staff wellbeing into terms of reference	CLERK