

**THE GOVERNING BODY OF FAIRFIELD SCHOOL****STANDARDS AND EFFECTIVENESS COMMITTEE**

Minutes of the meeting of the Standards and Effectiveness Committee held at the school at 5.15 pm on Tuesday 24 May 2022.

**PRESENT**

Ms M Farrar (Chair), Ms L Hall, Ms K Press, Miss A Helie, Mr J Page (Head Teacher).

**In Attendance**

Miss L Roche (Associate Member)  
Ms R Holmes (Associate Member)  
Mrs T Maguire (Minute Clerk)  
Ms L Watts (Observer)

**20. APOLOGIES FOR ABSENCE**

Apologies for absence were received from Mr G Denison, with consent.

**21. MINUTES OF THE MEETING HELD ON 1 FEBRUARY 2022**

The minutes of the meeting held on 1 February 2022 had been distributed to members prior to the meeting.

**RESOLVED:** That the minutes of the meeting held on 1 February be agreed and approved as a correct record by the Committee.

**22. MATTERS ARISING**

There were no matters arising.

**23. QUALITY OF TEACHING & LEARNING****Summary Report on Recent Monitoring (lesson observations)**

Mr Page gave an overview of recent lesson observations undertaken with the new provision leads. The observations were carried out in pairs. There were now 4 provision leads in post which gave more scope to see across the different pathways EY to P16. Formal monitoring took place pinpointing strengths and areas for development. Clear parallels of areas common in different pathways were evident and clear points of action had been identified across the school as areas of focus. The summary was fed back to teachers in school. This had been a collaborative process in terms of feedback involving SLT and Middle Leaders.

Phonics was an area of importance and a lot of work had been done throughout last year as an area the school aims to develop further. Further training had been arranged for support staff and there was a strong rationale with good practice developing throughout. There would be focus for Maths and English in the latter half of this term.

Some examples of strengths were noted as:

- Knowledgeable staff, confident in explaining what the students are doing and why with a good awareness of personal targets
- Enthusiastic approaches maintaining engagement and participation
- Well-resourced and effective deployment of staff
- Good evidence of Total Communication approaches
- Positive staff/pupil relationships

Some examples of areas for development were given as follows:

- More opportunity for plenaries to feedback on achievements and progress made in a lesson
- Consistent capturing of evidence through EfL, with more focused praise – specific to what is being achieved, consistent staff knowledge and phonic awareness and development

The Committee had a brief discussion around the possibility of an Ofsted visit, which could happen anytime, however, there was nothing to report at this time.

### Evaluation of Recent Planning Scrutiny

Ms Roche gave an update on the recent planning scrutiny carried out on all teachers and scrutinised by SLT.

In conclusion, it was reported that there was a good standard of planning across the board with a personalised approach which meets the needs of the students. There was strong reference to phonics and maths. There were some variations noted as follows:

- A wide variation of planning formats used throughout school
- Variation in layout, even within pathways
- Some classes have an **impact** box next to each part of a lesson whereas some have it at the bottom
- Some have a **Resources** box, whilst others do not
- **Phonics, English** and **Maths** content is very clear on some planning whilst not on others
- Some classes have a **Careers** box, whilst others do not
- Formatting issues – some boxes do not fit on page, variation in fronts and sizes
- Some classes have Engagement Model language as prompts, but this is not consistent

Results were fed back to teachers in development sessions and further discussion around agreeing the most useful format was reached. A new form had been developed and would be distributed next half term to ensure a consistent approach was adopted.

### Update on National Tuition Programme

The aim of the programme was to raise attainment for students who had been affected by disruption due to the pandemic. A case study would be carried out on each student by the end of the year to record the impact tutoring has had and how it has helped to raise attainment.

Ms Roche gave an update informing that there were currently 8 students benefitting from after school 1-1 tuition with staff. There were currently 8 teachers who had completed online training, which goes towards CPD. Some sessions required 'pairing up' eg rebound which is a two-person activity. Trained tutors liaise with teachers to establish areas of focus and identify gaps in learning to ensure this was tailored to student needs.

There were a lot of communication experts carrying out the tutoring, and a broad range of sessions taking place. Tutors feedback to teachers regarding the progress of the students and the next steps to be taken.

The Programme was potentially having a positive impact with students making good progress. However, there are some limitations in that all students cannot be targeted. Additional funds had been used to provide an additional staff member to support in hydro to accelerate progress in this provision.

**Q: How long does the session last after school?**

A: 1.5 hours so it is quite a long day for students.

**Q: How do you target students?**

A: Initially we looked at students who were not making progress, then it was opened up to those who possibly are meeting targets but could get further benefit.

## 24. STANDARDS: PUPIL PROGRESS

### Whole School Pupil Progress Summary

Mrs Holmes gave an update on pupil progress covering targets the students were 'working towards', 'achieved' or 'exceeded'. The four areas of learning were:

- Cognition and learning
- Communication and interaction
- Social and emotional
- Sensory and physical

The latest data drop had been in March and there was another one due this week.

Data from March indicated the following:

	Achieved/exceeded targets (whole school)	Achieved / exceeded targets (Pupil Premium students)
Cognition and Learning	81%	85%
Communication and interaction	82%	85%
Social and emotional	82%	88%
Sensory and physical	82%	85%

**Q: What were the main areas that came out of the data?**

A: The percentages demonstrate pupil premium students are meeting higher targets in comparison with the whole school in all areas of learning.

Teachers are more familiar with each student, additionally students have been well, there is usually more illness in winter. The next drop will show more progress but it was good to see steady progress and no decline.

**Q: Can you explain more about the process and how pupil progress feeds into the data?**

A: The school use an app called Evidence for Learning (EfL). Teachers and support staff can video student activities and load this into the app. Three times a year progress can be assessed against individual learning intentions and targets.

Things can change during the year for example a student may become ill, so the video evidence allows us to show what the students have done.

A big advantage of the system was being able to look back over 3 years to see progression, particularly for children who make slow progress.

Teachers have access to a dashboard for review and this feeds into pupil progress meetings and discussion around targets and progress, also providing reasons why progress may not have been made.

**Q: Do the ETAs attend the meetings?**

A: No it is just teachers, however, they do feed into the form as they are working with the students.

This tool provided great evidence allowing staff to tie things together. The level of detail can lead to interventions to counteract any gaps.

**Q: It shows each child's development from start to finish, do parents get to see this?**

A: Yes in EHC or consultation meetings, they can see the videos at any time. We are hoping to add a parent button to allow access, however this comes with security issues which need to be addressed before this access is allowed.

Pupil Premium Impact

Pupil Premium students were achieving higher targets in comparison to the whole school. The most recent report was available on the school website.

25. ANY OTHER BUSINESS

There was no further business to discuss.

26. DATES OF FUTURE MEETINGS AND POSSIBLE AGENDA ITEMS

No dates for future meetings had been agreed at this time.

27. AGENDA, MINUTES AND RELATED PAPERS – SCHOOL COPY

RESOLVED: That no part of the agenda, minutes or related papers be excluded from the copy to be made available at the school, in accordance with the Freedom of Information Act.