

## **PRIMARY EDUCATIONAL EXCELLENCE COMMITTEE**

### **Minutes of the physical meeting held on 30 September 2024 at 6pm**

<b>Present physically at Exning Primary School:</b>	A Friend	J Malone, <b>Vice Chair</b>
	A Goodfellow	J Wyn-Beer
	B Needham	L Ley
	D Bicker, <b>Chair</b>	O Lambert
	H Arnold	

#### **Present virtually:**

<b>In Attendance:</b>	E Hardy, Co-Headteacher
	J Clark, Regional Director – Primaries
	N Warren, Deputy Headteacher
	R Clifford, Deputy Headteacher
	S Gales, Governance Professional

#### **Apologies:**

#### **Absent:**

#### **Action**

#### **1. Appointment of Chair and Vice Chair**

The Governance Professional informed that the Trust Board appointed D Bicker as Chair and J Malone as Vice Chair for 2024/25, at its meeting in July 2024.

The Chair thanked the J Malone and A Goodfellow for their service as Chair and Vice Chair of Exning Primary Schools governing body pre-academisation.

The Chair welcomed everyone to the inaugural meeting of the Primary Educational Excellence Committee and thanked Members for their ongoing support and service to Exning Primary School.

#### **2. Declaration of Interests and Apologies for absence**

Members recognised their declared interests and no other conflicts of interest in relation to the items of the agenda were declared.

No apologies for absence were received.

#### **3. Terms of Reference, Committee Skillset and Agenda Planner**

Members received and considered the draft Terms of Reference, Committee Skillset and Agenda Planner provided.

Members discussed the remit of the Committee and how it differed to their previous roles as Governors of Exning Primary School.

The Governance Professional explained the role and the rationale for the agenda cycle of the Committee, as well as the how the voice of Primaries is heard within the Committee structure of the Trust.

The Governance Professional explained plans to consider how to adapt the governance structure and role of this Committee, in the eventuality of additional primary schools joining the Trust in the future.

Members **approved** the Terms of Reference, Committee Skillset and Agenda Planner, and **agreed to recommend** to the Trust Board.

#### **4. Governance Deep Dives and First-Hand Feedback**

J Clark thanked Members for their previous commitment to undertaking deep dive visits of the school and expressed his wish for Members to continue to undertake deep dives.

Members queried if there would continue to be named Members linked to specific curriculum areas and/or wider resourcing areas – e.g. health and safety. J Clark suggested links to curriculum areas continue and agreed to share proposed list of link areas and proposed deep dive dates.

J Clark

The Chair proposed and Members **agreed** to create Member links to the improvement objectives of the school development plan. J Clark to propose links and deep-dive dates.

J Clark

Members discussed how to record evidence of and feedback from the deep dive and first-hand visits, for discussion by the Committee. The Governance Professional agreed to share the First-Hand Feedback form used by the Group as a potential template for more generic school visits.

Gov. Prof.

Members discussed the feedback from the deep dives in the summer term.

O Lambert conducted a deep dive of Maths on 11 June 2024 and summarised the report from the visit; noting:

- mastery of maths was well-embedded and adds value
- analysis of data has been well-used to identify subject/topic areas of strength and for further development
- progress is monitored effectively within Target Tracker informed by mid-year formative assessments
- students were engaged and felt confident to stretch themselves

A Friend conducted a deep dive and annual review of SEND and the Hive specialist SEN provision on 25 June 2024 and J Clark summarised the report from the visit; noting:

- attendance is slightly lower than non-SEND students, though this is largely as a result of 'authorised absences' for appointments
- behaviour is largely in line with non-SEND students
- progress is in line or exceeds that of non-SEND students, though attainment can be lower due to their cognition and learning issues
- student targets are reviewed regularly and include wider qualitative and personal development objectives
- students are supported appropriately to engage and participate in enrichment and extra-curricular activities
- staff are appropriately trained and create/can access new materials to support SEND students
- students at the specialist SEN unit – the Hive – have an individualised and practical curriculum

A Friend noted the 'actions needed' section refers to actions which are beyond the school's remit, as national and local policy changes are needed to improve support for SEND students to access and achieve in education.

J Clark to upload the deep dive reports to GovernorHub for the Committee to review.

J Clark

## **Review of 2023/24 academic year**

### **5. Performance data**

Members received and considered the paper provided which summarised the school's attainment information for EYFS, Y1, KS1, Y4 and KS2; and J Clark summarised the reports.

J Clark informed that the school has changed the reporting software used to SONAR and noted the national average figures are initial/projected but have not yet been confirmed.

J Clark noted the EYFS data includes 1 child for 2022/23 and 3 children in 2023/24 from the school's specialist SEN centre – the Hive.

Members queried whether 'good level of development' is a national defined term. J Clark confirmed that it is and explained its meaning.

Members queried whether the EYFS data, excluding the Hive students, improved to national average levels. J Clark noted that we do not exclude the Hive students from reporting as the school is inclusive.

Members discussed the Y1 Phonics test results and queried the Year 2 student outcomes. R Clifford explained the personal circumstances relating to these student outcomes and noted that these SEND students made significant progress against their EHCP targets.

Members discussed the non-statutory KS1 data and queried whether there were changes in the method of teaching in 2022/23 compared to 2023/24 which could account for the lower outcomes. J Clark explained that the cohort of students was very different across the two years and had a greater prevalence of students with special educational needs, which contributed to the lower outcomes.

J Clark explained that while the KS1 performance data is non-statutory, the school opted to share the data with the Local Authority to help benchmark with other local schools, to support its identification of areas for further development. J Clark informed that KS1 achievement is above the *Local Authority* average.

Members queried whether comparing the KS1 performance data to the *national* average provides meaningful data. J Clark explained that the school uses it as a further benchmark to question any variance, to support its identification of areas for further development. J Clark noted that the level of 'expected or above' is below national average the level of 'greater depth' for Reading and Maths is above national average, which indicates to the mixed cohort.

Members queried whether the non-statutory reporting metrics will be used in future reports. J Clark confirmed they will be, especially as they give vital indications of student progress at a mid-point within their Primary education.

Members discussed the KS2 performance data and commended the outcomes which are above national average.

J Clark informed there were 2 students in receipt of Pupil Premium which each scored 100%.

Members discussed the KS2 performance data for SEND students and commended the strength of outcomes.

Members discussed the Y4 multiplication test and commended the strong outcomes.

Members queried the year-on-year trend data and whether there was a correlation between EYS, KS1 and KS2 outcomes. J Clark noted that the DfE publishes analysis of the statutory performance data though noted national average benchmarking data was impacted by the pandemic.

Members queried what specialist support and initiatives are being implemented to support this year's cohort. E Hardy and R Clifford summarised the needs of this year's cohort and gave examples of the support for students with dyslexia and other specialist educational needs e.g. using technology and alternative assessment tracking methods; as well as broader school initiatives to improve writing using 'the write stuff' and in support of maths mastery.

Members queried how staff measure the impact of these broader whole-school interventions to develop transferrable study skills and core knowledge, and whether they are observed across the wider spectrum of subjects. E Hardy and N Warren explained how these are observed in teaching observations and evidenced in students in-year formative assessments. Members fed back that during deep dives, they had observed the elements of these transferrable study skills and core knowledge.

	<p>J Clark offered in-depth training to governance members on understanding the data used in Primary.</p> <p><b>i. Termly data return to Suffolk County Council</b></p> <p>Members received and considered the data return.</p> <p>Members queried what is included in 'authorised absences' and J Clark explained the term.</p> <p>Members commended the high attendance and the improved 'persistence absence' position.</p> <p>Members discussed whether to have a Committee member with a deep dive responsible for attendance and <b>agreed</b> A Goodfellow should continue to fulfil this role.</p> <p>Members discussed the reasons for absence and persistence absence, and the link to safeguarding. A Goodfellow noted that during previous deep dives she was shown how absence is tracked and monitored by the school, and how the school works with families to improve attendance.</p> <p>Members queried whether the national trend of families taking holidays in-year has remained constant or peaked post-pandemic. J Clark confirmed the data for the school has remained constant, as evidenced by the high attendance.</p>	J Clark
6.	<p><b><u>Pupil Premium and Recovery Premium impact report</u></b></p> <p>J Clark informed this report is being prepared and will be circulated to the Committee via GovernorHub later this term.</p> <p><b>Update on 2024/25 academic year</b></p> <p>QUALITY OF EDUCATION</p>	J Clark
7.	<p><b><u>Headteacher's Report</u></b></p> <p><b>i. Attendance</b></p> <p><b>ii. Progress and Attainment</b></p> <p>Members received and considered the report provided which summarised the staffing structure, training and CPD for staff, the school's self-evaluation summary against the Ofsted judgements, information on attendance and safeguarding inc. eSafety, and stakeholder voice activities.</p> <p>Members commended the school on its progress in becoming accredited as an Inclusion Quality Mark school, and the findings within the interim monitoring report.</p> <p>Members queried the uptake and impact of the Parent Forum and SEND Parent Forum meetings. R Clifford noted the uptake of the first meeting was low and outlined plans to communicate with families to improve engagement. R Clifford outlined plans to support families that may have barriers to attending meetings in a school environment and to offer broader wellbeing support for families.</p>	
8.	<p><b><u>School Development and Improvement Plan</u></b></p> <p>Members received and considered the paper provided.</p> <p>Members queried how the improvement objectives were devised. J Clark explained these arise from analysis of the school's data as well as national priority areas.</p> <p>Members discussed the school development plan, and how it could be developed in future to link to Trust-wide strategic priority areas as well as link to the plans of future Primary schools that join the Trust.</p>	

- SAFEGUARDING**
9. **Termly report (Summer 2024)**  
 Members received and considered the paper provided by D Bicker (as Trustee lead for Safeguarding – Primaries) and discussed the key points.
- Members queried why there were two referrals to the Harmful Sexual Behaviour Team. N Warren noted these were low-level incidents and the referrals were to support the families.
- Members queried why the report differentiates the Hive students. N Warren explained the historical reasons for this but agreed not to differentiate this in future reports.
- Members discussed that the Trustee lead for Safeguarding – Primaries role includes oversight of filtering and monitoring.
10. **Policies**
- i. **2026/27 Admissions policy**
  - ii. **Accessibility policy**
  - iii. **Child protection and safeguarding policies**
  - iv. **Inclusion policy**
  - v. **Special Educational Needs and Disabilities policy**
  - vi. **Online Safety**
- Members received and considered the policies provided, except the Admissions policy which is in development and will be circulated by GovernorHub to the Committee for review.
- J Clark explained that the 2026/27 Admissions policy will be materially the same as the Local Authority policy and that the 2027/28 Admissions policy may have an amended admissions criterion, however this is under review. J Clark noted that any changes would be proposed to the Committee prior to the statutory consultation with the community.
- Members **approved** the Accessibility policy, Child protection and safeguarding policy, Inclusion policy, SEND policy and Online Safety policy, subject to the amendment of some minor typos on dates, references to governance and names of social media platforms, and **agreed to recommend** them to the Trust Board for approval.
11. **Any other business**
- **Growth of Primary arm of the Trust**  
 Members discussed potential schools which are in discussions with the Trust as potential future joiners of the Primary arm of the Trust.
  - **Academisation and transition into the Trust**  
 Members queried how staff have experienced the academisation and transition into the Trust. J Clark confirmed there have been minor bumps however overall, the transition has been smooth. Member queried if staff have been paid. J Clark confirmed they have been. Members queried how parents have responded to the transition. The Chair noted he had received some parental feedback, noting how little change they had experienced. Members feedback that some students were not aware of the senior staffing role changes at the school. J Clark agreed to communicate the changes to students.
  - **Parent member elections**  
 Members queried how the parent roles will be filled. The Governance Professional outlined the planned election process and sought volunteers to act as mentors to the new parent members.
  - **Pizza and Prosecco evening**  
 N Warren invited members to the event on Wednesday 16 October 2024 at 6pm.

N Warren

R Warren  
N Clifford

J Clark