



## CLIFTON GREEN PRIMARY SCHOOL

### Minutes of the meeting of the Teaching, Learning & Curriculum Committee

Held at the school on Tuesday 23<sup>rd</sup> January 2018 at 6.00pm

**Present:** Jonathan Wilcox (Committee Chair) Peter Murray  
Dave Brown (Headteacher) Lynn Comer  
Richard Dacosta [to 7.00pm]

**In Attendance:** Nicola Jones (Deputy Headteacher)  
Jess Swarbrick (Clerk – Governance Support Officer)

	<b>Executive Summary</b>
1.	<b>Welcome and Introductions, Apologies for Absence and Declarations of Interest</b> The Chair welcomed everyone to the meeting. Apologies were received, with consent, from Sue Boyle and Joanne Lunardi.
2.	<b>Minutes of the meeting held on 3<sup>rd</sup> October 2017</b> Previously distributed. The minutes were agreed and signed by the Chair.
3.	<b>Action Plan and Matters Arising not covered by the agenda</b> Progress against each action point was noted (please see main minutes for details).
4.	<b>SEF – Personal Development &amp; Welfare</b> Previously distributed. Governors discussed approaches to personal development and welfare in school.
5.	<b>Data Update Flight Path and SOAP</b> Previously distributed. The Headteacher presented the newly produced flightpath model, to track progress by cohort from entry level to the end of Key Stage 2.
6.	<b>Governor Visit Feedback</b> Previously distributed. Noted.
7.	<b>English – Writing Project</b> The Deputy Headteacher provided an update on the citywide Writing Project which the school would be involved with this year.
8.	<b>EYFS – Under 3 Provision Update</b> The Headteacher provided a verbal update on investigations into under-3 provision.
9.	<b>Safeguarding (standing item)</b> There were no issues to report.
10.	<b>Attendance Update</b> Previously distributed. Governors noted the attendance data for the autumn term.
11.	<b>Attendance Policy (including child-friendly version)</b> The policy had been available to view via Compliance Manager in advance of the meeting. Approved
12.	<b>Behaviour Policy</b> The policy had been available to view via Compliance Manager in advance of the meeting. Approved
13.	<b>Behaviour &amp; Attendance Certificates</b> The Headteacher provided a verbal update on the newly introduced behaviour and attendance certificates.
14.	<b>SRE Policy</b> The policy had been available to view via Compliance Manager in advance of the meeting. Approved
15.	<b>Any Other Business</b> There was no other business to report.

1.	<b><u>Welcome, Apologies for Absence and Declarations of Interest</u></b> The Chair welcomed everyone to the meeting and extended a particular welcome to Nicola Jones, Deputy Headteacher. Apologies were received, with consent, from Sue Boyle and Joanne Lunardi.  There were no declarations of interest.	
2.	<b><u>Minutes of the meeting held on 3<sup>rd</sup> October 2017</u></b> Previously distributed. The minutes were agreed to be a true and accurate record and were signed by the Chair.	
3.	<b><u>Action Plan and Matters Arising not covered by the agenda</u></b> With reference to the Action Plan: 1. Completed. 2. The Headteacher agreed to update the attendance data circulated for item 10 to include figures for persistent absentees. It was agreed that this would be forwarded to the Clerk for circulation with the minutes.	HT
4.	<b><u>SEF – Personal Development &amp; Welfare</u></b> The Headteacher presented the summary SEF statement on Personal Development and Welfare, which had been previously distributed. It was noted that this had also been reviewed at Chairs' Steering Group. The Headteacher advised that this area was judged as outstanding in the SEF, though there were some parts within this where there was still room for improvement, particularly around attendance and behaviour. He advised, however, that the overall quality of care that teachers and the wider staff put into the school for the	

	<p>children was a real strength. Governors noted that feedback from parents also reflected this viewpoint.</p> <p><b>Governors noted that they agreed that the school was strong on personal development and welfare. It was agreed that in visits to school, the development and behaviour of the children reflected this as well.</b></p> <p>The Headteacher advised that there were still issues around behaviour and this was recognised. He stated that there was a small group of children with challenging behaviour, and this was due to a number of reasons, many beyond the control of the school and indeed the children in some cases. The Headteacher advised that due to the school's context, this would always be an issue, but there was clear evidence about how the school addressed this which could be provided. He advised that the systems in place to record, improve and change this behaviour were sound, and work was ongoing with behaviour strategies, including the launch of a new behaviour policy in the spring term.</p> <p><b>The Chair advised that he met regularly with the school's Behaviour Lead to discuss strategies and issues in school. It was noted that an update from his latest visit to look at both behaviour and attendance would be discussed under item 6.</b></p> <p>The Headteacher advised that for the majority of time in school behaviour was good, though there were some identified hot spots, particularly lunchtime and during PPA, as these were less structured and a break from usual routine. The Headteacher advised that to address this, all teachers now had PPA on the same afternoon, rather than spread across the week. In addition to this, an intervention was run outside of class with identified children who were known to struggle with PPA time, in order to head off any issues before they arose. Peter Murray noted that from a staff viewpoint, this approach had reduced the number of issues with behaviour considerably.</p> <p><b>Governors noted that the school reacted to behaviour incidents swiftly and effectively when they occurred.</b> The Headteacher advised that the investment in walkie-talkies in school had helped this, as it supported communication across school at lunchtimes in particular. It was noted that this immediate intervention also helped children recognise the consequences of their behaviour.</p> <p><b>Governors suggested that the new school dog and reflection on its impact should also be added into this section of the SEF.</b></p>	
5.	<p><b><u>Data Update Flight Path and School on a Page (SoaP)</u></b> <b>5.1 SoaP</b></p> <p>The Headteacher presented the latest data from the School on a Page (SoaP) and an example of the cohort flightpath data, which had been previously distributed.</p> <p>The Headteacher advised that the SoaP had been amended to enable a clear breakdown of key data for each year group. He noted that although there was still a lot of information included on the sheet, it was hoped that this would be a useful tool for governors to read and pick out clear issues and patterns in terms of monitoring. It was agreed that it would be helpful to focus on a particular area at each meeting, to be able to better understand key issues in more detail, as well as an overall summary.</p> <p>The Headteacher advised that the school had made links with other schools outside of the city to further experience areas of good and outstanding practice. He noted that staff had travelled to a school in North Yorkshire the previous week, and had observed the practice there, focusing in particular on the curriculum and reading culture. The Headteacher advised that one area which was particularly noted was ensuring that all teachers across school had a “Year 6 mindset”, taking shared responsibility in the development and progress of children to the point at which they leave primary school. The Headteacher added that some discussion had already taken place around what that meant for interventions, and the importance of identifying issues earlier, rather than trying to plug any gaps when children reached Year 6.</p> <p><b>Governors asked how teachers in lower year groups addressed this when children were not making the progress that they should be.</b> The Headteacher emphasised that the importance was a shared responsibility and accountability across all staff. He explained that rather than a culture of blame, the emphasis was on acknowledging issues, asking questions about why outcomes may be below where they should be, and working to address these through earlier intervention.</p> <p>The Headteacher advised that he had attended a meeting with the LA focusing on parental engagement, and how this could lead to better outcomes. It was noted that one of the key issues for the school was the gaps on entry level in Reception between disadvantaged and non-disadvantaged children, and further work was needed on how to ensure these did not continue to widen throughout the school. The Headteacher noted that the school was strong on parental engagement, and had good teaching. However, the third element to closing this</p>	

	<p>gap was intervention, identifying specific barriers to learning for individual children, and looking at how these were being addressed.</p> <p><b>Governors requested a more detailed focus on writing across the school and outcomes on this for the next meeting.</b> The Headteacher agreed to present this.</p> <p><b>Governors asked whether writing had been looked at in other schools specifically, as a comparison and a way of learning good practice.</b> The Deputy Headteacher advised that the Writing Project which the school would be involved with this year would provide more opportunity for this. In addition, the school took part in cross moderation of writing with other local schools.</p> <p>The Headteacher advised that in terms of progress, accuracy of assessment, quality of feedback and range of evidence, marking was good. However, he added that writing would always be an issue in school as it was linked to language and also experience, which many children in school struggled with.</p> <p>The Headteacher noted that the school's Educational Psychologist had stated in a recent meeting that whilst there were 90 children on the SEN register in school, the level of need was so high that a further 30-40 children could well be added to this. Governors asked whether this was made clear in the SEF as evidence.</p> <p><b>5.2 Flightpath Data for Year 6</b></p> <p>The Headteacher presented a draft flightpath report for Year 6. He explained that this way of presenting data enabled an overview of progress from Reception onwards for a specific cohort, and was a work in progress.</p> <p>It was agreed that for the next meeting, it would be helpful to look at a single cohort in detail, and governors requested data for Year 4.</p>	
6.	<p><b><u>Governor Visit Feedback</u></b> <b>6.1 SEND</b></p> <p>Richard Dacosta gave a verbal update of his recent SEN link governor visit on 16th January. He agreed to forward a copy of this to the Clerk for circulation with the minutes.</p> <p>Richard reported that he had undertaken an informal learning walk with the SENCO on 16<sup>th</sup> January, with a focus on SEN provision across school. He stated that he had experienced a calm and organised feel to the school, and it was clear to see on looking round what children were working on. All classes were using the visual timetables and feelings boards to indicate how they were as they came into school. It was noted that these were easily accessed, and class charts were working well as an aid for learning and rewarding good behaviour.</p> <p>Richard noted that the Hornbeam classroom continued to be a stimulating environment, with children clearly benefiting from the targeted individualised approach they received.</p> <p>Richard highlighted the teaching of classes in mixed abilities, rather than separating out levels of ability onto different tables. He noted that those who struggled were seen to learn language development from the higher achievers. The Headteacher advised that research had found that good schools were no longer separating children in a class by ability but teaching all mixed, so that children learned from each other. However, he noted that there was more work to do on how this was developed.</p> <p><b>Governors asked whether there was</b> a question of it having a negative impact on brighter children. The Headteacher advised that this was not necessarily the case, as higher ability children could feed back their ideas to other children, strengthening their own learning as well. The Headteacher further noted that discussion and talking helped to develop understanding and reasoning.</p> <p><i>[Richard Dacosta left the meeting at 7.00pm]</i></p> <p><b>6.2 Behaviour and Attendance</b></p> <p>Governors noted the Attendance &amp; Behaviour visit report from Jonathan Wilcox, which had been previously distributed. It was noted that much of the detail of this report had been discussed under item 4.</p> <p>With reference to attendance, it was noted that there were a lot of children currently between 90 and 96% attendance at this point in the year. Jonathan highlighted the different actions and interventions which were being done by the school to address issues with attendance.</p> <p>It was noted that the current Year 5 cohort were of particular concern regarding attendance and other issues. The Headteacher advised that this had been identified some time ago, and pupils from within this year group were involved in the Island Project to support this level of need.</p>	RD

	<p>With reference to behaviour, Jonathan noted that his visit had included a discussion around the rewarding of positive behaviour as well as sanctions for poor behaviour. It was noted that the issues around behaviour at lunchtime and PPA time had been previously discussed.</p> <p>It was noted that there had been a whole school re-launch of the behaviour strategy this term, with Behaviour Monitors, focused assemblies and a new policy, which had been brought to the committee for approval. Governors agreed it would be interesting to see the impact of this new strategy over the rest of the year.</p>	
7.	<p><b><u>English – Writing Project</u></b> The Deputy Headteacher tabled information regarding the city-wide Writing Project which the school would be involved with this year. She advised that the approach for the project was based on research and would focus on Years 4 and 5.</p> <p>It was noted that the project would include five training days and a moderation unit, and would be funded through the LA, who had been successful in bidding for part of a national development fund. The Deputy Headteacher advised that in the long term, it was expected that this could be rolled out as a whole school project, cascading the training received by the Year 4 and 5 teachers.</p> <p>It was noted that there were around twelve schools in the city involved, and it had the potential to be a really collaborative project.</p>	
8.	<p><b><u>EYFS – Under 3 Provision Update</u></b> The Headteacher provided a verbal update on investigations to introduce under-3 provision. He advised that this continued to be a discussion point at Chairs’ Steering Group and with the LA, though it was recognised that in order to bring this about, there would be a considerable amount of work involved. The Headteacher advised that he would be working with the Business Manager to begin investigating whether this would be possible, and further updates would be provided to governors in the coming months.</p>	
9.	<p><b><u>Safeguarding (standing item)</u></b> There were no issues to report.</p>	
10.	<p><b><u>Attendance Update</u></b> Governors noted the attendance figures from the autumn term, which had been previously distributed. The Headteacher advised that overall total attendance for the autumn term was better than previous years. He noted that there had been a significant difference in girls’ attendance, whilst other groups were roughly inline with the previous year.</p> <p><b>Governors asked whether comparative data with similar schools was available.</b> The Headteacher agreed to check with Kerry Haithwaite to see if this information was available.</p>	HT
11.	<p><b><u>Attendance Policy (including child-friendly version)</u></b> It was noted that there were no significant changes to the previous version, but updates had been made to include current practice.</p> <p>Some governors noted that they had been unable to access the policy on Compliance Manager in advance of the meeting. The Headteacher agreed to ask the Business Manager to check these were available for governors to review.</p> <p>Governors agreed to review the policy and submit any feedback to the Headteacher as soon as possible. Subject to any major issues raised, the policy was approved.</p>	
12.	<p><b><u>Behaviour Policy</u></b> Some governors noted that they had been unable to access the policy on Compliance Manager in advance of the meeting. The Headteacher agreed to ask the Business Manager to check these were available for governors to review.</p> <p>Governors agreed to review the policy and submit any feedback to the Headteacher as soon as possible. Subject to any major issues raised, the policy was approved.</p>	
13.	<p><b><u>Behaviour &amp; Attendance Certificates</u></b> The Headteacher reported that certificates for behaviour and attendance had been introduced at the end of the autumn term, and had resulted in both positive and negative feedback from parents. The Headteacher noted that further work was needed particularly around communication to parents regarding the criteria and rationale for the certificates, to help them understand how this was determined.</p>	

	The Headteacher advised that he would report back over the course of the next year on the impact that this process was having on behaviour and attendance.	
14.	<p><b><u>SRE Policy</u></b> Some governors noted that they had been unable to access the policy on Compliance Manager in advance of the meeting. The Headteacher agreed to ask the Business Manager to check these were available for governors to review.</p> <p>The Headteacher noted that this was a factual policy, including a mix of the science and PSHE curriculum. He advised that the policy set out how the school approached the subject, ensuring that it was done in an age-appropriate way and that parents were informed where they needed to be of what was being covered in school.</p> <p><b>Governors asked whether the curriculum tackled gender awareness.</b> Peter Murray, PSHE Leader, noted that this was not specified directly, though there was a clear message of equality and acceptance for all.</p> <p>Governors agreed to review the policy and submit any feedback to the Headteacher as soon as possible. Subject to any major issues raised, the policy was approved.</p>	
15.	<p><b><u>Any Other Business</u></b> Governors agreed the key points of focus for the next meeting, as follows: - Writing data across the school - SEF focus, to be confirmed - Spring Term data: update on SATs - Flightpath focus on Year 4</p>	
15.	<p><b><u>Date and time of next meetings</u></b> - Tuesday 24<sup>th</sup> April 2018, 6pm - Tuesday 26<sup>th</sup> June 2018, 6pm</p>	

The meeting closed at 7.50pm.

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Jonathan Wilcox  
Chair

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Date

**Clifton Green Primary School  
Action Plan following the meeting of the Teaching, Learning & Curriculum  
Committee  
held on Tuesday 23<sup>rd</sup> January 2018**

	Action	Item	Responsibility	Timescale
1.	Update attendance data to include persistent absentee figures and send to Clerk for circulation	3(2)	Headteacher	ASAP
2.	Forward SEN visit report to Clerk for circulation	6.1	Richard Dacosta	ASAP
3.	Check whether attendance data for similar context school is available for comparison.	10	Headteacher	Next meeting

Items for next agenda

Self-Evaluation – section focus?  
Spring Term data – SATs Update  
Flightpath focus – Year 4  
Update on Writing  
Safeguarding (standing item)