



CLIFTON GREEN PRIMARY SCHOOL

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

Held at the school on Tuesday 24th April 2018 at 6.00pm

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| Present: | Jonathan Wilcox (Committee Chair) | Peter Murray |
| | Dave Brown (Headteacher) <i>[from 6.10pm]</i> | Lynn Comer |
| | Richard Dacosta | Joanne Lunardi <i>[from 6.15pm]</i> |
| In Attendance: | Nicola Jones (Deputy Headteacher) | |
| | Helen MacDonald (Inclusion Leader) <i>[to 7.00pm]</i> | |
| | Jess Swarbrick (Clerk – Governance Support Officer) | |

| <u>Executive Summary</u> | |
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| 1. | Welcome and Introductions, Apologies for Absence and Declarations of Interest The Chair welcomed everyone to the meeting. Apologies were received, with consent, from Sue Boyle. |
| 2. | Minutes of the meeting held on 23rd January 2018 Previously distributed. The minutes were agreed and signed by the Chair. |
| 3. | Action Plan and Matters Arising not covered by the agenda Progress against each action point was noted (please see main minutes for details). |
| 4. | Safeguarding (standing item) No issues or concerns were raised. The Chair reported on her recent safeguarding visit with the Inclusion Support Officer and Business Manager. |
| 5. | Behaviour & Attendance Update The SENCo provided an update on attendance, and reported on the work of the Attendance Team to address issues with absence, particularly with persistent absentees. |
| 6. | SEND Update The SENCo provided an update on SEND work in school over the last year, its impact, and planned next steps. |
| 7. | SEF – Teaching & Learning The Headteacher tabled the latest SEF summary for teaching, learning & assessment. Governors were asked to provide any feedback on this via email. |
| 8. | SATs Update The Deputy Headteacher reported on SATs preparation, noting that the Year 6 cohort were focusing on Reading/SPAG and Maths from Easter up to the tests. She noted the importance of managing stress levels for both pupils and staff also. |
| 9. | Data Update including Flight Path (Year 4) The Deputy Headteacher provided a detailed presentation on the current Year 4 cohort. Governors received information on how pupil progress was tracked from EYFS to their current point, and how this data was analysed to ensure targeted interventions for each child as appropriate. |
| 10. | School on a Page (SoaP) Tabled. For information. |
| 11. | Maths Update The Deputy Headteacher provided an overview of Maths in school. |
| 12. | Writing Project Update The Deputy Headteacher provided a verbal update on the progress of the Writing Project. |
| 13. | Governor Visit Feedback Previously distributed. Noted. |
| 14. | Any Other Business There was no other business to report. |

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| 1. | <u>Welcome, Apologies for Absence and Declarations of Interest</u> The Chair welcomed everyone to the meeting. Apologies were received, with consent, from Sue Boyle. There were no declarations of interest. | |
| 2. | <u>Minutes of the meeting held on 23rd January 2018</u> Previously distributed. The minutes were agreed to be a true and accurate record and were signed by the Chair. | |
| 3. | <u>Action Plan and Matters Arising not covered by the agenda</u> With reference to the Action Plan: 1. Completed. 2. Completed. 3. To be reported under item 5. <i>[Dave Brown joined the meeting at 6.10pm]</i> | |
| 4. | <u>Safeguarding (standing item)</u> There were no serious issues to report. The SENCO provided an update for governors of the number of plans in place for pupils in school, as well as the number of referrals made since the last report. | |

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| | <p>Lynn Comer reported that she had completed a safeguarding governor monitoring visit proforma at a meeting with the Inclusion Support Worker and Business Manager. She advised that this form covered a considerable number of questions, and these had been interrogated closely. Lynn reported that she was confident that everything was in place as required, with only three outstanding questions needing further confirmation as follows.</p> <p><i>[Joanne Lunardi joined the meeting at 6.15pm]</i></p> <p>Does the school have a risk assessment for radicalisation? The Headteacher advised that this was not currently in place. However, it was further noted that all staff had completed Prevent training, which was recommended best practice. The Headteacher advised that if governors felt that it was necessary to have this risk assessment in place, it would be completed. However, he added that this came under the wider issue of safeguarding as a whole, and the importance of being able to recognise and monitor changes in behaviour and report these. The Headteacher advised that staff were always vigilant and aware of any child who may be at risk. Governors agreed that it was important to not be complacent that radicalisation would not happen at the school, but further agreed that this was a low risk which was currently being managed appropriately without the need for a written risk assessment.</p> <p>Do governors receive training as part of their induction? The Clerk confirmed that safeguarding training was not included within the Welcome to Governance session which all new governors were expected to attend. It was noted that this would be too wide a brief to cover within that session. Governors discussed whether this should be included as part of an induction pack from the school, adapted from the current information given to all new members of staff. The Headteacher agreed that this could be made available, and could include signposting to appropriate training in safeguarding and child protection.</p> <p>Updates to Inclusion Support Officer job description It was noted that the Inclusion Support Officer had now taken on the role of Designated Safeguarding Lead, and a question had arisen as to whether this should now be reflected in her job description. The Headteacher agreed to address this.</p> | <p>HT</p> <p>HT</p> |
| <p>5.</p> | <p><u>Behaviour & Attendance Update</u></p> <p>The SENCo provided a report to governors on attendance, copies of which were also tabled for information. She reported that the current whole school attendance was 95.92%, roughly inline with national figures and a slight increase from the end of the spring term. She also reported however, that figures for persistent absence were also higher than the end of the spring term, at 7.95%.</p> <p>The SENCo reported that persistent absentee figures last year were particularly high, around 14%. She advised that the school had reviewed the historic data to look at reasons for this figure, and had put together an action plan to address the issue.</p> <p>The school had put together an attendance action plan following this review, and created a focused working group for attendance, consisting of the Inclusion Leader, Headteacher, Inclusion Support Officer, Business Manager and Community Outreach Worker. Governors noted that attendance had previously been the remit of the Inclusion Support Officer, but this move enabled a shared ownership of the situation and a much more focused approach. It was noted that the group met at least once per fortnight to discuss progress and future actions.</p> <p>Key priorities from the attendance action plan were as follows:</p> <ul style="list-style-type: none"> - Reduce the number of Persistent Absentees - Review incentives and implement new strategies to improve whole school attendance - Ensure all stakeholders have an understanding of attendance and are accountable for maximising attendance for all pupil groups <p>The SENCo advised that these priorities were already in place in school, but were now being given a increased focus. She outlined the actions which had taken place to address the key priorities. These included raising the profile of attendance with staff, pupils and parents, and increasing the level of communication around attendance. Governors asked how the profile of attendance had been raised with parents. The SENCo reported that the school had started to “drip feed” this with key parents/carers whose children had attendance of around 90% per year. However, she explained that the profile was being raised with all parents in school, with attendance certificates now being given out in assembly each week, as well as regular feedback to keep the issue at the forefront of both children’s and parents’ minds.</p> <p>In addition, it was noted that the attendance team now provided weekly reports to teachers, who in turn discussed attendance more regularly in class also.</p> | |

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| | <p>Governors asked whether the older classes had higher levels of absence. The SENCo advised that there was a mix throughout the school, though the key persistent absentees were in the older year groups.</p> <p>The SENCo summarised the next areas of focus in addressing attendance issues, which included meetings with parents of children whose absence was a particular concern. The Headteacher advised that in the past, these meetings had not been successful, as they had been conducted in a formal panel style, in line with LA policy. Governors agreed that a more personal approach was more likely to have a positive effect, building relationships with parents and offering support.</p> <p>The SENCo advised that the monitoring and tracking of persistent absentees now included a targeted approach, in order to have a greater impact and make a difference.</p> <p>The SENCo then provided more detailed information on attendance in Year 4, which had been identified as the cohort which would be a focus for the meeting. She advised that current attendance in Year 4 was 95.93%, though the persistent absence rate was 14.29%, the highest in the school. The SENCo outlined the reasons for these absences, a number of which were beyond the control of the school, and explained what work was being done to address each individual case. She added that it was anticipated that the intervention work would have a positive impact and this figure would reduce during the summer term.</p> <p>Governors noted the whole school absence data summary for the last four years, which had been tabled for information. It was noted that the summary included a comparison with national figures for attendance and persistent absentees. The Headteacher advised that this information would continue to be updated and shared with governors at regular points during the school year.</p> <p>Governors asked how the school was measuring the effectiveness of incentives for attendance. The SENCo advised that the attendance of those receiving awards was being tracked, to measure impact. She added that each member of the attendance group was responsible for a specific group of pupils, and took on the responsibility of monitoring, tracking and supporting them. The SENCo further noted, however, that this approach was still in its early stages, and it was therefore difficult to measure impact at this point.</p> <p>Governors thanked the SENCo for her report.</p> | |
| 6. | <p><u>SEND Update</u></p> <p>The SENCo provided a report to governors on SEND, copies of which were also tabled for information. She reported that there were currently 86 pupils on the SEND register (20% of the total roll), with 8 pupils on an Educational Health Care Plan (EHCP) and 5 currently on a My Support Plan (MSP) with two more being written.</p> <p>The SENCo advised that Social, Emotional and Mental Health (SEMH) was the primary need of 43% of pupils on the register, which was high compared to other schools. She advised that a lot of work had been done around SEMH which showed that it significantly impacted on pupils’ ability to access learning, and could stop them making the progress they could potentially make if that barrier was reduced. It was noted that Year 4 had the highest level of need across a single cohort, with 16 pupils on the register and 2 with an EHCP.</p> <p>The SENCo outlined the key priorities from the SEND action plan.</p> <p>She reported that all classrooms now had SEMH regulation areas, with visual support to enable an increased understanding of SEMH needs. The SENCo advised that this was now being embedded, and feedback was being sought through pupil voice to look at how this has impacted on children.</p> <p>Learning resources packs were now in each classroom to ensure that pupils were able to readily access these independently. The SENCo advised that it was found that SEND pupils had previously left school heavily reliant on adult support. However, secondary schools were now reporting that pupils moving up from Clifton Green were independent and resilient learners.</p> <p>The SENCo reported that a further priority had been to upskill teachers and develop staff CPD, with TA support now delivering targeted interventions.</p> <p>Governors noted the main areas of action and focus which had taken place over the past year. The SENCo advised that the Hornbeam provision had now been in place for 18 months, and over this year, there had been learning walks and drop-in sessions for all staff to observe the practice and learning within the classroom. She added that this was very much focused on promoting independence, use of</p> | |

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| | <p>language and resilience, and was working really well. The SENCo advised that these drop-in visits had been beneficial for all staff, and feedback had been very positive. In addition, the SENCo reported that progress meetings were now held in conjunction with the Maths and English leads, to enable a more collaborative approach in understanding how the subjects were affected by SEND.</p> <p>In terms of next steps, the SENCo advised that she would be going into classrooms to actively support teachers with planning and provision. In addition, more up to date pupil and parent voice was planned for this term, to review how things were working so far. The SENCo noted that verbal communication so far indicated that this could be very positive.</p> <p>The SENCo reported that more work would be done on upskilling TAs and encouraging collaborative planning, monitoring and assessment.</p> <p>Finally, there were plans to raise the profile of the Hornbeam provision with the LA, as it was the only setting supporting SEMH in this way in the city, Governors asked whether the school had access to Educational Psychologists. The SENCo advised that the Educational Psychologist (EP) would be providing additional time next year, in addition to some time for the Nurture class. She added that the EP would be visiting the school next week to discuss the production of a comprehensive rationale for Hornbeam and Nurture, with entry and exit criteria. The SENCo explained that this would clearly set out the purpose and impact of the provision, to show how it could be developed elsewhere to address similar need across the city.</p> <p>The Headteacher advised that there had also been discussions about other schools potentially accessing the provision if there was capacity. Governors agreed that this could be very beneficial, creating a centre of excellence in how to address this level of need in a primary setting.</p> <p>In keeping with the meeting focus on Year 4, the SENCo provided a more detail of SEND within this cohort. She reported that there were 16 pupils within this year group on the SEND register, with 2 in receipt of an EHCP for SEMH as a primary need. The SENCo advised that ELSA (Emotional Literacy Support Assistant) support was in place for all pupils with SEMH needs, as well as 1:1 individual support where needed.</p> <p>The SENCo reported that all pupils were accessing IDL, which was a programme developed initially for supporting children with dyslexia. She explained that it also promoted independence through the development of skills including touch typing and spelling, and was now running throughout a lot of classes across school. The SENCo reported that the introduction of IDL was relatively new, but its impact was being monitored. She added that it had been in use in Hornbeam for a longer period of time, and had had a significant positive impact in children’s development.</p> <p>Governors thanked the SENCo for her reports, and she left the meeting at 7.00pm.</p> | |
| 7. | <p><u>SEF – Teaching & Learning</u></p> <p>The Headteacher tabled the latest Teaching, Learning & Assessment section of the SEF and asked governors to provide any feedback, comment and challenge on the summary via email. The Headteacher reported that this area was currently judged as good, and the summary included the context and evidence for this judgement. In addition, the paper included areas for development to move towards outstanding.</p> <p>The Deputy Headteacher reported that teaching in the school was currently judged as good, following the most recent round of lesson observations. She advised that analysis of these observations on Perspective showed the proportion of strengths and areas for improvement, enabling a targeted approach to the support and development of individual teachers.</p> <p>The Headteacher reported that there were currently three long-term supply teachers in school, one full-time in Nursery and two job-shares in Years 3 and 4. He advised that an NQT had been appointed to start in September, and further interviews would be taking place to appoint two more new teachers. The Headteacher reported that the school had received around 60 applications. He advised that he would be visiting each of the 8 shortlisted applicants to observe them teaching in their current schools, before a decision was made about who would go through to interview. The Headteacher advised that he felt confident that there were some very strong candidates.</p> | |
| 8. | <p><u>SATs Update</u></p> <p>The Deputy Headteacher provided an update to governors on preparation for the SATs in May. She emphasised the key priority of managing stress levels of both staff and pupils in the run up to the tests.</p> | |

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| | <p>The Deputy Headteacher reported that one child with complex SEND would not be undertaking the tests. In addition, applications had also been put in for extra time for 14 children. Governors asked whether this additional time was beneficial to pupils. The Deputy Headteacher advised that it did help some pupils, particularly in the reading paper, where there were three texts to read and fifty questions to answer.</p> <p>The Deputy Headteacher advised that a decision had been made to focus on Reading/SPaG and Maths in Year 6 from Easter until the tests, in the anticipation that this push on revision would have a further impact on outcomes. She explained that Writing would be moderated later, enabling a focus on this subject after the tests.</p> <p>Governors asked about predicted outcomes. The Headteacher advised that it was expected that there would be an improvement on the previous year but accurate predictions were difficult to make. He added that pupils had completed a number of practice papers, and were improving each time, but a lot would be dependent on what happened on the day of the test, particularly for those pupils with additional needs. Governors asked how the school was tracking data. The Headteacher advised that data tracking showed an expectation that progress would be better, and it was hoped that the combined attainment score would be higher than the previous year. The Headteacher advised governors that what was certain was that everything that could be done had been done. He advised that teachers in Year 6 were cautious in their predictions, though also recognised the need for a realistic aspiration for pupils.</p> <p>Look forward, the Deputy Headteacher advised that Years 4, 5 and 6 were working more collaboratively together, with a recent staff meeting looking at expectations for all staff to have a Year 6 mindset.</p> | |
| 9. | <p><u>Data Update including Flight Path (Year 4)</u></p> <p>The Deputy Headteacher presented a detailed data update for Year 4, starting with the summary data from the School on a Page (SoaP) report. Governors noted that this data showed the percentage of pupils working at the expected standard based on spring 2018 outcomes, as well as a comparison with the previous Year 6 cohort's outcomes. The Deputy Headteacher advised that Reading was positive, with 72% of Year 4 pupils working at the expected standard, though Writing was a concern at only 47%. She added, however, that with the work with the Writing Project and evidence from pupils' books, that she was confident that this figure would increase.</p> <p>Governors asked whether Writing was low because pupils had come up from Years 2 and 3 with lower writing skills. The Deputy Headteacher advised that the flight path data showed the percentage reaching age related expectations (ARE) for every cohort at the end of each year in school. Data for Year 4 showed that in Years 2 and 3 the percentage of pupils at ARE was actually higher. However, looking at their outcomes on entry to the school in Foundation Stage, it was possible to see an improvement over time. 27% of pupils were reaching ARE in Reading in Foundation Stage 1, compared to 72% in Year 4. 9% of pupils were at ARE for Writing in Foundation Stage 1 compared to 47% in Year 4.</p> <p>The Deputy Headteacher noted that targets for Year 4 in Writing were aspirational, at 63-66%. She advised that it was felt that end of year outcomes would get close to this, with expectations that targets for Reading would be reached. It was noted, however, that the Maths target may be a challenge. The Deputy Headteacher explained that this was due in part to the breadth of the Year 4 curriculum, with the biggest issues being division and calculation strategies. The Deputy Headteacher advised that retention was also an identified issue. She advised that observation in other schools had raised some ways of how to address this, including more regular practice of key skills, and more rigid timetabling of specific skills to increase memory retention and recall.</p> <p>The Headteacher advised that the level of mobility within the Year 4 cohort had been high throughout their time in school. In addition, the cohort had experienced mid-year changes to teaching staff in Years 1, 2 and 4. He added that these were not excuses in any sense, but were factors which impacted on pupils' progress and experience.</p> <p>Referring back to the progress measures, the Deputy Headteacher advised that the flight path enabled analysis of progress year on year and from entry level, as well as from Key Stage 1 to Key Stage 2. She highlighted that outcomes for the current Year 4 cohort at Foundation Stage were low, showing good progress up to the current time. However, progress from Key Stage 1 to Year 4 was weak. The Deputy Headteacher advised that looking at the figures for the end of Key Stage 1, these were high in comparison to how they would have been assessed now, with criteria being more rigid. She added that there was a need to be cautious the progress from Key Stage 1 due to these figures, but the ability to look at figures from the Foundation Stage showed that progress was happening.</p> <p>The Deputy Headteacher then provided information on gap analysis and prior attainment data for Year 4.</p> | |

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| | <p>She explained that prior attainment grids were a valuable tool in discussions with staff about pupil progress – measuring this from the end of the previous key stage, EYFS and the end of the previous year. The Deputy Headteacher advised that the information enabled teachers and SLT to look at individual pupils, their position, and where there were barriers to learning. In this way, targeted interventions could be put in place for each child. Pete Murray noted that this was a very powerful exercise for teachers in ensuring that they knew each individual child in their class.</p> <p>Governors asked whether there was a set of guidelines for support to help these discussions. The Headteacher advised that there were, and teachers received support on what interventions may be needed. The Headteacher advised that the detailed discussion about context and barriers had been a very useful exercise, enabling the adapting of practice and the knowledge of where to seek professional support.</p> <p>The Headteacher advised again the importance of setting pupil progress and attainment in context, whilst not using this as an excuse for outcomes. He emphasised the duty to support all children, whether or not they had barriers to learning.</p> | |
| 10. | <p><u>School on a Page (SoaP)</u> It was noted that the Year 4 data from the SoaP had been discussed under item 9.</p> | |
| 11. | <p><u>Maths Update</u> The Deputy Headteacher presented an update on Maths in school, which had been provided by the Maths Lead. She reported that the School Development Plan had a focus on Number because of its centrality to the curriculum and its identification as a clear area for development.</p> <p>The Deputy Headteacher outlined what had been done to develop Maths in school. This included investment in practical resources, a focus on calculation and daily skills as well as intervention for Year 6 pupils and stamina for tests from Year 3 upwards. In addition, the school was running further intervention sessions for Pupil Premium children in Key Stage 2.</p> <p>The Deputy Headteacher advised that teaching in Maths was a real strength in school. She reported that the STEM Centre had asked to come in and film an exemplar video of outstanding lessons, which would be used to support teaching internationally as part of their online training. She noted that they had been very positive about the quality of teaching in the classrooms.</p> <p>A further strength was the development of times tables knowledge, with the profile being raised from EYFS upwards.</p> <p>In terms of next steps, the Deputy Headteacher reported the introduction of a daily “keep up not catch up” timetable, to ensure no pupil fell behind. Further investment in resources was also planned, such as the purchase of new clocks, to promote teaching time. The Deputy Headteacher advised that this was part of changing the way in which things were taught, “drip feeding” to embed memory and retention.</p> | |
| 12. | <p><u>Writing Project Update</u> The Deputy Headteacher provided a verbal update on the Writing Project. She reported that this was now in its second unit, and was having a positive impact for teachers in Years 4 and 5. She added that the project leader had visited the school to undertake a learning walk, and had been very impressed.</p> <p>In terms of next steps, the Deputy Headteacher reported that the school was looking to roll out practice across the school, using a specialist teacher to work with the Literacy Lead on how best to do this.</p> | |
| 13. | <p><u>Governor Visit Feedback</u> Governors noted the reports from Joanne Lunardi, Richard Dacosta and Sue Boyle, which had been previously distributed for information.</p> <p>The Headteacher advised that staff were appreciative of governors visiting the school and giving their time to talk to staff. Governors agreed that it was very helpful to their role to gain a more in-depth understanding of the school through these visits. They added that staff were very effective in following up governors’ questions and challenge during visits.</p> <p>Governors also agreed that the format of the meeting this evening had been very useful, with focus on a particular cohort providing a much clearer picture as a whole. It was agreed that this should be continued for future meetings, to continue to provide better understanding for governors.</p> | |

*“A school where children not only have high achievement, but experience opportunities to enrich their lives.
A school that has family and community at its heart”.*

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| 14. | <u>Any Other Business</u> There was no other business to report. | |
| 15. | <u>Date and time of next meetings</u> - Tuesday 26 th June 2018, 6pm | |

The meeting closed at 8.00pm

Jonathan Wilcox
Chair

Date

**Clifton Green Primary School
Action Plan following the meeting of the Teaching, Learning & Curriculum
Committee
held on Tuesday 24th April 2018**

| | Action | Item | Responsibility | Timescale |
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| 1. | Develop induction pack for governors to include safeguarding training information | 4 | Headteacher | ASAP |
| 2. | Review Inclusion Support Officer job description to reflect DSL role | 4 | Headteacher | ASAP |

Items for next agenda

Self-Evaluation – TBC

Data Update and Flightpath focus – TBC

Update on Writing

Safeguarding (standing item)