



CLIFTON GREEN PRIMARY SCHOOL

Minutes of the meeting of the Teaching, Learning & Curriculum Committee held in the school on Tuesday 21<sup>st</sup> January 2020 at 6.00pm

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| <b>Present:</b>       | John Kesterton ( <i>Chair of Governors, Acting Committee Chair</i> )<br>Nicola Jones ( <i>Acting Headteacher</i> )<br>Jonathan Wilcox | Pete Murray<br>Richard Dacosta [ <i>from 6.05pm</i> ]<br>Sue Boyle |
| <b>In attendance:</b> | George Gardiner (Maths Leader and Assistant Headteacher)<br>Jess Swarbrick (Governance Support Officer - Clerk)                       |  |

|    |  | Action |
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| 1. | <p><b><u>Welcome &amp; Introductions, Apologies for Absence, Declarations of Interest</u></b><br/>John Kesterton welcomed everyone to the meeting. Apologies were received, with consent, from Joanne Lunardi. In the absence of the Committee Chair, John agreed to chair the meeting.</p> <p>There were no declarations of interest.</p>   |        |
| 2. | <p><b><u>Minutes of the meeting held on 19<sup>th</sup> November 2019</u></b><br/>Previously distributed. The minutes were agreed to be a true and accurate record and were signed by the Chair.</p>   |        |
| 3. | <p><b><u>Matters Arising</u></b><br/>With reference to attendance at the meeting held on 19<sup>th</sup> November, it was confirmed that all committee members had been present.</p> <p><b>Governors raised a question about the use of Fischer Family Trust (FFT), and whether the school had automatic contact and engagement with other school using the system.</b> The Interim Headteacher advised that this was not automatic. However, she reported that she had been invited to be part of an FFT working party meeting this week, which would provide access to and contact with other schools using the system.</p> <p>The Interim Headteacher further reported that she was waiting for confirmation of availability to set a date for governor training on both FFT and the new Ofsted framework.</p> <p><i>[Richard Dacosta joined the meeting at 6.05pm]</i></p> <p>The Interim Headteacher reported that Beth France, Local Area Support Practitioner, who had been providing regular support throughout the autumn term, was now no longer working directly with the school. However, she was still available for support over the phone if required. In addition, the Inclusion Lead in school, who was now more established in her role having started in September 2019, was continuing to work closely with the new Local Area Support Practitioner.</p> |        |
| 4. | <p><b><u>Most Able Working Party – Strategy and Future Meeting Dates</u></b><br/>The Interim Headteacher raised a question about proposed strategy for the focus of the working party to look at support for more able pupils. She noted that it may be helpful to invite key link governors to join this group, rather than just members of the TLC Committee.</p>  |        |

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|           | <p>Governors agreed that it would be beneficial to arrange for the Maths and Literacy governors (Kath Wood and Jo Lunardi), along with the governor for Early Years (Sue Boyle) to meet with the Interim Headteacher, Assistant Headteacher and Early Years Leader to meet and discuss a way forward.</p> <p><b>ACTION: The Interim Headteacher agreed to email the proposed working group members above to arrange a date to meet. It was agreed that an update and proposed action plan should be provided for the next TLC meeting in March.</b></p> <p><b>Governors also agreed that this work should link to the Pupil Premium (PP) Strategy and York Schools and Academies Board (YSAB) Improvement Plan. It was agreed that any work on support, progress and development needed to feed into other work in school, rather than happening in isolation.</b></p>  | <p>NJ</p> |
| <p>5.</p> | <p><b><u>Pupil Progress Update</u></b></p> <p>The Interim Headteacher presented an overview of the latest Year 6 data, following the second round of practice SATs papers which had been completed in school.</p> <p>The Interim Headteacher reported that 59% of the cohort had already achieved the expected standard in Reading, which was positive for this point in the year. She added that five more children were borderline, with a scaled score of 97-99 – with the addition of these children, this would increase the total of children achieving the expected standard to 69%. It was noted that this was only 4% off the bottom end of the aspirational target of 73-80% as set by YSAB.</p> <p>The Interim Headteacher advised that currently 20% of pupils were at greater depth. She noted that this cohort's Key Stage 1 (KS1) outcomes had been high, meaning that further work was needed to try and achieve expected progress levels.</p> <p>The Interim Headteacher reported that Maths was currently the weakest of the three core subjects, with 50% achieving the expected level at this point in the year. She added, however that 12 more pupils were on the borderline, which would increase this to 72%. It was noted that Maths had been high performing the previous year, meaning that this year's targets were higher – 83-88%. The Interim Headteacher advised that further work was needed for Maths, and teachers were pushing particularly for greater depth, as currently only 4% of children were at this level.</p> <p>With reference to Grammar, Punctuation and Spelling (GPS), the Interim Headteacher reported that 61% of children had already reached the expected level, with 6 children borderline which would increase this figure to 72%. She advised that no target estimate had been requested for GPS.</p> <p>The Interim Headteacher reported that based on teacher assessment, currently 72% of children were forecast to reach the expected level. The Assistant Headteacher reported that he and the other Year 6 teacher, along with last year's Year 6 teacher, had spent the previous day moderating writing. He advised that this had been a very productive day, and he felt that along with writing being stronger across this cohort from the previous year, there was also more teacher knowledge and experience to support accurate assessment. The Assistant Headteacher advised that he believed 72% expected level was achievable, with currently 9% at greater depth, which could increase.</p> <p>The Interim Headteacher advised that the current position was encouraging, and there were no significant areas of concern. She noted that these figures had been sent to YSAB and she was waiting to hear feedback from the LA on the schools current position.</p> <p><b>Governors asked for more detail about progress measures from KS1 and what the likely indicators were at this point.</b> The Assistant Headteacher advised that it was difficult to estimate accurate</p> | <p>NJ</p> |

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|           | <p>progress figures at this point, as they were based on individual cohorts. He advised, however, that FFT could track an estimation of progress scores and these would be calculated and reported back when available.</p> <p><b>Governors noted that whilst attainment figures were important, progress measures were critical. It was further noted, however, that due to the high performance of this cohort at KS1, this was an area of potential concern.</b> The Interim Headteacher advised that the leadership team believed the cohort's KS1 results were potentially not as accurate as they could have been. However, she emphasised that this was not being used as an excuse, but rather a point of note for governors that whilst attainment was likely to be higher this year than last, progress would be below the previous year. The Interim Headteacher also added that the leadership team were secure that KS1 data was now clearly moderated and accurate before being submitted.</p> <p><b>Governors noted the importance of holding the school to account for outcomes, particularly in Reading and the RWM combined score based on last year's results.</b> The Assistant Headteacher advised that current data showed a much more consistent performance across all three subjects, meaning that the combined score was expected to be an improvement on the previous year.</p> <p><b>Governors asked if there were any other barriers which they needed to be aware of.</b> The Interim Headteacher noted that staffing stability had been an issue though this was now more secure. She added that it was important to understand that the strategies which had been put in place over the last two years were having a positive impact through the school, but that it could take another year for these to embed and have a significant impact on results at Key Stage 2 (KS2). She advised that this was the reason for rolling out strategies earlier in the school, to enable that impact by the end of Year 6.</p> <p><b>Governors asked if the Interim Headteacher was confident in the current data.</b> She advised that she was confident that the predictions were achievable, given the further interventions which had already been put in place for those children who were borderline. The Interim Headteacher also advised that the Writing position compared to this time last year was very encouraging. However, as before, she noted that this was a much stronger cohort than last year, meaning that attainment was expected to be higher, though the progress score was a concern. She advised, however, that she was confident that the strategies which had been put in place in school were moving this in the right direction.</p> <p>The Interim Headteacher reported that whilst Ofsted was not now intending to review internal data, this was still important for governors to be aware of. She advised that all staff had now put their autumn term teaching assessments on to FFT, and she was exploring the option to use the system for formative as well as summative assessment in the future. The Interim Headteacher advised that the leadership team would be discussing this data with all teachers during the upcoming progress meetings, looking at which children were achieving, which weren't, and what actions were being taken to address this.</p> <p>The Interim Headteacher reported that the new SENCO had started in January and was already having a clear impact in school. She advised that she would be meeting with the SENCO the following week to look at intervention strategies, and the introduction of formal intervention packages to support consistency across the school. It was agreed that this would enable a better monitoring of the effectiveness of these strategies.</p> |  |
| <p>6.</p> | <p><b><u>Pupil Premium Working Party Update</u></b><br/>                 The Assistant Headteacher reported that he had met with John Kesterton, Jonathan Wilcox and the Interim Headteacher on 14<sup>th</sup> January to review and clarify the Pupil Premium strategy. He advised that</p>   |  |

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|    | <p>the strategy had been updated to ensure that it worked alongside and in conjunction with the YSAB Plan, to form the School Improvement Plan.</p> <p>The Assistant Headteacher advised that this then filtered into the leadership team action plans, and from there into individual leader and team plans.</p> <p><b>ACTION: The Assistant Headteacher advised that he would re-share the document with governors, as responsibilities had been revised and re-aligned according to link governor roles.</b></p> <p><b>Governors agreed it would be helpful to clarify how the strategy worked in terms of governance oversight.</b></p> <p>The Assistant Headteacher advised that the first review of the strategy would be completed by the time of the next TLC Committee meeting, and he would provide an update at that point. He noted that this would include a RAG rating of all parts of the strategy, which governors could review and ensure monitoring of actions to address.</p> <p><b>Governors expressed their thanks to the Assistant Headteacher for his work in preparing the documentation for the Pupil Premium strategy meeting. The Assistant Headteacher in turn thanked governors for their feedback and input into the review. He advised that he felt the action plan for Pupil Premium was stronger as a result of this collaboration and input from governors.</b></p>   | GG |
| 7. | <p><b><u>Curriculum Development Update</u></b></p> <p>The Interim Headteacher provided an update on curriculum development, following on from the detailed discussion at the last meeting. She reminded governors of the five key concepts and drivers behind the curriculum, along with the motto and school values and the ten curriculum challenges. She advised that staff were aware that all work in school should hit at least one of these challenges.</p> <p>The Interim Headteacher advised that the Institute of Everything project was still running alongside work in school. She noted that a group of students from York St John University had also contacted the school about opportunities to volunteer, particularly supporting EAL children. The Interim Headteacher advised that this student group had taken the curriculum concepts and were working on how to translate these for children with EAL. They would also be assigned to individual children to support them in school from next week.</p> <p>The Interim Headteacher outlined to governors the way in which the curriculum would be managed and developed in school, through five teams of staff focusing on: English, Maths, Our World, Healthy Lives and The Arts. She explained that each team would have a leader and a number of staff members within it. The intention was to develop a more collaborative way of working, with team leaders cascading information and training to the team to enable a shared responsibility. The Interim Headteacher reported that all teams had met for the first time the previous week to start looking at action plans. She advised that there was already a real sense of engagement from staff about driving this initiative forward. The Assistant Headteacher added that this model allowed a broader spread of knowledge, with representation from different key stages and levels of experience.</p> <p>Pete Murray, who was leading the Healthy Lives team, noted that there was a strong feeling of the amount of expert knowledge in schools, which created a foundation to build on and develop.</p> <p><b>ACTION: In response to a request from governors, the Interim Headteacher agreed to share the action plans at the next meeting.</b></p> | NJ |

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|                  | <p><b>Governors also agreed that it would be helpful to attend curriculum team meetings where appropriate, in order to gain a better understanding of the process. It was suggested that link governor roles could be re-assigned to monitor each team, in order to monitor these effectively.</b></p> <p><b>ACTION: It was agreed that the consideration of re-assigning link governor roles should be raised at the next full governing body meeting.</b></p>   | <p><b>FGB<br/>AGENDA</b></p> |
| <p><b>8.</b></p> | <p><b><u>SEND Support and Inclusion Review</u></b></p> <p>Governors noted the SEND Information Report and LA Inclusion Review Report, which had been previously distributed.</p> <p>The Interim Headteacher reported that the visit from the LA Inclusion Lead Dan Bodey had been very positive. She advised that he was very supportive of Hornbeam, but had suggested that access to the provision should be strengthened, and the review of pupils in the class should be more frequent.</p> <p>It was noted that Dan had also highlighted a key area of focus as inclusion in base classes. The Interim Headteacher advised that Dan would be coming back in to school on 6<sup>th</sup> February to share strategies with staff which would support the development of an inclusive classroom. <b>Richard Dacosta, SEND governor, advised that he would come in to school to attend this visit.</b></p> <p>The Interim Headteacher reported that the school was also now receiving support from the Hope Learning Trust York (HLTY) Primary SENCO Sarah Cope. She advised that Sarah would be delivering this week’s staff meeting, with a focus on the SEND register. Sarah would be providing clearer guidelines on when children should be on the register and why, looking at the reasons and structure of having a personal plan, my support plan or EHCP.</p> <p>The Interim Headteacher advised that this support would help to give staff a clear understanding of these processes. She noted that historically there had been a lack of dissemination of knowledge and understanding of how to support SEND children in school. The Interim Headteacher advised that the new SENCO and Sarah Cope had both highlighted the importance of teachers having clear accountability for SEND children. Whilst the SENCO was able to co-ordinate and support activities, it was the class teacher’s statutory responsibility to understand children on the register and what was in place to support them. The Assistant Headteacher clarified that it was not that teachers did not know how to deal with SEND children, but that training had not been provided as clearly and effectively as it could have been in how to support this. It was noted that this issue was now being addressed through a series of staff meetings and training sessions over the next few weeks.</p> <p><b>Governors noted that the collaborative energy developing around the curriculum teams should also ensure that SEND was threaded through all discussions.</b></p> <p><b>With reference to the SEND Information Report, governors requested the inclusion of the school’s vision and values at the start of the document. It was agreed this should be present at the start of all school policies.</b></p> <p><b>APPROVED: subject to the above amendment, the SEND Information Report was approved.</b></p> |                              |
| <p><b>9.</b></p> | <p><b><u>Policy Review</u></b></p> <p>All policies had been available to review on the Google Drive prior to the meeting.</p> <p><b>9.1 Attendance Policy</b></p> <p><b>Governors noted the need to ensure that the policy was consistent with practice in school. The Interim Headteacher confirmed that it was. The Assistant Headteacher advised that he and the</b></p>   |                              |

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|  | <p>Inclusion Lead had reviewed and updated this policy, in line with current guidelines and using a model template from York Education.</p> <p><b>Governors requested additional detail in the policy encouraging attendance in Early Years as well, even where children were below compulsory school age.</b></p> <p><b>APPROVED: Subject to the above amendment, governors approved the policy unanimously.</b></p> <p><b>9.2 E-Safety Policy</b><br/>It was noted that this had been based on a model policy from York Education.</p> <p><b>Governors asked what was being done in school to support parents' responsibility for ensuring appropriate use of electronic devices.</b> The Interim Headteacher reported that a Safer Internet Day was planned for 11<sup>th</sup> February, and key resources for parents would be shared, outlining the key risks carried by high profile games and apps. She added that she was also looking into a system called Home Hub which would provide a portal area for parents, staff and pupils separately, where resources could be shared.</p> <p><b>Governors asked whether there was a record for staff to sign and declare when they had read this and other key policies.</b> The Interim Headteacher confirmed that there was, and this was not just done at induction but on an ongoing basis. It was noted that the policy needed to be amended to reflect this.</p> <p><b>Do we have a signing list for staff to declare they have read this and all key policies?</b> NJ confirmed, not just induction but on an ongoing basis. Amend policy to reflect this.</p> <p><b>APPROVED: Subject to the above amendment, governors approved the policy unanimously.</b></p> <p><b>9.3 SEND Policy</b><br/>The Interim Headteacher advised that the existing SEND Policy had been reviewed by the SENCO to ensure that it met statutory requirements and expectations of what the school would achieve, following the upcoming planned training and staff development.</p> <p><b>AGREED: Governors agreed to recommend the policy for approval by the full governing body.</b></p> <p><b>9.4 Single Equality Policy</b><br/>It was noted that this had been based on a model policy from York Education.</p> <p><b>Governors highlighted the importance of ensuring appropriate gender identification language throughout.</b></p> <p><b>AGREED: Subject to the above amendment, governors agreed to recommend the policy for approval by the full governing body.</b></p> <p><b>9.5 NQT Policy</b><br/>It was noted that this had been based on a model policy from York Education.</p> <p><b>AGREED: Governors agreed to recommend the policy for approval by the full governing body.</b></p> | <p>JS</p> <p>JS</p> <p>JS</p> |
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| <p>10.</p> | <p><b><u>Safeguarding (standing item)</u></b></p> <p>The Interim Headteacher provided an update for governors, reporting on the latest monitoring figures of children and families. She also provided data from the previous meeting to enable a comparison over time.</p> <p>The Interim Headteacher reported that all concerns were recorded and referred where appropriate, and staff showed a real understanding now of the importance of this process, and where concerns needed to be logged.</p> <p>The Interim Headteacher also reported that she and the Inclusion Lead had attended training on Adverse Childhood Experiences (ACES) and would be cascading this to staff in due course.</p>  |  |
| <p>11.</p> | <p><b><u>Behaviour &amp; Attendance (standing item)</u></b></p> <p><b>Behaviour</b></p> <p>The Interim Headteacher presented an overview of exclusions this academic year, with additional detail from the previous two years for comparison. She advised that tracking this information provided insight into patterns, and enabled effective monitoring and review of support for individual children. She further advised that clear and tightly managed behaviour plans were in place for pupils who had been excluded, which were regularly reviewed by the Behaviour Lead.</p> <p>The Interim Headteacher noted that the exclusion rate for this academic year was much lower than in previous years. <b>Governors noted that given the turbulence in school with staffing changes and absences, the overall stability of behaviour was a real positive.</b></p> <p>Governors discussed the external behaviour health check report, which had been previously distributed. <b>It was noted that the report contained a lot of positive feedback about behaviour in school, and remarked on staff's development of relationships with children, as well as their understanding and empathy for children's individual backgrounds.</b></p> <p>The Interim Headteacher reported that the training day scheduled for Friday 24<sup>th</sup> January would be led by Pivotal, who had completed the health check visit. She advised that following on from this training, there would be a wider discussion with staff and a review of the current policy. The Interim Headteacher noted that Pivotal had highlighted the importance of consistency of key phrases and scripts. She added that restorative practice was already in place in school, but this training would provide the opportunity to review it.</p> <p><b>Governors agreed that the planned training would provide a good opportunity for staff to review and build on the constructive advice and encouraging feedback from the health check visit. It was noted that a revised and refreshed policy would be developed for implementation from September 2020.</b></p> <p><b>Attendance</b></p> <p>The Interim Headteacher tabled an updated attendance summary, including last year's figures for comparison. She reported that attendance for all groups was either broadly in line or lower than the previous year. She advised that the Inclusion Lead who had been new to post in September 2019, was now pushing forward on absence management from this term.</p> <p>The Interim Headteacher presented an overview of absence code analysis for information. She noted that illness (Code C) was the main reason for absence in school.</p> <p>The Interim Headteacher advised that this information would be used to look in more detail at specific spikes in the data. For example, Year 4 had a rate of 28% absence under Code O, which was</p> |  |

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|                   | <p>unauthorised without explanation. <b>Governors agreed that further investigation was needed on this figure, to understand the reasons that it was so high.</b></p> <p>The Interim Headteacher reported that Year 5 had 16% absence for unauthorised holiday (Code G). She proposed discussion at a future date about the school's strategy on this, and whether governors should look to start imposing fines for unauthorised holidays taken in term time. <b>Governors supported the school's position on not authorising holidays taken in term time.</b></p> <p>The Assistant Headteacher advised that one of the recommendations from the Pupil Premium strategy was to communicate more clearly on half termly absence, making teachers aware where attendance had slipped below 95.9%. A summary overview of this was presented to governors.</p> <p><b>Governors noted in particular an issue with attendance in Reception below 93%, and asked what action had been taken on persistent absence in all year groups.</b> The Assistant Headteacher advised that since December, a more systematic approach had been implemented for children with persistent absence. He advised that he and the Inclusion Lead were meeting fortnightly to track all children with attendance less than 90%. In addition, where there were any concerns about individual children's attendance, they were trying to liaise and meet with children and parents to discuss this.</p> <p><b>Governors asked whether attendance panels would be needed to deal with specific cases.</b> The Assistant Headteacher agreed that this would be a potential need in the future. He added that the key concern was not overall attendance but the small group of persistent absentees. <b>Governors agreed that low attendance in Reception particularly ran a risk of becoming habitual, and encouraged the continued raising of awareness of the importance of attendance.</b></p> <p>The Interim Headteacher noted that the next step in attendance monitoring would be to look in more detail at the analysis of attendance by specific groups.</p> |  |
| <p><b>12.</b></p> | <p><b><u>Any Other Business</u></b><br/>There was no other business to report.</p>   |  |
| <p><b>13.</b></p> | <p><b><u>Date and Time of Next Meetings</u></b><br/>* Tuesday 17<sup>th</sup> March 2020 at 6.00pm<br/>* Tuesday 23<sup>rd</sup> June 2020 at 6.00pm</p>   |  |

The meeting closed at 8.10pm

22nd September 2020

Joanne Lunardi

TLC Committee Chair

Date

*“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”.*

**Clifton Green Primary School - Action Plan following the meeting of the Teaching, Learning & Curriculum Committee held on 21<sup>st</sup> January 2020**

|   | <b>Action</b>   | <b>Agenda Item</b> | <b>Person(s) Responsible</b>         | <b>Timescale</b>  |
|---|---|--------------------|--------------------------------------|-------------------|
| 1 | <i>Email proposed working group members (for monitoring of more able pupils) with suggested dates for a first meeting</i> | 4                  | <i>Nicola Jones</i>                  | <i>31/01/2020</i> |
| 2 | <i>Circulate updated Pupil Premium Strategy and action plans to all governors</i>   | 6                  | <i>George Gardiner</i>               | <i>31/01/2020</i> |
| 3 | <i>Share curriculum team action plans with governors</i>  | 7                  | <i>Nicola Jones</i>                  | <i>17/03/2020</i> |
| 4 | <i>Discuss potential of re-assigning link governor roles in line with curriculum teams at next FGB</i>                    | 7                  | <i>Jess Swarbrick (FGB agenda)</i>   | <i>31/03/2020</i> |
| 5 | <i>SEND, Equality and NQT policies to be amended and put on next FGB agenda for approval</i>                              | 9                  | <i>Nicola Jones / Jess Swarbrick</i> | <i>31/03/2020</i> |

**Future agenda items:**

- \* Update on more able pupils - monitoring and strategy to support
- \* Curriculum team actions plans