



Sir John Cass's Foundation Primary School

Minutes of a meeting of the Curriculum, Pupil Achievement and Pupil Affairs Committee held on 31st January 2018 at 4pm

Membership: Mr J. Fletcher (Chair)*
Mr T. Wilson (Head)*
Mr M. Piper*
Mr D. Alexander*
Ms A. Frain*
Mr E Keene
Ms S. Moore
Mr D. Williams
Ms B.Makin

* denotes attendance

In Attendance: Ms A. Allan (Deputy Head)
Ms H. Khan (Teacher)
Ms I. Britten-Dennie (Lead Early Years Adviser, City of London)

Clerk: Mrs Maxine Zeltser (Clerk)

Mr M.Piper *in the Chair on behalf of Mr J Fletcher*

BUSINESS

1. Opening Prayer

The meeting was opened with a prayer led by Mr T. Wilson

2. Election of Chair and Vice- Chair

Mrs M Zeltser invited nominations for the positions of Chair and Vice-Chair. Mr J. Fletcher was nominated as Chair by Mr M Piper and seconded by Mr D. Alexander. Mr J. Fletcher was duly appointed as Chair.

Mr M. Piper was nominated as Chair by Mr J. Fletcher and seconded by Mr D. Alexander. Mr M. Piper was duly appointed as Vice- Chair.

3. Apologies

Apologies were received from Mr Edward Keene.

4. Declaration of Governors

There were no declarations of any personal and pecuniary interests in respect of items on the agenda.

5. Agree terms of reference of Curriculum, Pupil Achievement and Pupil Affairs.

Mr T. Wilson explained that it is necessary to update the Terms of Reference for this Committee. Governors were referred to the NGA model Terms of Reference which were contained in their Meeting Pack. It was agreed that Mr T. Wilson would amend the standard Terms to include the correct quorum, the members of this committee and the frequency of the meetings. In addition, the purpose of this Committee should include reference to reporting on the teaching of RE in the School; reviewing the School's ethos and reviewing School Council minutes. It was agreed

that Mr T. Wilson should circulate the amended Terms of Reference to all Governors for their comments with a view to bringing the final form to the next Full Governing Body meeting for approval.

ACTION POINT 1: Mr T Wilson to circulate the amended Terms of Reference to all Governors for their comments with a view to bringing the final form to the next Full Governing Body meeting for approval.

6. Dates of Forthcoming meetings

The next Full Governing Body Meeting is on Wednesday 14 March 2018 at 4:00pm and the next Curriculum, Pupil Achievement and Pupil Affairs Committee is on Wednesday 13 June 2018 at 4pm.

Ms A. Allan explained that she was running a SEND training session on 20 February at 4pm and all Governors are invited to attend especially as the recent Governors' skills audit showed that this was an area in which governors needed more knowledge. It was agreed that Mrs M Zeltser should notify all Governors of this session.

ACTION POINT 2: Mrs M Zeltser to notify all Governors of the SEND training session to be held on 20 February at 4pm.

7. Minutes of the previous meeting held on 8th November 2017 and matters arising

Governors were referred to the draft Minutes of the previous meeting which were contained in their Meeting Pack. It was agreed that the Minutes were accurate save that on page 3 the Minutes should state that the School is in the top 5% for attainment and top 12% for progress. Subject to this amendment, the Minutes were **approved**.

There were the following matters arising:

- Action Point 1: Mr T. Wilson explained that he is going to run a session on grammar later on in the term.
- Action Point 2: The changes to the SIP have been done.
- Action Point 3: Mr J Fletcher is to review the SIP in the middle of the academic year and so this has not yet been done.
- Action Point 4: This has been done.
- Action Point 5: The review of the School's Ethos has been deferred to the next Full Governing Body meeting.
- Action Point 6: Mr E. Keene has been appointed as the RE link governor.
- Action Point 7 and 8: Mr E Keene has provided the report and Governors were invited to attend the RE workshop. Mr M Piper and Rev. L Jørgensen attended the workshop.
- Action Point 9: This has been discussed.
- Action Point 10: This has been done and the process was useful. There is going to be a meeting next week with Andrew Carter to discuss the Children's Centre and so there may possibly be more news about funding soon.
- Action Point 11: The Behaviour policy has been approved.
- Action Point 12: Safeguarding training has been booked.

8. Plan programme of visits

It was agreed that at the next meeting there should be a report on Extra-curricular Trips as this was cut short at the last Full Governing Body Meeting. There should also be a report on PE which is a focus for next term. It was agreed that Mr J Fletcher should complete a school visit focusing on music and should report on his visit at the next meeting.

ACTION POINT 3: Mr T Wilson to include in the Agenda for the next Curriculum Committee meeting a report on Extra-Curricular Trips; PE and Mr J Fletcher's report on his music focused visit to the School.

9. Mathematics Report

Ms A. Frain presented her report following her review of Maths in the School. The unvalidated data showed that at the end of last academic year, in Early Years 87% of pupils reached the expected level in Numbers as opposed to 90% in 2016. At the end of Key Stage 1, 80% of pupils were working at the expected level in maths compared to 64% nationally and 20% of pupils were working at greater depth compared with 21% nationally. At the end of Key Stage 2, 93% of pupils were working at the expected level in maths compared with 76% nationally and 27% of pupils were working at greater depth compared with 23% nationally. The target for 2018 is for 90% of pupils to be working at the expected level in maths and 48% of pupils to be working at greater depth. These targets are aspirational but are not impossible to achieve.

As part of her review, Ms A. Frain observed lessons across the School, looked at teachers' planning and pupil books and obtained feedback from staff. The strengths across the School include excellent behaviour in all classes; good pupil engagement in maths; consistent use of maths language throughout the School; good pace and standard of lessons and pupils asking relevant questions.

GOVERNOR QUESTION: How are the expected standards set?

The national standards are set annually based on the performance of a varied group of pupils sitting the SATs exams.

Objectives for the School include implementing the Maths Mastery scheme in KS1 and KS2; improving the use of concrete maths; developing target setting and self-evaluation; improving the consistency of maths teaching and improving girls' attainment in maths.

The **Maths Mastery** scheme is a method of teaching maths from the Far East. Rather than the current weekly themed basis, Maths Mastery focuses on one topic and builds up understanding of that over several months. The scheme involves lots of repetition and pupils are given drills to repeat until they are fluent in a topic. All pupils move on to a new level together and so the class will not move on until all pupils have understood the topic. The problem is that in the countries which use Maths Mastery, classes have more pupils of similar abilities than in this country and they do not have the same number of SEN pupils.

The School has started an Inspire Maths trial in KS1, this is a scheme similar to Maths Mastery. Pupils progress through books at their own pace and are encouraged to use concrete materials to support their learning. The results at the end of last term were encouraging as pupils took a SATs paper and 60% of pupils reached the expected standard. This is impressive as last year, in May, only 70% of pupils achieved the expected standard. The focus of Inspire Maths is mainly on numbers and it is less strong on other aspects. In KS2, Maths Mastery focuses more on solving word problems based on real life problems. As a result, the School is aiming to improve the concrete materials available for pupils in each class because research has shown that this can aid pupils' understanding of topics. Teachers from Shanghai that use Maths Mastery visited the School and ran CPD sessions for staff. There is also online information and Ms A. Frain runs a weekly drop in session for staff that need advice on the scheme.

To aid the **developing of targets**, Ms A. Frain has simplified them. KS1 targets are pictorial and the objectives for KS2 are split into two sections – one for achieving the expected standard and the other to reach greater depth.

To help improve the **consistency in teaching**, Ms A. Frain has run CPD sessions and has joined the School to the South East London Maths hub. Ms A. Frain has also revised the Calculation Policy but is currently waiting for the results of the Inspire Maths project before finalising the Policy. Maths planning is going well as are the drop in advice sessions and lesson observations. There are more shared resources in the School's secure area.

To improve **girls' attainment in maths**, Ms A. Frain has researched two studies. One noted that girls tend to be perfectionists and can suffer anxiety over their concerns about getting the

right answer. Boys tend not be so concerned about this. The other study showed that girls need context to help with their problem solving. To support girls, Ms A. Frain is running an enterprise group whereby the girls will run a little business selling items, possibly through a bake sale. It is hoped that this activity will also boost their confidence. Another strategy is to encourage teachers to be more aware of which pupils they pick to answer questions to ensure that girls are included.

GOVERNOR QUESTION: Does the Expected Standard take gender into account?

No.

GOVERNOR QUESTION: Are boys more interested in the School's Athletics scheme?

There are more boys in the Athletics club but the exercises can be completed at home online, which should enable a more anxious pupil to work at their own pace. The School tries to balance the number of certificates issued between boys and girls.

GOVERNOR QUESTION: Are there after school maths clubs for girls?

There are two after school maths clubs. One is the Athletics club which is for Year 5 and 6 pupils and is intended primarily for those pupils on pupil premium or needing extra support. Any spaces can be filled by any pupil in those year groups. Two thirds of the club is made up of boys. The other club is a girls' activity club which will include maths and that will be starting next week.

GOVERNOR QUESTION: Is the focus only on girls in KS1 and KS2?

No, as there is also a big push to address girls attainment in Early Years maths.

Mr T Wilson explained that a recent Ofsted report has highlighted that the maths curriculum in reception does not tie up with that in Year 1. Ms A. Frain is working on the School's maths curriculum so that nursery and reception is in line with Year 1 and pupils are well prepared for the transition.

Mr T Wilson explained that the School is being cautious in implementing these new schemes for maths and is trying different approaches so that it achieves the most effective model. The Maths Mastery scheme works best if started at the outset and so there are complications in implementing it for the higher years. Also the topics do not fit together as well if started later on in the School and topics could be missed.

It was noted that Mr T. Wilson and Mr D. Alexander met with Ms A. Frain to discuss Maths teaching.

Mr John Fletcher thanked Ms A. Frain for her presentation and noted that her report was well thought through.

10. RE Subject report

Ms H Khan presented her report on RE and explained that she had completed a review of RE with Mr E Keene. It is part of the School's Development Plan to focus on what makes excellent teaching in this subject and how to ensure that pupils ask good questions. A new scheme of work produced by LDBS has been introduced. So far, Mary Thorne has led RE training sessions for all Key Stages, completed lesson observations and monitored pupils' books. Following the observations, the School is in a stronger position than last year. Targets have been set and there are lots of evidence that pupils can link what they have learned to their own experiences and can talk about this. There is more in depth thinking and writing by pupils in RE and Ms H Khan has checked the time allocated to this subject. Mary Thorne has given guidance on what RE means and the type of questions that should be asked.

Areas for development include planning and the School is using the lesson plans produced by LDBS for each topic. Also, it was noted that in some marking, teachers asked leading questions and so teachers have been asked to ensure that their questions will encourage pupils to think. Ms H. Khan hopes to produce a class portfolio to record the good questions asked by pupils. There also needs to be more focus on how pupils can learn from religion and the distinctiveness

of RE as a lesson. Whilst RE is being taught in Early Years, the School needs to gather evidence and Mary Thorne gave examples of how this can be achieved.

The lesson plan allocates 2/3 of the time to Christianity and 1/3 to other faiths. Visits to places of worship is a particular strength of the School. Pupils have visited the Neasden temple and a Buddhist Centre. The aim is for the pupils to experience different ceremonies during these trips.

GOVERNOR QUESTION: Do parents withdraw their children from these visits?

So far, no child has been withdrawn from these trips or from School assembly.

In RE lessons the focus is to teach pupils about what is special about being a member of a particular religion and also about different festivals. Ms H Khan believes that she has achieved the goals set in the SDP. Ms H Khan asked pupils to write to her if they like RE and she received 120 responses.

Ms H Khan was thanked for her informative presentation. Mr E. Keene was thanked for visiting the School and preparing his report on RE, which was contained in the Governors' Meeting Pack.

11. School improvement planning update

Mr T Wilson referred Governors to the School Development Plan contained in their Meeting Plan which has already been discussed at previous meetings. Mr T Wilson explained that at the back of the document he has created an Equalities Objectives page. The School's Equality Policy needs to be reviewed every four years and so it is now due to be updated. The draft Policy that is contained in the Governors' Meeting pack is based on a model policy provided by the School's solicitors. Mr T Wilson considered that it is useful to keep the Equality Objectives page in one document and for them to be reviewed every four years in line with the Policy.

GOVERNOR QUESTION: How are the priority levels for each target set?

The level is set based on the importance of a particular task and the risk to the School if it is not completed.

GOVERNOR QUESTION: Why is there are there red risk items for the targets relating to pupil welfare?

The issue here is that whilst the School records medicines given to pupils and any accidents, there is no way to track these on the School's database to see if there is a pattern forming. Whilst the School is compliant, it is felt that would be ideal to implement a tracking system.

The School's Health and Safety Policy is in place and the School has been inspected by a City officer who suggested various revisions prompted by a recent Serious Case Review. There has been a query as to the proposed wording as the amendments are 15 pages long and so this is in the process of being finalised. Spare epipens have been ordered and will be placed around the School although the staff will need training.

At the last meeting there was a discussion about risk management and so the Plan gives a useful overview as to the School's focus and how it is progressing towards its targets. One amber target is the recruitment of a permanent school business manager, this is in hand and it is hoped that the target will soon be able to be changed to green.

Another area for development is the uptake of places by vulnerable families. Such families are being identified and will be monitored as part of the Children's Centre review. The position is unlikely to change from red until the review has been concluded and actions set.

It was confirmed that Mr John Fletcher will complete his SDP review in the middle of the academic year and that this should be an item for the Agenda of the next Full Governing Body meeting.

ACTION POINT 4: Mr T Wilson to add an item on the Agenda for the next Full Governing Body meeting on Mr J Fletcher's review of the SDP.

12. Data Update

Governors were referred to the Data reports contained in their Meeting Pack. Mr T Wilson explained that the results show that the School should have a threshold of pupils attaining the

expected level at KS1 and KS2 of 75-80%, which is at the usual rate achieved by the School every year. However, the expected standard for Year 6 at greater depth should, this year, be at 46/48% of pupils. This would be a big increase as usually it is only 30% of pupils who achieve this standard. The School set the bands deliberately high for these tests as it wants to highlight any pupil who is just within the expected level range so that they can receive extra support to become more secure in their attainment. It should be noted that the tests were based on the whole curriculum for the particular year group even though pupils have only covered part of the curriculum.

It was noted that 2/3% of pupils were late to School in the morning.

GOVERNOR QUESTION: *Why are pupils' reading levels of concern in Year 3 but so much improved in Year 4?*

It was noted that only half of pupils were secure and above in reading in Year 3 but that this had risen in Year 4 to three quarters being secure and above in reading. Whilst Year 4 does contain a larger cohort of more able pupils, it was also felt that the figures in Year 3 could reflect the dramatic change in reading levels required at that age. In the past, the main concern has been girls' performance in maths in Years 3 and 4. It should be noted that the data is only based on one term's data and that this issue should be revisited in the summer term. It is not a cause for concern, but Year 3 and 4 reading is something to monitor.

GOVERNOR QUESTION: *Is there concern for the attainment of Year 4 girls in maths?*

This was of concern last year and the girls performed poorly again, as the data shows that 62% of them are in the lower group. It has been decided to change the teaching groups in maths in Year 4 into smaller sets to address this issue. The lower groups will be taught by Ms H Khan and Heather.

There are also inconsistencies in pupil performance in writing as no one achieved above the expected level in Years 2, 3 and 4. It is believed that this may be due to an inconsistency in teacher assessment and it is planned that teachers will attend training. In addition, there will be more peer to peer moderations at the end of term.

Year 6 results are looking promising so far and Year 2 results are also looking strong. In Year 2, 83% of pupils are currently at the expected level or higher and 33% of pupils are at greater depth. This is a significant increase from last year and has been achieved even though there are 2 pupils with EHCplan with significant special educational needs.

13. Children's Centre report

Ms Alex Allan explained that the pupil numbers are looking good. The babies' room is full with 6 babies. In September, 4 pupils in the 2 year old room had transitioned from the babies' room and 2 had moved from the 2 year old room to the nursery class. There are currently 8 pupils in the 2 year old room. The nursery has 31 full time pupils and 3 part time. There are 31 pupils in reception. Staffing has been stable apart from a Teaching Assistant leaving the reception class due to ill health. There are two student Teaching Assistants, one is in the nursery and the other is in reception. One Teaching Assistant was moved to support a child in Year 1 who has additional needs. Staff have extensive training opportunities and are using them. Staff are encouraged to feedback to the rest of the staff in the Children's Centre on the training that they have attended and to implement what they have learned. This has had a good impact on teaching practice.

Good progress is being made on developing the learning environment for nursery and reception. The curriculum is being developed and thematic learning is spread across both rooms. The School has purchased Cornerstone's Early Years package to support staff and started using it on 4 January. The package is helpful for giving pointers to Teaching Assistants as to what pupils could be learning. Cornerstones are coming into the Centre tomorrow to coach staff to ensure that the package is having the maximum impact.

There is an ongoing conversation with the City of London regarding funding. There is a temporary agreement for funding of £120K, which is one year's funding, but it is necessary to know what will happen next year. The Centre will need to look at increasing fees and Ms Alex Allan will put a proposal to the next Finance committee about this. Mr T. Wilson explained that he is going to discuss the funding at a meeting next week. There are risks associated with the Early Years database and this forms part of the restructuring being carried out by Ms Isabelle Britten-Denniee.

Ms Alex Allan is looking at the impact of attendance and the latest figures are very high at 87% compared with the Ofsted average of 60%. Transition documents are being developed for those pupils who move from Stay and Play to Reception and are used as a baseline.

There are amazing numbers attending the Stay and Play sessions, so much so that it will be necessary to look at limiting the numbers. Ms Isabelle Britten-Denniee suggested prioritising entry specifically for parents and carers and only if there are vacancies, allowing entry to nannies and their charges. This might cause problems but it is necessary to keep to the principles for which the Centre was set up. This is the policy across the Country and most Children Centres refuse entry for nannies. It will be necessary to consider ways of working with the nannies to minimise the difficulties.

Two year old reviews have been introduced and the Centre is working with the health practitioners. There is holistic play within the daycare. It is necessary to restructure staff holiday leave as pupil numbers are low and the cost of staff cover is high. The proposal is to reduce the amount of flexible annual leave by 5 days so that there will be more compulsory leave when the School is closed. A formal proposal will be brought to the next Finance Committee.

Ofsted have recently brought out new Early Year guidance called Bold Beginnings and Ms Alex Allan is going to look at this and consider the implications for the Centre.

14. SEND Report

Ms Alex Allan explained that Ms Sue Briggs had reviewed the SEND provision at the School just before Christmas as the City of London Corporation is due an imminent SEND inspection. A copy of Ms Sue Briggs's report has already been sent out to all Governors, for their information.

The report contained a lot of positives but there are a few points that need to be looked at. These include involving parents of SEND pupils in School policy and sending them questionnaires. Another point was the establishing of a system whereby pupils could have a say on their own provision, this could include all pupils needing extra support not only those on EHC plans. The updated Accessibility Policy is on today's Agenda for approval by Governors. It is proposed, in future, to merge this with the SEND information report. The SEND documents are on the School website. The pupil premium funded actions are identifiable on the Plan and more explanation will be provided in the next pupil premium statement. Peer reviews are completed for moderations and this includes SEN pupils. The extra-curricular activities are monitored to ensure that the numbers attending from vulnerable groups are maintained. Ms Alex Allan confirmed that she is on top of all the actions noted in the report.

Ms Alex Allan was complimented on her reports by all the Governors.

15. Reports from external advisers

As Mary Thorne's written report has yet to be received it was agreed to move this item to the Agenda for the next Full Governing Body meeting.

ACTION POINT 5: Mr T. Wilson to add the Reports from external advisers as an item for the Agenda of the next Full Governing Body meeting.

16. Evaluations- Quality of Provision

a. Quality of provision- parents

Governors were referred to the report on the Parents questionnaire which was contained in their Meeting Pack. Mr Tim Wilson explained that the questionnaire is carried out twice yearly and

150 responses were received to the recent questionnaire. The graphs contained in the Report indicate a high level of parental satisfaction. The main comment was that there are not enough clubs for KS1 and Early Year pupils. There are logistical issues in establishing such clubs and take up for them has not been huge in the past.

GOVERNOR QUESTION: Does the School follow up any ‘strongly disagree’ responses?

Mr Tim Wilson confirmed that all such comments are shared with teachers so that they can be followed up.

Air quality is always a concern for parents and a priority for the School to take into account. The air quality has greatly improved particularly after the removal of the gyratory system. It was agreed that it would be good PR to publicise the success of the initiatives to improve air quality.

b. School Council Minutes

Governors were referred to the School Council Minutes contained in their Meeting Pack. It was noted that there was feedback as to what pupils wanted from the new headteacher.

17. PUPIL ATTENDANCE

a. To receive the latest attendance figures

Mr Tim Wilson explained that the School’s attendance is currently 97% which is just below this year’s target of 97.5%. These figures put the School in the top 10% of schools for attendance.

18. POLICIES

a. Website Compliance log

Governors were referred to the log which was included in their Meeting Pack. Mr Tim Wilson explained that almost everything is in order.

b. Accessibility Policy

Governors were referred to this Policy which was contained in their Meeting Pack. This policy was drawn up by Ms Alex Allan.

The Governors **RESOLVED** to formally approve and adopt this policy.

c. Equalities Policy

Governors were referred to this Policy which was contained in their Meeting Pack. Mr Tim Wilson explained that this policy was drawn up with guidance from solicitors.

The Governors **RESOLVED** to formally approve and adopt this policy.

19. ANY OTHER BUSINESS

a. Lantern Festival

Mr J Fletcher confirmed that it had been agreed with the City of London Corporation that this should be a fixed event in the City’s calendar.

b. Official Opening of the Square

Mr J. Fletcher explained that the official opening is to take place on 15/16 June and that it is hoped that the School will participate. The idea is that 15 June will be for local businesses and that 16 June will incorporate a community fair. City and Aldgate Events are working together but the City is taking the lead as it has the budget. On 17 June the emphasis will be on St Botolph’s and so it is hoped that the School can take part. Mr Tim Wilson agreed that the School should be involved in the Opening and in the discussions around the arrangements. He thought that Ms Alex Allan would probably be involved in this.

The meeting ended at 6.20pm.

CHAIR.....DATE.....

