



Sir John Cass's Foundation Primary School

**Minutes of Autumn 1 Curriculum, Pupil Achievement and Pupil Affairs
Committee Meeting
10 October 2018, 4:00pm
held at the School**

Membership:	Role	Attendance
Mr John Fletcher (Chair)	Local Authority (LA) Governor	Present
Ms Alex Allan	Head teacher (Ex Officio)	Present
Ms Isabell Culpan	Parent Governor	Present
Ms Bonnie Makin	Support Staff Governor	Present
Ms Sally Moore	London Diocesan Board for Schools (LDBS) Governor	Present
Mr Matthew Piper	Chair, St Botolph's Parochial Church Council Governor	Present
Ms Beverley Ryan	Deanery Governor	Present
Mr David Williams	Foundation Governor – Sir John Cass's Foundation	Absent
In attendance:		
Mr John Hall	Acting Treasurer, Sir John Cass's Foundation	Present 16:00-16:08 for item 2.3
Hasina Khan	Acting Deputy Head	Present
Clerk to governors:		
Madalina Brockmann	HLT Governance Services Manager	Present

Agenda item	Action Point	Responsible	Date by
6.2	To change the SIP to reflect Reading as a key priority.	Headteacher	
8.1.5	To send more guidance to all governors on "peer on peer abuse" – as per the statement from Camden.	SM	
8.1.10	SM to send the LDBS website Keeping Children Safe in Education statutory guidance link to the Clerk. The Clerk to circulate to ALL governors, and ask for them to confirm they had read the document. A signature sheet would be circulated at the next meeting (agenda item).	SM/ Clerk	
8.2	To contact the Deanery to request data on percentages of SEND children.	Headteacher	
8.2	To circulate the anonymised school's provision map for the next committee meeting	Headteacher	Ahead of 30 January 2018
11.5	To consult the parent forum on Inset days. Communicate the days to parents in advance.	Headteacher	

1.	Opening Prayer
-----------	-----------------------

1.1	The meeting opened with a prayer.
2.	Apologies and governor attendance
2.1	No apologies with reasons for absence had been received. All welcomed BR to her first governor meeting. The meeting was quorate.
2.2	The quorum for the meeting was 5 and it was confirmed that the meeting was quorate.
2.3	JH addressed the governors in his new capacity as interim Treasurer and Chair of Sir John Cass's Foundation since August 2018. JH acknowledged the upcoming mediation in October on the outstanding issue of Constitution of governance, and the hope for resolution. It was acknowledged that this had been a long-standing and complex issue and several parties with different interests were involved. While concerned by the energy which would be spent on the mediation process, the Board of the Foundation wished to work together with the school for the future of the children's education. It was hoped that more members of the Foundation would be able to see the work of the school. The Board wished to see a great improvement between the Foundation and the school, expressing that the two parties had a lot to offer if they worked together. The governors expressed commitment to joint work.
3.	Declarations by governors
3.1	Declaration of business/pecuniary and personal interests in relation to any agenda items were asked of the governors.
3.2	None were declared.
4.	Dates of the forthcoming meetings and events
4.1	The following dates were noted: <ul style="list-style-type: none"> • Wednesday, 7 November 2018 – SIAMS and Meal 5pm • Wednesday, 14 November 2018 – Premises and Finance • Wednesday, 5 December 2018 - FGB
5.	Minutes of previous meeting
5.1	The minutes of the Curriculum, Pupil Achievement and Pupil Affairs Committee meeting held on 13 June 2018 were reviewed. The minutes were AGREED as a correct record.
5.2	The following matters arising not covered by agenda items were discussed: <ul style="list-style-type: none"> • AA/ HK met to discuss SIAMS, Mary Thorne came to do an RE review on 18th October. She will do a SIAMS review in the spring term. • SIAMS training for governors would take place on 7 November 2018.
6.	School Improvement Planning (SIP)
6.1	The Headteacher reported. The main priorities for the school were similar to the previous year's, in that there was a big emphasis of spirituality and SIAMS. The plan was to concentrate on embedding what was started the previous year. <ul style="list-style-type: none"> • Early years assessment systems (Cornerstones) was being implemented; • Reading tracking needs to be more rigorous to work well • There were changes in Maths, with this year's focus on Mental Maths; • Staff meeting dates were changed to Thursdays enabling all Teaching Assistants to attend so that they could enhance their subject knowledge.

6.2	<p>Governors noted Reading was a key priority for the school and that this was and this should be reflected in the SIP. Updates on Reading would be received at each FGB meeting. JF clarified that while he usually reviewed the report mid-year especially considering the red sections, there should be a continuous review.</p> <p>ACTION: Headteacher to change the SIP to reflect Reading as a key priority.</p>
7.	Data updates – end of Key Stage (KS)
7.1	<p>The FFT 2018 KS1 Results Service (July 2018) data updates had been circulated ahead of the meeting. The Headteacher reported.</p> <p>RAISE online was replaced with ASP. Final data was to be released in November, confirmed in January, so the data was provisional.</p>
7.2	<p>KS1 results were very strong, compared with Foundation data. Pupil premium and SEND children showed accelerated progress. It was important to keep an eye on middle attainment. Boys had made less progress in Maths. Two of the AAL children had an education healthcare plan. It was noted that two predominant ethnicities, white and Bangladeshi, were represented in the school; 11 others had proportionally smaller numbers so comparisons were difficult. In KS1, Maths was a strength. Progress in Reading had been inconsistent over the last two years, so Reading was a concern. Phonics showed significant result improvement, from 83% achieving standard to 91.5% in 2018, higher than previous year national data of 81%. The phonics threshold is 32. Most children were achieving around 38/40 rather than the 33 and 34 of previous years</p> <p>The EYFS outcome was good.</p> <p>It was noted this was not a large increase but the baseline for previous year’s cohort had been much lower and the national was expected to be lower.</p> <p>The governors commended the Headteacher and staff stating that the KS1 results were the best they had seen over the past three years.</p>
7.3.1	<p>KS2: top 22%</p> <p>Children with SEND did well in Reading. There were no significant differences in ethnical groups in Reading; Bangladeshi boys were monitored in Reading.</p>
7.3.2	<p>The “Concerns: Reading analysis and Reading Action Plan” was tabled at the meeting</p> <p>There was a Year 6 – Year 5 dip from 89% to 80%, the target being 96.6%. It was confirmed 96.6% was an aspirational target, 90% more realistic. It was noted the focus should be on middle attainers.</p>
7.3.3	<p>The governors QUESTIONED whether any trends could be identified among children with poor attainment in Reading.</p> <p>It was noted that there was no trend, no pattern according to gender or ethnicity, these were simply the children who did not like reading. Analysis would continue.</p> <p>The actions taken by the school included:</p> <ol style="list-style-type: none"> a) a change from analytical in-class reading and part texts, which did not encourage pleasure in reading, to encouraging reading for pleasure, whole text, partly with parental support, partly in class. b) New book clubs and new resources in the library were also a new development to address the issue. c) The Accelerated Reader Programme was used.

	d) Training on Reciprocal Reading happened the pre week, explaining structure, and discussing with teachers and TAs how it can work on a daily basis.
7.3.4	The governors QUESTIONED the drop in Year 4 results. It was explained that the problem was the inability to take tests, getting started proved very difficult for the children. Part of the strategy of the school was to introduce 10 minute tests to build stamina.
7.3.5	The governors noted significant improvement in the gifted and talented and asked if that could affect the third quarter children psychologically? There may be a few children who feel like that, children's resilience of attempting something and being prepared to fail is an issue, and the impact should be explored.
7.3.6	Year 2 results were scrutinised. EYFS had a lower base but had made more progress from EYFS to Y1. The governors QUESTIONED whether Ofsted would look at these results in particular? It was noted the school was not falling below standards but the results represented a risk. Ofsted two-day inspections could happen anytime. Staff were aware of these issues and there was a team effort to work together to improve results.
7.3.7	BR self-nominated as Reading Link governor. All governors unanimously AGREED that BR would be the Reading Link governor. Governors thanked the Headteacher and staff for providing helpful data so early in the year.
8.	Safeguarding
8.1	<i>School Safeguarding</i>
8.1.1	SM reported. Mary Thorne and Sally Moore will perform a safeguarding full audit on 4 March 2019 and this will be fed back to the committee.
8.1.2	The Department for Education (DfE) statutory guidance for schools and colleges in England on Keeping children safe in education came into force on 3 September 2018. The guidance includes: changes to information for all staff; the management of safeguarding; and a new section covering child on child sexual violence and sexual harassment. This is statutory guidance that the school must have regard to when carrying out its duties to safeguard and promote the welfare of children. SM reviewed the school's policy on Safeguarding in light of the new guidance, and noted it was compliant. SM explained the meaning of the wording in the guidance: "must" refers to statutory obligations, while "should" is a strong recommendation which should be followed unless there are good reasons not to.
8.1.3	It was noted that while there was a safeguarding delegation to the deputy, everyone had to report concerns about safeguarding, even if they were small, in order to aid

	build the larger picture. Anything notes should be reported, especially early signs of criminal activity.
8.1.4	As accessing the services that support safeguarding was sometimes difficult for families, there was a change of emphasis and schools were expected to play a more prominent role.
8.1.5	<p>It was noted that “peer on peer abuse” was an issue that was receiving more scrutiny. The school’s policy had a statement on “peer on peer abuse”. The governors discussed the difference between bullying and peer on peer abuse, the latter defined as touching in inappropriate places, in reference to sexual aspects.</p> <p>The governors QUESTIONED how to explain abuse to a child abuser, and whether the victim / perpetrator dichotomy would apply. It was clarified that both children would be considered victims, and both families would have opportunities for support. It was noted that SEN children were at a greater risk.</p> <p>ACTION: SM to send more guidance to all governors on “peer on peer abuse” – as per the statement from Camden.</p>
8.1.6	The governors noted that the school ensured all children had two emergency contacts on file at least, and three where possible, also in light of the Hackney review from the previous year recommending this.
8.1.7	It was noted that in terms of information sharing, GDPR regulations do not stop the sharing of information which is aimed to protect the safety of a child.
8.1.8	It was noted that the same safeguarding procedures would apply for volunteers coming into the school for a short time.
8.1.9	It was confirmed that the Deputy and Designated Lead for Safeguarding roles (Deputy Head and Headteacher) were interchangeable. The roles were also in the Job Descriptions.
8.1.10	ACTION: SM to send the LDBS website Keeping Children Safe in Education statutory guidance link to the Clerk. The Clerk to circulate to ALL governors, and ask for them to confirm they had read the document. A signature sheet would be circulated at the next meeting (agenda item).
8.1.11	It was noted that a Safeguarding training had taken place in the school on 03 September 2018.
8.1.12	It was noted that one family had the status of child in need, three were under assessment, and one family had early help. Staff were actively having conversations, and raising concerns where appropriate. Four concern forms had been sent in to the Safeguarding leads, which resulted in one social care referral but no LADO referral. A lot of work was being done on safeguarding of the school and building, including the police visiting to look at the building the previous week and offering guidance. More would be done in the coming year, to ensure children and staff stay as safe as possible.

8.1.13	Staff received guidance that children may exhibit different types of behaviour depending on a number of factors, and now staff took into consideration whether children were SEN or had poor English and other elements.
8.1.14	<p>The governors noted that it was nationally reported that anxiety levels in children were up while resilience was down. The school was taking action to address and support children.</p> <ul style="list-style-type: none"> • A Child and Adolescent Mental Health Services (CAMHS) support worker will come to school on a fortnightly basis to work with staff and their understanding of mental health, so staff can recognise signs of anxiety and support children. There were plans for training dates will be shared via staff training records. • One appointed counsellor was seeing five children every week, but due to long waiting lists, the school appointed an additional counsellor; the two worked on different days and there were plans for group therapy sessions. • The Headteacher reported a mental health awareness session was taking place for a number of schools in the locality - hosted by the City at SJCP on 12 October 2018.
8.1.15	<p>The governors QUESTIONED whether any body of work had been developed so that schools can build in resilience in the pupils, that the school can use. It was noted that work was being done through the WHAM project, PSHE sessions from Hackney, and the curriculum talking about growth mind set and positive attitude. HK and DB would attend Rising Stars growth mindset training on 15 October 2018 and will feedback to staff on 22 November. Staff will be trained on 3 January in Philosphy for Children (P4C). Day 2 of the course will be after the May half term. The governors AGREED to revisit the topic of building resilience in children at the May committee meeting. (agenda item)</p> <p>The governors discussed the benefits of organising a session with parents on resilience, to be addressed in home context, following the example of CityParents who do lunchtime seminars for parents on how to support their children.</p>
8.2	<i>SEND Update</i>
	<p>It was noted that there were currently six children with Educational Healthcare plans, one of them off site. The school was looking at requesting three more plans. The 19.6 per cent of SEND children was relatively high, compared to the national of 15%, but it could be explained by the school being efficient at identifying children with SEND.</p> <p>The governors QUESTIONED how the school compared with other schools in the area.</p> <p>ACTION: Headteacher will contact the Deanery to request data on percentages of SEND children.</p> <p>ACTION: Headteacher will circulate the anonymised school's provision map provide for the next committee meeting.</p>
9.	Curriculum and CPD
9.1	<p>The Chair reported the following developments:</p> <ul style="list-style-type: none"> • CLPE - bringing whole text and stories to English, understanding how texts work;

	<ul style="list-style-type: none"> • Reciprocal Reading • No More Marking • SIAMS • WAMHS • Growth Mindset • P4C • History and Geography – work was underway • Curricular purpose and links • Golden Time – this initiative was enhancing curriculum • Cornerstones
9.2	It was noted that significant changes were expected from Ofsted in September 2019. Schools would be expected to demonstrate how the curriculum was linked together, how substantial learning was gained, and how children could retain learning.
9.3	HK reported on 'No More Marking', a benchmarking initiative for Reading. It was noted national moderation and benchmarking for Reading was lacking. No More Marking offered a way of national moderation, whereby pieces of writing were compared against each other, in parallel to the 'tickbox' grading method. It was noted No More Marking was reliable as when assessed on 30 pieces of writing, the differences were 0.5%. The children would be unprepared, the task was set, uploaded, the reviewer made comments. Year 3 had their task set, and it would be done the following week. A training for staff on No More Marking was booked for 1 November.
9.4	<p>A lot of work was being done around Art. Artist Maud Milton was commissioned to create a whole school mosaic showing the school in the city. Cass Architecture School would assist, and the children were doing thinking about the content and design.</p> <ul style="list-style-type: none"> • Links with community centres and organisations were being built. • A 3D printer was donated to the school. • The school was involved in the City's culture mile project.
10.	Children's Centre report
	From September 2018, a whole new cohort came to the new Children's Centre space. Changes reported were that Andy Dobson worked at the space, Jennifer Hogg went to the nursery class. The numbers of children was still high, no impact was noted and there were no concerns. The Children's Centre review by the City was incomplete, until outcomes are available there would be no changes to the centre. A staff consultation date was pending.
11	Pupil Attendance
11.1	The Chair reported. During these early days, Year 6 attendance was low due to entrance exams and school visits. The previous year, the school had not hit targets for pupil attendance. The Welfare Officer from City had done a few visits to families.
11.2	The governors discussed incentives and penalties to improve attendance. The Headteacher stated that the school was considering introducing fines for persistent absentees, a practice which had never been done in the past. The fines would be imposed by the City Authority. It was noted that children absenteeism was higher on Fridays, linked with parents' holiday plans for long weekends.

11.3	The governors discussed whether issuing fines would help improve the situation. The governors agreed that it would not make a difference to many families, as the families would probably suffer the fine if the travel costs were higher. Should a fine policy be implemented, the governors agreed this should look at frequency of absence, and equitably make allowances for mitigating circumstances. It was noted that there was more lenience in nursery and below.
11.4	The Headteacher stated she planned to send letters to parents both to raise issues and commend good attendance, which the governors approved of. The message from governors was an emphasis on strict attendance. If attendance or punctuality was slipping, a letter home should be sent.
11.5	The governors recommended setting the five In-Service Training (Inset) days on convenient dates for parents and advertising clearly in advance to parents. The governors recommended to consult the parent forum. ACTION: Headteacher to consult the parent forum on Inset days. Communicate the days to parents in advance.
12	Any other business
	<ul style="list-style-type: none"> • SM confirmed she would be the RE link governor; • IC confirmed she would be the Phonics link governor; • The governors were reminded of the governor dinner (preceded by SIAMS training) on 7 November 2018 at 5pm; • The governors were all invited to the annual governors meeting (AGM) on 16 October 2018 at 9am– an opportunity also for parents to ask questions of school leaders and governors.

The meeting was closed at 5:30pm

Signed

Date

John Fletcher

Chair of Curriculum, Pupil Achievement and Pupil Affairs Committee