



Sir John Cass's Foundation Primary School

Public Minutes Spring Curriculum, Pupil Achievement and Pupil Affairs Committee of Sir John Cass's Foundation Primary School (part 1)

Wednesday 30th January 2019, 4:00 pm at the school.

Membership	Role / Initials	Attendance / Apologies
Ms I Culpán	Chair	Present
Ms A Allan	Headteacher	Present
Mr M Ali	MA	Present, left at 5:10pm.
Mr J Fletcher	JF	Apologies
Mr M Piper	MP	Present
Ms B Ryan	BR	Present
Ms B Makin	BM	Present
Ms S Moore	SM	Present
Mr D Williams	DW	Present
Observers		
Ms M Brockmann	Clerk	Present
Ms H Khan	Deputy Head	Present
Ms T Shortland	City	Present

Action Log

Item no / meeting	Item	Responsible	Status	Date by
8.1.5 (10.10.19)	Send more guidance to all governors on "peer on peer abuse" – as per the statement from Camden	SM	Pending	
8.1.10 (10.10.19)	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.	SM / All	Pending. Link was circulated. All to confirm.	

8.2. (10.10.19)	Contact the Deanery to request data on percentages of SEND children.	Head teacher	Pending. The Head teacher met with the Deanery - will have a SEND meeting in May 2019.	
8.2 (10.10.19)	To circulate the anonymised school's provision map	Head teacher	Pending.	
4.2 (30.01.19)	Send their pecuniary interest declarations to the Clerk	MA and DW	Pending	
7.3 (30.01.19)	To provide the data on progress for the autumn Committee meetings (as the data will then be available)	Head teacher		Autumn 2019 Committee
7.5 (30.01.19)	To bring French curriculum to the summer meeting of the committee	Head teacher	Pending	Summer 2019 Committee
7.7 (30.01.19)	Reading Governor Visit report to be circulated to the governors	Reading Governor	Pending	
8.1(30.01.19)	To prepare and submit Spirituality Policy to the governors once the LDBS one becomes available	Head teacher	Pending	Spring 2019
8.8 (30.01.19)	Report on figures for comparison and distribute to the governors for the next Committee meeting	TS		Summer Committee
8.10 (30.01.19)	To write to the Sir John Cass's Foundation in order to request more funding for the gardening club project and to keep the Head teacher informed	DW	Pending	
9.3 (30.01.19)	To present report to governors at the next FGB identifying the main safeguarding school-specific risks	Head teacher	Pending	27.03.2019 FGB
13.1 (30.01.19)	Review link governor roles and appointments at the following FGB, and assign the Mental Health link governor role to start in autumn 2019	Chair/ All	Pending	27.03.2019 FGB
13.2 (30.01.19)	To report on complaints to Committee governors and governors to monitor trends	Head teacher / All		Summer Committee
14.1a (30.01.19)	To ensure all governors have School emails.	Business Manager/ Head teacher		
14.1b (30.01.19)	To give access to governors to the HLT Box. Once all works, clerk will only send an email before each meeting notifying governors that the documents are uploaded.	Clerk		

14.1c (30.01.19)	To review School Website and send comments to the Head teacher on how user friendly it is.	All governors			
Item no.	Item				
1.	Opening prayer				
1.1	The meeting was opened with a prayer.				
2.	Chair and Vice-Chair Elections				
2.1	It was noted JF was stepping down as Chair. IC was standing for Chair, and there were no other nominations. IC was voted unanimously by a show of hands and ELECTED as Chair of the Committee.				
2.2	MP was nominated, voted unanimously and RE-ELECTED Vice-Chair of the Committee.				
3.	Welcome and Apologies				
3.1	Apologies were received from JF but not consented to, as per School practice. The Chair welcomed MA. As a newly appointed governor, MA would attend all committee meetings, then decide which committee to become a member of.				
4.	Declaration by Governors of any personal and pecuniary interests in respect of items on the agenda				
4.1	None were declared.				
4.2	ACTION: MA and DW to send their pecuniary interest declarations to the Clerk.				
5.	Dates of the forthcoming meetings				
5.1	a) Finance Subcommittee – 13 February 2019 b) Full Governing Body – 27 March 2019 The dates were duly noted.				
6.	Minutes of previous meetings				
	The public minutes of the Curriculum, Pupil Achievement and Pupil Affairs meeting of the committee held on 10 October 2018.				
6.1	<i>Approval</i> The minutes were APPROVED as a true and accurate record of the meeting.				
6.2	<i>Action Points</i> 6.2 – Done. 8.1.5 – Pending. 8.1.10 Pending. The Link was circulated. Not all governors had confirmed. 8.2 Pending. The Head teacher met with the Deanery and will have a SEND meeting in May. 8.2 Pending. Head teacher to circulate anonymised school's provision map 11.5 Done. The parents were notified of the Inset days.				

6.3	<p><i>Any matters arising not covered elsewhere</i></p> <p>None were reported.</p>
6.4	<p><i>Chair's actions</i></p> <p>None were reported.</p>
7.	Single Year Plan (2018/19) update
7.1	<p>It was noted that areas in the Plan would become green when completed. The Reading section of the Plan was expanded.</p> <p>QUESTION: What is being done about the gap in Reading between the end of the year and autumn?</p> <p>ANSWER: The School was not overly concerned as the autumn result was end of Key Stage, the children were on track, doing reading in class, the Monday librarian was supporting the children. Whilst the figures did not look encouraging, measures were put in place.</p> <p>QUESTION: Are the 8-9 underperforming children being targeted?</p> <p>ANSWER: Yes, for Year 6 the School was expecting better results.</p> <p>STEM lead status would change due to staff coming back next term.</p>
7.2	<p><i>Technology</i></p> <p>QUESTION: Were technological improvements necessary?</p> <p>ANSWER: The School had the necessary technology. There were class sets of chrome books in Key Stage 2 and iPads in Key Stage 1. Some equipment was past sell-by date but the School was investing in 10 new PCs and laptops; B-box was on order, and would be delivered by Easter. The School was looking at developing coding further, the Head teacher had attended a Technology and Education show the previous year and was considering and planning ahead, putting strategies in place for all subjects in light of new Curriculum.</p> <p>Training and observation was planned, and the School was aiming to be at the forefront so a list of technology was being drawn up.</p> <p>QUESTION: Was this aligned with fundraising strategies?</p> <p>ANSWER: Yes, the Head teacher had discussed with the Business Manager to ensure the technology was understood and embedded.</p> <p>The governors commended the training for parents in the new technologies, considering it beneficial.</p> <p>ACTION: MP to pass on details of his contact in IT to Head teacher, as an opportunity to have a talk with the children about technology and career opportunities.</p>
7.3	<p><i>Data</i></p> <p>QUESTION: Looking at the Reading data, the governors found it difficult to work out progress, measured against the end of the year.</p>

	<p>ANSWER: The School did not focus on data for this meeting, The data reflects the same progress as last year, exhibiting a similar dip. The teachers meet with each child if they are not on track to put provisions in place. In the new Ofsted framework, schools would not looking at in-year data. It was easier to get data from the end of Key Stage 1 and projection.</p> <p>ACTION: Going forward, the Headteacher to provide the data on progress for the autumn Committee meetings (as the data will then be available).</p>
7.4	<p><i>Behaviour</i></p> <p>It was noted behaviour was very good. There were only 4 red cards for bad behaviour over a month, some being children who had difficult Christmas breaks, and found it difficult to settle back in the School routine. 2 resulted in CAMHS referrals. The School was now introducing yellow cards, HK was monitoring and noticing patterns. There were no exclusions and no bullying cases.</p> <p>At the recent School Council meeting, the friendliness of children was reported as a School strength.</p> <p>DW offered to give an award at end of Year 6 for exemplary behaviour. Governors thanked him and AGREED to this, moving forward.</p>
7.5	<p><i>Foreign Languages</i></p> <p>QUESTION: How does the School prioritise which language to teach, also in the light of what is in the best interest of children's future career? Was the School considering options for languages other than French beneficial for commerce and trade?</p> <p>ANSWER: The National Curriculum stipulates each child should be taught a modern foreign language. The children were taught 40 minutes of French per week. The School did not have one feeder, but 14 different secondary schools, which on average mostly taught French. It was felt the choice of which language to teach in terms of future career opportunities had a greater impact at secondary level. The teacher had been on maternity leave, and the role had been filled in, so some fluctuation was involved. However, the French lead was linked with St Paul's School, sharing good practise.</p> <p>ACTION: Head teacher to bring French curriculum to the summer meeting of the Committee.</p>
7.6	<p><i>Children's Centre</i></p> <p>The review was underway.</p>
7.7	<p><i>Reading</i></p> <p>The Reading governor reported verbally on her visit. Reading strategies were discussed, identifying weak areas and opportunities for improvement. The governor walked around the School, noting some children were reading, some were being read to. The governor met with Mandy Sykes in the library, noted Mandy knew the children well, and buddied them up.</p> <p>QUESTION: How were the staff supported?</p> <p>ANSWER: The teachers had extra time for administrative tasks.</p>

	<p>Guided reading received positive response from the children, who were enjoying it.</p> <p>A consultant visited 3 times and reported could see progress every time.</p> <p>It was acknowledged the 3 day structure had to be kept.</p> <p>The School was still using the Accelerated Reader Programme, with the star system, Once the reports were in, HK monitored the test results of the programme, and looked at causes, in conjunction with the termly star reader programme, then discussed support with Mandy. Recommendations are made to children based on previous preferences. A Box with books was made available, bringing the library to children who did not like using the library. These initiatives were successful.</p> <p>ACTION: Reading Governor Visit report to be circulated to the governors.</p>
8.	<p>Head teacher's Report</p> <p>The Head teacher elaborated on the report which had been circulated prior to the meeting.</p>
8.1	<p><i>SIAMS</i></p> <p>It was noted that the vision was agreed, while the values were maintained, and clergy members provided five biblical stories fitting each value. In time, children would learn the stories. The teachers would do one RE lesson on how the children can live the vision in the School.</p> <p>It was noted that the <i>Spirituality Policy</i> was outstanding, pending the LDBS policy which was expected to be published in February.</p> <p>ACTION: Head teacher to prepare and submit Spirituality Policy to the governors once the LDBS one becomes available.</p>
8.2	<p><i>Maths</i></p>
8.2.1	<p>The governors noted the data. The Head teacher explained that while the autumn figures appeared low, they were comparable with last year's and general autumn data. It was agreed it would be more useful for the governors to consider the data in autumn in the future.</p> <p>Times Tables: it was noted the children would get 10 seconds per question. Trials to date showed that children using iPads produced better results than those using normal computers, therefore the School would be using iPads. Trials would be held 10-28 June.</p> <p>QUESTION: What is a good number to attain to pass the test?</p> <p>ANSWER: There is no information available until the trials. The test will be held only once, and the current Year 3 will be the first cohort.</p>
8.2.2	<p>The governors noted that efforts were made to improve Maths and the children were now showing their calculations and strategies, which enabled the teachers to see where mistakes occurred and support the children. Differentiation, catch up groups, and tutoring were part of the School's methods.</p>
8.2.3	<p>The School was enrolled in the Christchurch Maths Challenge and UK MT Maths Challenge.</p>

8.3	<i>Reading</i>
8.3.1	<p>The governors noted that the School was planning Book Week; they were shown the accelerated reader.</p> <p>QUESTION: Is the scale score in line with SATS?</p> <p>ANSWER: No, it needs to be normalised, staff would determine the relevant work necessary to support each child from the relevant columns.</p>
8.4	<i>Writing</i>
8.4.1	The governors noted that the School received an outstanding certificate in the <i>No More Marking</i> scheme, representing a recognition that the School excelled in identifying good writing uniformly. The governors commended this result.
8.4.2	It was noted that the Gifted and Talented Writing group was very popular.
8.4.3	It was noted that the English lead had vacated the post over the summer holidays, and the post had been vacant since. While the School considered recruiting externally, as staff was familiar with the requirements, a lead would be appointed from the 3 current members of staff in the department.
8.4.4	An assessment of the Primary Writing Year 5 Report showed good results, especially benchmarking with other schools.
8.5	<i>RE</i>
8.5.1	<p>The governors noted the RE Governor Visit report. As per the written report, staff had taken on board the timelines, and children now had a visual of how stories fit in the Bible.</p> <p>The School ensured children had exposure to different religions. They were recently covering Buddhism, learning about different aspects such as meditation, breathing, and there were plans to visit the Buddhist temple.</p>
8.5.2	<p>The Head teacher looked at RE data and highlighted the need to do moderation. The School was working on teachers' understanding on how to assess, and building that practise in staff meetings.</p> <p>The governors were presented the RE books and they commended their excellence, being particularly impressed by the quality of the questions. Many children listed RE as their favourite subject.</p> <p>It was noted that a Philosophy for Children session was held on 3 January and that another session would be held in May.</p>
8.5.3	<p>EYFS data was tabled.</p> <p>The governors noted the targets in the Head teacher's presentation.</p> <p>QUESTION: Why is the School not Local Authority average?</p> <p>ANSWER: Private independent day nurseries get assessed but are not part of the School.</p>
8.6	<i>Pupil Progress and Attainment</i>

	This was noted, as per the governors' report.
8.7	<p><i>Monitoring Quality of Teaching</i></p> <p>The School maximised the Practise of Teaching Assistants (TA), focusing on the communication and relationships between teachers and TAs. Sessions were done with staff (both TAs and teachers), also addressing issues such as new teachers finding it difficult to manage other people, and variances in expectations.</p> <p>It was noted SM would perform a Safeguarding Audit on 4 March (not in her capacity as governor).</p> <p>It was noted an OSHE governor visit was planned for 14 February 2019.</p> <p>It was noted that on an Ofsted ready Learning Walk would be held on 26 April 2019 – enabling the School to ascertain their position and determine priorities.</p>
8.8	<p><i>SEND</i></p> <p>The governors noted the SEND Report and SEN Governor Visit report.</p> <p>It was noted the School had both a SENCO (the Head teacher) and Deputy SENCO (HK).</p> <p>It was noted an extra day of counselling was introduced in School to address the need.</p> <p>The governors noted the increase in numbers of SEND and CAMHS referrals.</p> <p>QUESTION: Is the School better at recognising SEND children than other schools?</p> <p>ANSWER: Historically yes, the School excelled at supporting children with SEND, but the trend was of rising numbers in general, especially locally in Tower Hamlets. Numbers were lower in the neighbouring borough of Hackney.</p> <p>The governors expressed concern about the link between SEND / exclusions.</p> <p>The governors were updated on off rolling and managed moves. It was felt that the School's focus of supporting SEND children and not disadvantaging them by managed moves was excellent. SEND children were generally identified early. The Head teacher was concerned the School was over identifying SEND, but it was checked and confirmed the School was correctly identifying. Measures such as Speech and Language were put in place in Early Years. The School was experiencing less budget pressures in supporting SEND children compared to the national average.</p> <p>It was clarified that the new referrals in the Head teacher's report were not included in the number of SEND children listed.</p> <p>The governors AGREED they should have a comprehensive understanding about why the number of SEND children was higher in the School, and monitor developments.</p> <p>ACTION: TS to report on figures for comparison and distribute to the governors for the next Committee meeting.</p> <p>The governors were shown and noted the School's progress in the School League Tables during the meeting.</p>
8.9	<i>DHT Recruitment</i>

8.10	<p><i>Charities</i></p> <p>The governors noted the School was in contact with four Charities, discussing opportunities for them to come to the School and hold workshops.</p> <p>Amnesty International held workshops on human rights for Year 5 and Year 6, and the children are doing posters gaining deeper understanding and awareness of what they can do to support the work. X Farms Project and Toilet Training will work with Key Stage 1. St Mungo's will come on 14 February to work with Year 3 and Year 4. Then the classes will share with other classes, so awareness is raised throughout the School.</p> <p>QUESTION: How was the gardening club?</p> <p>ANSWER: It had been cold over the last month and the beds were a little high for the children. The Business Manager working on making it all more accessible and multipurpose.</p> <p>ACTION: DW to write to the Sir John Cass Foundation in order to request more funding for the gardening club project and to keep the Head teacher informed.</p>
9	Safeguarding update
9.1	The governors noted the electronic visitor system introduced in November 2018 as an improvement to the School's entrance.
9.2	It was noted that a Safeguarding Training would be held on 13 February.
9.3	<p>The governors discussed the importance of being aware of the 3 main School-specific risks to the children.</p> <p>ACTION: Head teacher to present report to governors at the next FGB identifying the main safeguarding school-specific risks.</p>
10	<p>Review RAISE online and Analysis Data – ASP</p> <p>It was noted that the EYFS data had been received the previous term.</p>
11	<p>Pupil Attendance Register</p> <p>As discussed in the previous FGB, pupil attendance remained strong. The Senior Leadership Team was monitoring persistent absentees. It was noted two persistent absentees were back in School. The Headteacher had met with Local Authority Attendance Officer Ian Bruce.</p> <p>QUESTION: Are there identifiable reasons for absence?</p> <p>ANSWER: Yes, hospitalisation and bereavement.</p>
13	<p>Policies</p> <p>The following policies were reviewed and duly RATIFIED:</p>
13.1	<p><i>Mental Health and Wellbeing Policy</i></p> <p>It was noted that this was a new policy, and the Headteacher had researched a number of different policies in order to use best practice while developing it. The governors commended the new policy. The policy was RATIFIED.</p>

	<p>It was noted that all schools were asked by the DfE to nominate a governor to take on the responsibility of Mental Health link governor.</p> <p>ACTION: The Chair and all governors to review link governor roles and appointments at the following FGB, and assign the Mental Health link governor role to start in autumn 2019.</p>
13.2	<p><i>Complaints Policy</i></p> <p>It was noted that the reviews to the policy embedded the School's vision. The policy was RATIFIED, subject to amending "Chairman" to "Chair".</p> <p>QUESTION: Are the complaints monitored?</p> <p>ANSWER: Not currently.</p> <p>ACTION: Head teacher to report on complaints to Committee governors and governors to monitor trends.</p>
13.3	<p><i>Behaviour Policy</i></p> <p>It was noted that the policy was slightly amended to fit with the vision of the School, and that it merged behaviour and antibullying. The policy was RATIFIED.</p>
13.4	<p><i>Managing Serial and Unreasonable Complaints Policy</i></p> <p>The governors noted the new policy employed the Ofsted model. The governors considered the introduction of the policy reasonable. The policy was RATIFIED.</p>
13.5	<p><i>SEND Policy</i></p> <p>The policy was RATIFIED.</p>
13.6	<p><i>Safe Use of Digital Resources Policy</i></p> <p>It was noted there were no amendments to the policy, which had been drawn up in July. The policy was RATIFIED.</p>
14.	Any other business
14.1	<p><i>School website and GDPR</i></p> <p>The governors discussed their use of the Governors space on the School's site, and determined that they were not making full use of it. They did, however, feel the need for an electronic platform where they could easily access meeting papers, and were concerned about papers being sent to their email addresses, in the light of GDPR regulations. The Clerk explained that as part of the clerking package service, the governors could access the GDPR complaint Hackney Learning Trust Box, where all papers were stored.</p> <p>ACTION: Business Manager/Head teacher to ensure all governors have School emails.</p> <p>ACTION: Clerk to give access to governors to the HLT Box. Once all works, clerk will only send an email before each meeting notifying governors that the documents are uploaded.</p> <p>ACTION: Governors to review School Website and send comments to the Head teacher on how user friendly it is.</p>

14.2	<i>SIAMS Material</i> The governors were presented with SIAMS material as examples of pupil learning. The governors strongly commended the material.
	<i>Please see part 2 for the confidential minutes of the meeting.</i>