



# Sir John Cass's Foundation Primary School

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

Wednesday 5<sup>th</sup> June 2019, 4:00pm at the school.

Membership	Role / Initials	Attendance / Apologies		
Ms I Culpan	Chair	Apologies		
Ms A Allan	Headteacher	Present		
Mr M Ali	MA	Absent		
Mr J Fletcher	JF	Present		
Mr M Piper	MP	Present		
Ms B Ryan	BR	Present		
Ms B Makin	BM	Present		
Ms S Moore	SM	Apologies		
Mr D Williams	DW	Present		
<b>Observers</b>				
Ms L Jensen	Clerk	Present		
Ms H Khan	Deputy Headteacher	Present		
Ms T Shortland	TS - Head of Service for Education and Early Years, City of London Corporation	Present		
Ms I Britten-Denniee	IBD - Lead Early Years Adviser, City of London Corporation	Present		
<b>Action Log</b>				
Item no. / Meeting date	Item	Responsible	Status	Date by
8.1.10 (10.10.18)	SM to send the London Diocesan Board for Schools (LDBS) website Keeping Children Safe in Education statutory guidance link to the Clerk. The Clerk to circulate to ALL governors. Governors to confirm they have read the document.	SM / All	Pending. Link was circulated. All to confirm.	
8.2. (10.10.18)	Contact the Deanery to request data on percentages of special educational needs and disabilities (SEND) children.	Headteacher	Pending. Meeting postponed due to SIAMS inspection	

7.3 (30.01.19)	Provide the data on progress for Autumn committee meetings (as the data will then be available)	Headteacher	Pending	Autumn 2019 Committee
8.8 (30.01.19)	Report on figures for comparison and distribute to governors for the next committee meeting.	TS	Pending	Autumn 2019 Committee
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	Next FGB
14.1a (30.01.19)	Ensure all governors have school emails.	Business Manager/ Headteacher	Pending	Next FGB
14.1c (30.01.19)	Review school website and send comments to the Headteacher on how user-friendly it is.	All governors	Pending	
5.2 (05.06.19)	Write to the Golden Bottle Trust	MP	Pending	
5.3 (05.06.19)	Circulate the 'Neglect in Affluence' City research document to committee members.	TS	Pending	
7.2 (05.06.19)	Schedule a Duolingo workshop for parents and staff.	Headteacher	Pending	
8.2 (05.06.19)	Review outcomes of the SLT review of Accelerated Reader (AR) and Cornerstones assessment methods.	Committee	Pending	Autumn 2019 Committee
13.1 (05.06.19)	Review the updated relationships and sex education (RSE) curriculum.	Committee	Pending	Autumn 2019 Committee

Item no.	Item
	<i>Governors' and attendees' comments and questions are highlighted in italics.</i>
<b>1</b>	<b>Opening prayer</b>
1.1	The meeting opened with a prayer.
<b>2</b>	<b>Welcome and Apologies</b>
2.1	Apologies were received from IC and SM. The meeting was chaired by MP.
<b>3</b>	<b>Declaration by Governors of any personal and pecuniary interests in respect of items on the agenda</b>
3.1	No interests were declared.
<b>4</b>	<b>Dates of the Forthcoming Meetings</b>
4.1	The headteacher stated that the governors' Ofsted information session scheduled for 5 <sup>th</sup> June 2019 had been postponed. Governors noted the following meeting dates: <ul style="list-style-type: none"> <li>• Finances and General Purposes Committee – 19<sup>th</sup> June 2019</li> <li>• Full Governing Board – 10<sup>th</sup> July 2019</li> </ul>

4.2	<p>The headteacher invited governors to attend the following:</p> <ul style="list-style-type: none"> <li>• Year 6 leavers' evening – 15<sup>th</sup> July 2019 at 5.00pm</li> <li>• End of year church service – 18<sup>th</sup> July 2019 at 2.00pm</li> </ul>
5	<p><b>Minutes of the Previous Meeting</b></p> <p>5.1 The minutes of the meeting held on 30<sup>th</sup> January 2019 were agreed as a true and accurate record of the meeting subject to the following amendments:</p> <ul style="list-style-type: none"> <li>• <b>Min 7.7 and Action Register:</b> All references to the 'strategy governor' should read - 'reading governor'.</li> <li>• <b>Min 8.5.2:</b> 'Philosophy of Religion' should read - 'Philosophy for Children' (P4C).</li> </ul> <p>5.2 <b>Action Points</b></p> <p>8.1.5 - Done.</p> <p>8.1.10 - Pending. Governors received the Department for Education (DfE) 'Keeping Children Safe in Education' document. Governors are required to confirm that they have read the document.</p> <p>8.2 - Pending. The SEND meeting was postponed due to SIAMS inspection.</p> <p>8.2 - Done. The headteacher tabled the 'Interventions and support 2018-2019' document which detailed the school's targeted interventions for pupils.</p> <p>4.2 - Done. Pecuniary Interest forms had been sent to the clerk.</p> <p>7.3 - Pending.</p> <p>7.5 - Done. On meeting agenda</p> <p>8.1 - Done.</p> <p>8.8 - Pending. Figures for comparison report will be an agenda item in the Autumn term.</p> <p>8.10 - Done. Additional funding for the gardening club had been granted.</p> <p><b>ACTION:</b> MP will write to the Golden Bottle Trust.</p> <p>9.3 - Done.</p> <p>13.1 - Pending. This item will go to the full governing board.</p> <p>13.2 - Done. This item was covered in the meeting agenda.</p> <p>14.1a - Pending. This item will go to the full governing board.</p> <p>14.1b - Done.</p> <p>14.1c - Pending. The website was compliant; but required review and clarification.</p> <p><b>Any matters arising not covered elsewhere</b></p> <p>5.3 <b>Min 9.3:</b> The headteacher reported that safeguarding training had highlighted that the school needed to be aware of broad areas of risk due the varied context of the school's roll. Relevant risks included 'middle class neglect', whereby affluent pupils lacked nurturing backgrounds, loving communications and their emotional and mental health needs were not met. Other areas of risk included overcrowded housing issues, children witnessing domestic violence, exposure to behaviours of older teenage family members and the possibility of radicalisation in faith-based after-school education.</p> <p><i>Do the majority of pupils deemed at risk qualify for pupil premium (PP)?</i> Often households have a single income that makes them ineligible for PP regardless of the size of family or home situation.</p> <p><i>What interventions can be provided for children who witness domestic violence?</i> If the school is able to identify the need, early help and child social care are contacted and interventions are actioned. Counselling can be accessed via Child and Adolescent Mental Health Services (CAHMS) and the school therapist can provide interventions.</p> <p><b>ACTION:</b> TS will circulate the City of London 'Neglect in Affluence' research document to committee members.</p>

	<p><b>Chair's Actions</b> There were no chair's actions to report.</p>
<p><b>6</b></p> <p>6.1</p> <p>6.2</p> <p>6.3</p>	<p><b>Headteacher's Report</b> Governors confirmed that they had received and studied the 'Curriculum, Pupil Achievement and Pupil Affairs – June 2019' document in advance of the meeting. The headteacher highlighted details of the following key areas:</p> <p><b>Deanery work – current aims</b> Deanery Church of England (CofE) schools' Headteachers had met as a forum to moderate the schools and to share best practice. Key aims were to provide mutual support to enable all Deanery schools to achieve Ofsted 'good' or 'outstanding', to achieve excellent Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspection outcomes and to ensure that a CofE provision remained available for those who chose it.</p> <p><b>Swimming - curriculum requirements</b> Committee members noted the statutory curriculum swimming requirements for primary school pupils. The school was required to publish pupils' swimming outcomes on the school website. Currently, children at the school undertook swimming lessons in Years 3 and 4. In the current cohort, twenty-six out of twenty-eight pupils had been assessed as able to swim twenty-five metres. <a href="#">Could the school provide benchmarking data with previous years?</a> This is the first year that the school has been required to publish outcomes; therefore, this is baseline data. <a href="#">Where does the school go to swim?</a> The school goes to a combination of Poplar swimming baths, St George's Leisure Centre and the elite swimming club is at Golden Lane. <a href="#">Constituents have mentioned the lack of cleanliness at St George's.</a> The school will bear this in mind and monitor cleanliness.</p> <p>In the following academic year, the two-class 'bulge' year would progress to KS2 and the increase in numbers of pupils and availability of pools dictated that the large Year 3 cohort would attend swimming lessons until Easter and Year 4 would swim in the summer term. Catch-up sessions would be provided in Years 4 and 5. The headteacher highlighted that the quality of teaching was very good, and pupils were making good progress.</p> <p><b>SIAMS</b> The school had undergone a SIAMS inspection on 23<sup>rd</sup> May 2019. The school was currently awaiting the written SIAMS report with quality assured outcomes. The initial feedback from the inspector had been very positive.</p>
<p><b>7</b></p> <p>7.1</p>	<p><b>French Curriculum</b></p> <p>Committee members studied the 'French @ SJC – May 2019' document. The headteacher highlighted that the French lead at the school was meeting with French leads from other schools in order to share best practice and to open up continuous professional development (CPD) opportunities. The quality of French teaching at the school was very good, an action plan was in place and the continuous development of the French curriculum was ongoing. <a href="#">How does the school teach French to pupils who have French as a first or second language?</a> These pupils study French with their class and the teacher modifies the vocabulary and curriculum for them. Most pupils who speak French do not have a school-based academic knowledge of the language.</p>

7.2	<p>MP requested that workshops for parents be added to the French Action Plan to enable parents to support their children’s learning at home.</p> <p><b>ACTION:</b> The school will schedule a Duolingo workshop for parents and staff.</p>
8	<p><b>Pupil Progress and Attainment</b></p> <p>8.1 Committee members studied the ‘Spring 2019 – subject overview by cohort’ data document which detailed targets, spring outcomes and progress of Years 1 to 6 in reading, writing, mathematics and religious education (RE). The headteacher highlighted that the school was satisfied with pupils’ progress across the board and was optimistic about the outcomes of the recent KS2 SATs.</p> <p><i>How many data collections are there per year?</i> The school carries out three data collections in line with Ofsted requirements. The school is strategically focussing on ways to reduce the workload of teachers without impacting on pupils’ progress and attainment. Indications are that Ofsted will focus less on data and that there will be an increased focus on evidence of pupils’ retention of learning.</p> <p><i>What are the reasons for lower progress levels in Year 3?</i> There has been high pupil mobility in Year 3 with associated English as an additional language (EAL) issues and pupils who have had no previous English education. In addition, pupils’ progress traditionally dips in Year 3 as pupils transfer to the KS2 curriculum.</p> <p><i>There is a distinct disparity in the progress and attainment of the two Year 2 classes; does the school modify across the classes?</i> The two classes are distinctly different. The school has scrutinised and drilled down into the context of the cohort. Teacher assessments have confirmed that the disparity is not a result of quality of teaching.</p> <p><i>Numbers of pupils achieving greater depth standard (GDS) in reading in Year 5 have gone down.</i> The school is carefully monitoring the cohort to find the root cause of the dip. The cohort contains some pupils with difficulties at home.</p> <p>8.2 Committee members studied the ‘Reading analysis and action plan - October 2018 to present’ document.</p> <p><i>Why is Accelerated Reader (AR) progress higher?</i> This will be explored at the upcoming senior leadership team (SLT) awayday. Cornerstones assessments and teacher assessments will be checked for accuracy. AR assesses pupils on a book that is chosen by the pupil, which may produce a better result than other test papers that may not be as specific or age appropriate.</p> <p><b>ACTION:</b> Outcomes of the SLT review of AR and Cornerstones assessment methods will be an agenda item at the next meeting of the Curriculum, Pupil Achievement and Pupil Affairs Committee.</p> <p><i>Is there any correlation between pupils’ behaviour and their outcomes?</i> The school does not have any particular concerns in this area.</p>
9	<p><b>Teaching Quality</b></p> <p>9.1 Teaching and learning had been both internally and externally monitored and assessed; all teachers had been assessed as ‘good’ with a large proportion being deemed ‘outstanding’. Two teachers had been assessed as consistently outstanding throughout the year. The strength of teaching and learning at the school had been highlighted by the SIAMS inspector.</p> <p><i>Are all workstreams and areas of focus beginning to come together?</i> The school has been focussing on achieving consistently high levels of teaching and learning over a number of years; this is beginning to come together.</p>
10	<p><b>Pupil Register and Attendance</b></p> <p>10.1</p>

10.2	<p>Governors studied the pupil register. It was noted that the school was almost full, with only five pupil vacancies across the school.</p> <p>Committee members studied the 'Attendance: 2017-18' data document which made comparisons between attendance in the current and the previous year and provided a breakdown of the context of the school. Persistent absence explanatory information was included in the document.</p> <p><i>Persistent absence is higher for pupils below the statutory school age; how does the school address this issue?</i> The school speaks to, sends letters to and works with families. The school makes it clear that full attendance is expected; however, a 'light touch' is employed in the case of children below statutory school age and absences will be authorised where necessary.</p> <p><i>What is punctuality like at the school?</i> Punctuality is good, the school has no concerns.</p>
<p><b>11</b></p> <p>11.1</p> <p>11.2</p>	<p><b>Recruitment</b></p> <p>It was noted that the end of May 2019 had been the notification deadline for teacher resignations; the school had had no resignations from teachers or from teaching assistants (TAs) and therefore was not recruiting. The headteacher highlighted the following:</p> <ul style="list-style-type: none"> <li>• A TA on sabbatical was not returning to the school and had been replaced.</li> <li>• One of the performing arts teacher is leaving and has been replaced.</li> <li>• Two staff were currently on maternity leave and two more would begin maternity leave in September 2019; three of these were TAs.</li> <li>• A teacher trainee who was previously a TA at the school would be joining as a qualified teacher from 8<sup>th</sup> July 2019.</li> </ul> <p><i>Does the school receive requests for maternity leavers to return as part-time staff?</i> This has not been an issue for the school so far. The school would be open to the idea if it worked well for all parties.</p> <p>Committee members congratulated the headteacher and highlighted that the school's excellent teacher retention record was a reflection of the school's positive teaching environment.</p>
<p><b>12</b></p> <p>12.1</p> <p>12.2</p>	<p><b>Behaviour and Safeguarding Report: May 2019</b></p> <p>Committee members studied the 'Behaviour – September to May' document. The headteacher highlighted that behaviour at the school was exceptional and good behaviour was a priority for the school. As a result of this focus, pupils may receive more red cards than at similar schools. The school was continuing to train staff in consistency in responding to behaviour incidents.</p> <p><i>Why are more red cards issued in Year 2 and Year 6?</i> There are two classes in Year 2. Year 6 includes three boys who are issued red cards frequently.</p> <p>Committee members commented that the case studies included in the report were useful and informative.</p>
<p><b>13</b></p> <p>13.1</p>	<p><b>Statement of Curriculum Intent</b></p> <p>The committee noted the 'Statement of Curriculum Intent' document. The headteacher highlighted that in line with the Ofsted framework update the school had written a statement outlining the intent and impact of the curriculum. The committee noted that the statement had been shared with the SIAMS inspector and with the school's London Diocesan board of Schools (LDBS) School Improvement Advisor (SIP). The statement would be continuously reviewed and updated.</p> <p><i>Should a reference to Ofsted's cultural capital for children be added?</i> This will be covered under implementation and impact.</p>

	<p><i>Has the school received any concerns about the updated Department for Education (DfE) Relationships and Sex Education (RSE) curriculum?</i> There have been no concerns so far. The school will consult with parents regarding the RSE element of the curriculum. The school will sensitively update the curriculum, taking into account the context of the school and the community that it serves.</p> <p><b>ACTION:</b> Review of the updated RSE curriculum will be an agenda item for the next meeting of the Curriculum, Pupil Achievement and Pupil Affairs Committee.</p>
<b>14</b>	<b>Policies</b>
14.1	<p><b>Child Protection and Safeguarding Policy</b></p> <p>Committee members confirmed that they had studied the ‘Child Protection and Safeguarding Policy’ in advance of the meeting. The headteacher highlighted that the School Vision had been added at the beginning of the policy. It was noted that the designated safeguarding governor remained the same.</p> <p><b>DECISION:</b> The Curriculum, Pupil Achievement and Pupil Affairs Committee approved the Child Protection and Safeguarding Policy.</p>
<b>15</b>	<b>Reflection: how have governors upheld the vision of the school in this meeting?</b>
15.1	Committee members reflected that the committee had looked at pupils’ opportunities and how the school and the staff encouraged children and enabled them to grow and develop regardless of their background.
15.2	<p>Committee members had discussed and reviewed:</p> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• The wider community</li> <li>• CPD and the wellbeing of staff</li> </ul>
	This part of the meeting closed at 5.00pm