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College Town Primary School



**Curriculum Committee Meeting**

**16th June2022**

**Draft - Minutes**

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| **Present** | |
| Rita Carvosso (RC) | Co-Chair of Governors |
| Trudi Sammons (TS) | Headteacher |
| Chloe Holloway | Staff Governor |
| Jennie Hulse | Parent Governor |
| Toni Barton | Co-Chair of Governors |
| Cheryl Bentley | Co-Opted Governor |
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| **In attendance** | |
| Jade Faircloth | SENCO |
| Anne Duncan | Lead Practitioner |
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| **Apologies** |  |
| Angela Harris |  |
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| **1** | **Welcome and apologies**  Apologies received from AH, CD and TB |
| **2** | **Declarations of interests**  No changes to declare |
| **3** | **Minutes of last meeting/matters arising**  Approved as true record of meeting |
| **4** | **Headteachers report**  **Pupil Progress Update**  Currently undertaking the phonics testing looking at 85% if the pass mark isn’t changed – had previously undertaken trial tests with results of 80%. 3 pupils were away but are now all complete.  Difference between boys and girls is a significant gap which is very pleasing. FSM results were 100% which is very good.  Re-sits in year 2 not as good as hoped. The reason for this is that they are all SEN and will always be behind their peers.  Q What is their individual progress like?  A Slow but they are making progress, one pupil appears to be dyslexic but is too young to be officially diagnosed or get support.  Development slightly down overall on where we normally percentage wise are but not a surprise as we know there is a high content of high special needs in reception with diagnosis.  Q Any thoughts about why there is such a high number? Is it just the cohort?  A No they are all very specific needs and some have EHCP’s in place or EHCP’s pending. Child who did not achieve is known to educational welfare officer for low attendance of 60% (continuing to decline) we can’t teach them if they do not attend school. Letter regarding attendance was sent to parents this week.  Teacher assessment being undertaken for Year 2 and Year 6 in reading and writing held the Open Leaning Centre as school wasn’t selected to have formal moderation by the LA.  Data for KS1 and KS2 must be submitted by the end of June. Early years was submitted on 14th June, phonics data will be submitted by 24th June. Year 4 multiplication check to completed.  Q When will the results be ready for governors?  A Will be reported back to governors at the meeting in Autumn term.  Attendance for SEN and FSM children is significantly below the other pupils. Individual schools report shows the school as in bottom 20% of all schools. This will be looked at by OFSTED before they come in and there must be clear strategies within the school development plan on how this is going to be addressed. Also referred to as disadvantaged pupils.  Q As a school there is a good attendance policy in place  A Yes policy is good, but parents must stick to it.  Q Attendance is hard as it is not down to the school it is the parents that affect their child’s attendance.  A Yes, it is the parents of the FSM and SEND that are really impacting on the overall figures for the school – currently 93.7% when it should be at 96%.  Fining is something that as a school we have not had to do in the past however, going to have to become something that is done.  Q With the FSM it will be something hitting them financially when they are already struggling so they aren’t going to pay it.  A this will be the case and will double due to non-payment and can cause stress. The one child that didn’t get GLD should have and non-attendance is ruining the child’s life chances. So we will be fining – the child has to come first.  Q it is important to remember that it is the child, and their future that is the focus. Could the process get extra help for the pupil such as transport to get them to school and social care involved?  A Meeting with the EWO regarding another child who has not been attending and they are very reluctant to go and help families bring children to school. Have made this offer but parent has never made contact to take up the offer as they live quite a way from school and there are schools closer to home which could make their attendance better. Social team was involved but it is up to parents to engage.  KS2 results are hoping to be at national average or just above but will know for sure on 5th July.  Q What were the papers like?  A Papers were from 2020 as they were cancelled. Most of the curriculum is taught in years 4 and 5. Year 6 is for greater depth – purchased resources for working on comprehension which has worked well.  Q Will this continue with the year 6’s ongoing?  A Yes and it is something we are doing in KS1 as well. Will be doing one reading focus and one comprehension focus.  Reading in KS1 has always been good but reading in KS2 hasn’t been as good but this changed and is improving. |
| **5** | **SEND**  Full reports were sent to governors prior to the meeting. The points discussed were :  The most significant needs continue to be in EYFS and Year 1, where 4 of the pupils with EHCPs are being taught. There has been a new arrival in Nursery, a looked after child on a decelerated place with significant communication needs (they should be in reception). They arrived after Easter and school are currently in consultation with parents, social worker, and the LA about the suitability of the placement as is not appropriate for her to be here so are trying to source alternative provision for her.  The Year 1 pupil that arrived prior to Christmas has an assessment place at The Link, Manor Green and is proceeding through the EHCP process. Hoping that she will remain at The Link which seems to be meeting her needs or an alternative provision which can meet her needs.  Q Do we have responsibility for keeping an eye on what is happening regarding this?  A yes and the school are very good at keeping CTP updated. Send attendance report fortnightly and progress reports every six weeks and a Teams meeting at the end of each term. She is dual registered.  One of the EHCP pupils in Year 1 is relocating in July to Norfolk which will free up staff.  Q Do they have to start the process again when they relocate?  A no as an EHCP has already been issued that will follow them which can make the transition to the new school easier.  Teachers have reviewed and updated IEPs across the school, this is their next set of targets across summer term and prepare them for going into their next year group as well as giving their new teachers an idea of what progress they have made and what their strengths and difficulties are. Just before transition teachers write an end of year summary of the child’s strengths and difficulties over the year.  Q Has the quality of IEPs improved? Know a lot work has been done on this.  A Yes, teachers seem to have better understanding of what is an appropriate target and what the children are capable of achieving in the 6 week time frames. Clearer areas to work on.  Interventions were set up in January across the school ranging from fine motor and phonics in Reception, phonics in Year 1 and Rapid Maths and Rapid Writing in Key Stage 2. This has been monitored at each half term data point and across all interventions there has been at least 80% progress. The children are making the 2 steps expected progress from their individual starting points in the interventions.  Only exception to this is 2 pupils who are very specific high needs SEN pupils. Discussions have been had with class teachers and parents regarding further assessment from outside agencies.  Q Has the LA improved with regards to the quality of support they are providing as they did not receive a good report?  A No it has got worse if anything.  Q Was on a panel when OFSTED came to ask parents opinion on the local authority and not one parent had anything good to say.  EHCP Pupils  There are now currently 6 children in school with an Education, Health and Care Plan. - 1 on a temporary placement in Nursery - 1 in Reception, - 2 in Year 1 (although 1 is leaving at the end of the year) - 1 pupil in Year 3 (currently not in school) - 1 pupil in Year 4.  Have put through 4 more applications since January. Two are at the stage where professionals come out and write reports for submission to panel and a draft plan is produced.  One other has progressed to this stage (according to the Ed Psych) but nothing has been received at school regarding this. So currently outside of the 6-week timeframe on how this should be legally progressing.  Final child in Year 6 has significant delays and there has been no acknowledgement of his application at all. So almost 8-10 weeks into the process.  Q If these timeframes are missed, they have start all over again and don’t realise the impact on the pupils  A In Autumn term they were saying 2 terms of evidence was needed and with COVID and lockdowns everything stopped and the gaps get wider. No one comes into school to see the pupils they only want to do it via Teams which is not a true picture. Speech and language only come in if 10 weeks of triage is completed or the pupil has an EHCP. Only person who comes into school to see the pupils is the Ed Psych and her reports a re very thorough and give weight to the EHCP applications.  Current EHCP pupils are due for annual reviews all this term so currently preparing 5 annual reviews.  The pupil on a temporary placement is also a Looked After Child and school are currently working with Hampshire Local Authority to source an appropriate provision for the pupil as the have been decelerated in their learning. The LA want an annual review to form part of this  1 pupil, currently in Year 1, requesting an early annual review as we want a specialist resource provision for him. He is not coping very well with the year 1 curriculum even with differentiation and alternative timetable it is detrimental to his wellbeing and learning. It is impacting the other students in the classroom.  Support has been provided to two Year 1 teachers regarding provision and planning for EHCP children. This has been monitored weekly and discussions held with teachers as to how to support the learners. Teachers have been trained in using Clicker, Word Shark and Number Shark as an additional tool to support the children in class. Being as inclusive as they can and one of the pupils is responding well.  Training modules on Autism and Challenging Behaviour are accessible to all staff – online and workbook based.  Q Are these courses that must be paid for?  A Yes staff are very willing to learn and ask what courses they can do. Some of the 1to1 staff have had contact with the Autism Service via Teams for reassurance and guidance on how to lead challenging situations. TeamTeach training is proving difficult to pin down as it has been cancelled due to numbers.  Q It is great that staff are willing to learn but not good that the LA is cancelling courses.  Still have student in year 3 who is not attending school. Constantly talking to the LA about where we go with this pupil and alternative provision they can have. Unfortunately, the alternative provision which started at Easter is not working – all alternative provision provided to the family has broken down. It has now been raised to the highest level in BFC.  Q This is serious that is has got to this level and there had been no response the LA needs to take action.  Q Are our numbers of EHCPs high in schools generally?  A No listening to other SENCOs we are lucky our number is quite low but there is nowhere for pupils to go. All the Specialist Provision places are full  Q As a school everything that can be done is being done. |
| **6** | **School Development Plan / RAP Update**  Full report was sent to governors prior to the meeting. The points discussed were :  Last year there were 2 important documents that were produced by the government one of them to do with systematics and one to do with the reading framework about how reading should be a focus. As a result of this Natasha Nixon who is strategic English lead has been joined by Anne Duncan, Jade Faircloth and Fiona Mitchell to form a Learning to Read Team as there were lots of things to attend to.  Q This is a really good way to approach it – the work is spread  A The level of nitpicking that needs to go on could not be done by one person and has proven to be really successful.  Phonics has been main focus this year having to move to the systematic synthetic phonics programme. Wrote an interim programme for everything that is taught broken down week by week, ordered new reading books and guided reading books all of which are decodable. Targeting the lowest 20% readers in the school hearing them all read and scrutinised all the data.  The massive team effort across the school is why the results have been so good.  At the end of the pandemic the government increased the target to 95% of children passing the phonics assessment. As a school our results are the best that we have done at 85% in year 1 which is seven children not passing. The seven that didn’t pass have things in place to continue pushing them right up to the end of term.  Staff including all TA’s will be given training on the new Wondle Scheme during the summer term so that they can hit the ground having all had the same training in September. This will be 30 staff trained.  Q You could not do any more with phonics than you have done. Shows how realistic the expectation of 95% really is – schools with a higher SEND number don’t stand a chance.  A At this age children are coming to school with very different needs and mature at different rates – they are all reading really well but you have to have a certain set of skills to meet the expected standard.  Q demoralizing for parents when being told your child has failed  A Obliged to inform parents the child has failed to meet threshold but explain to parents that education is a marathon not a sprint plenty of children have a wobbly start but soon learn to fly. All parents concerned were aware prior to the tests that their children were struggling.  Q As a parent knowing in advance helps to move forward  ECT’s have done really well this year and opted for the Education Development Trust study blocks for their training modules produced by Sheffield Hallam University.  Q This has been really good and can see how the modules work in class.  Curriculum lead has been using her KIT days to evaluate curriculum at the end of the pandemic. One of the things to address was assessment tasks in foundation subjects – assessment needs to be more specific. Reviewing the curriculum is where it needs to be following all the disruption of the last 2 years. |
| **7** | **GB Monitoring programme**  Discussion with school council and Pastoral Lead along with a book look taking place directly after the meeting |
| **8** | **Governor Recruitment** |
| **9** | **Part 2 - if applicable**  None |
| **10** | **AOB**  None |
| **11** | **Date of next meeting**  To be confirmed at FGB meeting on 4th July |

APPROVAL OF FINAL MINUTES

Name:

Signature:

Position:

Date: