

College Town Primary School

**Curriculum Meeting**

**21st October 2021 @ 8.30am via Teams**

**Draft - Minutes**

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| **Present** | |
| Rita Carvosso | Chair of Governors |
| Trudi Sammons | Headteacher |
| Toni Barton | Committee chair / vice-chair |
| Angie Harris | Co-opted Governor / SEND Governor |
| Jennie Hulse | Co-opted Governor |
| Cheryl Delilkhan | Parent Governor |
| **In attendance** | |
| Karen Cane (KC) | Clerk |
| Anne Duncan | Lead Practitioner Teaching & Learning |
| Jade Faircloth | SENCO, Assistant Head of Inclusion |
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| **Apologies** | None |
| Tony Whiddett |  |
| Cheryl Bentley |  |
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| **1** | **Welcome and apologies**  Apologies Tony W and Cheryl B. Jennie had issues with accessing and staying in the meeting so was not present for all of it.  Welcomed all to the meeting which was the first in quite some time.  Welcomed Jennie to her first meeting as a new governor and advised all that Angie has agreed to take on the role of SEND governor. |
| **2** | **Declarations of interests**  Still some forms outstanding and clerk to get AH to complete new form following appointment as bursar at another local school |
| **3** | **Minutes of last meeting/matters arising**  Approved and none arising |
| **4** | **SEN/ PPG**  The school has a register of targeted special educational provision and additional needs in the school. 12% of all children on roll are included on this register. This is broken down as follows:  Cognition and Learning: 40% (down 23% from last year)  Communication and Interaction: 21% (up 6 % from last year)  Social, Emotional, Mental Health: 32% (up 16% from last year)  Physical Development: 7% (up 1% from last year)  There are currently 5 children in school with an Education, Health and Care Plan.  1 plan was submitted prior to the Summer holidays and was rejected (for the second time) and a new arrival to Reception has had an EHCP submitted prior to joining us.  There has been a significant rise in the number of children with Social, Emotional, Mental Health needs, there has been a significant increase in the number of children being diagnosed with Autism, ADHD or having behavioural needs.  A request for additional funding has been submitted to the School Intervention Fund (SIF), for a pupil that came to College Town last March on a managed move, this child has complex social, emotional, mental health needs and school are working with a range of professionals and the SEND department to source alternative (and appropriate) provision for him.  SEND Provision  The most significant needs are in Reception and Year 1, where 3 of the pupils with EHCPs are being taught. The pupil in Reception, requires large amounts of one-to-one support to access the curriculum, manage his care needs and communicate effectively with adults and peers. 2 pupils are in Year 1, again both requiring a large amount of one-to-one support. 1 pupil, struggled with the transition and spent a considerable number of weeks running out of the classroom, hiding in cupboards, and refusing to work but has begun to remain more consistently in the classroom. The other Year 1 pupil, demonstrates significantly challenging behaviour daily, often refusing to go into the classroom, will scream, lash out and is often extremely distressed. Advice has been sought from outside agencies in how best to support this pupil and school have invited parents in to help settle the pupil into the classroom and access any form of learning.  The other pupils with EHCPs are settled and becoming familiar with the routines and expectations of their new classes. 1 pupil is currently working out of their year group (1 year behind) and is still on a waiting list for Kennel Lane (2 years now).  All IEPS and PSPs are due to be reviewed after half term, which will enable all targets to be updated and appropriate to match the needs of each child. These will then be shared with parents.  Governors discussed the number of IEPs in school, what they cover and when staff can update them. There are 50 pupils on the SEN register including EHCPs, their needs are defined under the 4 areas of need taken from the code of practice. Provision maps have been introduced to support children who may need additional support in one particular area, but does require an IEP.  ELSA sessions have resumed and we now have an additional trained ELSA support, this has enabled the sessions to run more effectively and now includes children in Year 2, who previously were supported by class teachers and circle time activities. For new referrals, teachers complete a referral form so that the child’s needs can be discussed and enables the staff member delivering this to have a deeper understanding of the child’s needs at that moment in time.  Play Therapy has resumed, and all 6 allocated spaces have been filled and children are responding well to this targeted intervention.  We also have the involvement of Daisy’s Dream who have just begun to work with two new students within our school.  Assessments and Outside Agency Support  All external services are reluctant to come in and do visits / observations / assessments face to face which is proving to be challenging and detrimental for the children/parents requiring additional support.  The Educational Psychology Service is an exception to this and is coming in to see students when a request is made. Visits have been organised for the pupils with EHCPs to address ongoing concerns around their needs and the appropriateness of our setting to meet their needs.  Speech and Language have changed their referral system which mean that there are children who have still not been since in over a year. There does not seem to be any improvement with accessing Speech and Language moving forward – currently they do a triage consult with the class teacher review after 8 weeks and may then visit. To try and bridge the gap we have set up an Early Listening Group is running twice a week to support children with English as and Additional Language and children with Speech and Language needs. This is being run across Year 1 and Year 2.  Training  Due to the large volume of new members of staff the following training has already taken place:  Differentiation and effective use of the TA SEND: Planning and provision to support individual needs  Both Insets are focused around ensuring that children with additional needs are adequately planned for, there is an awareness of the children’s needs and what that presents like within the classroom as well as showing thought and consideration to how this will be delivered for the lesson. An SEN bulletin has been sent out to all staff informing them of the current needs within the school and a focus on key areas of need (please see attached).  School led funding/Pupil Premium (Free School Meals)  There are currently 31 pupils (7% of the school) who are FSM, we have used the school led funding to support the pupils in the following ways:  Reception children: additional readers (heard twice a week)  Year 1 children: additional readers (heard three times a week)  Year 3 and Year 4 children: 10 children across the 2-year groups are taught for 1 hour 15 minutes by a qualified teacher each day in a targeted maths group.  Year 6 children: 15 children are taught for Maths and English every morning by a qualified teacher in targeted sessions. |
| **5** | **Head Teachers Report / Teaching & Learning**  STEP visit completed on 30th September and report was provided to all governors prior to the meeting for review.  Governors felt the report was good and asked if SLT agreed …. Content was accurate and very detailed.  Start to the year has not been without issues - have had several staff suffering from COVID and put in to place some of the protective measures stated within the school’s breakout management plan as a matter of being reactive to the current high spread within the community. This has ensured that there has not been a drop in the quality of teaching being provided to the affected classes.  Generally, the pupils are doing well, and the behaviour policy is being consistently implemented. The emotional needs are as they would normally be at this time in the year.  Pupil welfare/Pastoral support provided by Mrs Mitchell has been invaluable and the overall a very settled half term. Year R have settled very well and completed their baseline test. Have held a phonics workshop for parents to help engage them in the new focus on phonics teaching. It was very well attended and have ordered resources which can be sold to parents to help them support their children – of 48 sets 39 had sold within 2 days. The level of parental engagement is exciting to see, and more workshops are being planned for the coming months.  Walk rounds of classrooms have been completed and only 1 teacher observation was RI all others were good.  Curriculum subject leads have reviewed their subjects and ensured that any skills which may have been missed during the last 18 months are included in the 21/22 planning.  Art and DT subject leaders are booked in to complete some CPD training through Focus Education. Instead of using provision/ training which was not QA'd would rather invest in high-quality training provided by Focus education. Indeed, there has been over £1000 spent on delivering such training to subject leads.  Moving forward BFC has stated that schools can decide what is the best way for them individually to establish a sense of normal within school regarding trips, visits in school etc. The SLT have met to discuss this and agree to keep in place the transmission reduction activities such as handwashing, no unnecessary mixing. This means that school will stick to its plan to restrict activities attended by parents and those that do take place will be outside wherever possible. This should hopefully mean that none will need to be cancelled.  An outcome from lockdown and from discussion with teachers was the barrier to supporting writing remotely. Assessment opportunities were less, and this has had an impact on the overall quality and outcomes more than those witnessed in reading and mathematics.  **Phonic Update**  83% new staff in Reception and Year 1 it is vital that further training is delivered to support our continued development in supporting early reading.  In addition to training as a school we are considering how we will ensure that our phonic resources fully support a systematic phonic program from Jan 2022. The DFE is no longer updating Letters and Sounds was no longer going to be updated. Therefore, as a school we are auditing our resources to ensure that we are suitably ready. It is important that we recognise that our phonics provision must support the following:   * give all children a solid base upon which to build as they progress through school * help children to develop the habit of reading widely and often, for both pleasure and information   We have invested a further £3000 on reading books which align to the phonic progression within letters and sounds and are also using Bug Club as an additional vehicle to support reading at home.  Having evaluated our current practice we have decided that in Reception children will start to learn letter shapes in print form as opposed to pre cursive. We would expect pre cursive to start in Year 1 when many of our children would be secure in recognising graphemes for reading and would then be more regularly applying these in their writing.  Discussion as to whether phonics works for all – government feels phonics is key to learning but there will always be those pupils who learn by sight.  **Data**  All governors received a copy of the headteachers report containing full breakdown of pupil data prior to the meeting for review. Though the data was surprising that as a school were so far below the national figures need to remember that the assessments are all school based and not moderated so difficult to tell how true these are. KS1 are the hardest hit by the lockdown periods.  Despite the prolonged absence of pupils due to lockdown our attainment was in line with the national reading and maths but our progress was weaker than the previous year.  The FFT data report demonstrated that as a school reading and maths outcomes were in line with the national picture. However, writing was far lower. The headteacher did question the reliability of the national data as it was all based on TA and there had been no validated data since 2019. However, the school were actively looking at writing as this had been identified during all lockdowns as the area which was hardest to develop and assess.  It was apparent from the data that the school's small number of FSM pupils (4) had not made expected progress and it had been noted throughout lockdown that engaging this group was particularly challenging. However the school had acted promptly in ensuring that learning was accessible for these pupils, but parental support was still lacking.  The data for specific groups highlights how poorly our pupils from disadvantaged families compare to those who are not FSM6. The group of FSM6 pupils was very small (4) and is not seen as statistically reliable group and needs to be over 5 pupils. The support for these children was hindered by their non-attendance and their inability to access remote learning due to parental support and resources. The school was quick to ensure IT was supplied to these children and teachers gave 1-1 slots of tutoring in addition to other remote learning opportunities to further support their progress. The internal systems set up in September had to end abruptly in 2021 when lockdown came in place once more. This was addressed moving forwards into the new academic year through staffing capacity to ensure that provision for FSM6 and SEND pupils in Year 3 could be more bespoke and led by an experienced teacher. We are already seeing better engagement and with data to be submitted on Oct 15th their progress will be monitored closely to evidence the impact of a more personalised provision for these groups in Year 3. As a school we knew that this cohort of children were going to require significant support to help overcome the challenges from two school years of lockdowns. These children missed key learning in Year 1 and again in Year 2.  Hoping that the pupils in Year 6 will be sitting SATs in the summer term so that clear data can be obtained – no paperwork yet but have received the information about phonics testing.  **Baseline Assessments**  All baseline assessments have now been completed within the six-week statutory period and the head teacher’s declaration has been submitted. Staff from across the base were trained and the guidance resources used to inform them how to deliver to ensure consistency and accurate assessment.  40% of all baseline assessments conducted by head teacher which allowed herto gain a good insight into the cohort and the accessibility of the baseline for our pupils. The teachers conducted tests with those children who required a more familiar adult. However, no child showed any sign of distress and appeared to thoroughly enjoy the opportunity.  The outcomes from the test are outlined below. The government are planning to use the outcomes to assess progress and this will take place from 2027.   |  |  |  |  | | --- | --- | --- | --- | | Baseline | Autumn Born | Spring Born | Summer Born | | At risk | 6 = 21.5% | 8 = 27.5% | 15 = 52% | | ARE | 9 = 47% | 3 = 16% | 7 = 37% | | ARE+ | 13 = 45% | 8 = 27.5% | 8 = 27.5% |   Governors raised the question how many of the pupils who took the test had attended CTP nursery. The figure wasn’t one which had been looked at previously – it was observed that from a parental experience the awareness of what they were learning was much greater in their child who had attended the CTP nursery than her other children who had not and was very impressed by this.  Request was made for the data presented at meetings to be presented in simple terms – TB and TS will meet to discuss way forward with this.  TS left the meeting at 9.37am  Anne Duncan continued at this point :  **Reading Framework**   |  |  | | --- | --- | | Setting priorities | * Department for Education published report   The Reading Framework - Teaching the foundations of literacy July 2021 | |  | * It sets out the core principles of teaching reading for children in Reception and Year 1, and for older pupils who have not yet mastered the foundations. | |  | * The report focuses on the requirement that all schools teach reading using systematic phonics, and that the government Phonics Screening Check (introduced in 2012) is used as a measure to further drive up standards | |  | In addition to this schools are further required to:   * Ensure that the systematic synthetic phonics programme is consistently implemented in every class * That schools recognise the importance of talk * That they accurately assess reading * That they build a community where there is a love of stories and reading. * Ensure the Head teacher prioritises reading and make it their mission to make sure every child in their school becomes a fluent reader. | | Context and actions at College Town | * In week one of this term English Lead and Lead Practitioner – read and summarised the reading report and focused on the priorities for CT. * In week two we visited every class to check that teachers were hearing and assessing children’s reading in a consistent manner. * Teachers were provided with a checklist against which to self-assess their practice. The teachers were then re-visited to ensure that changes had been implemented * Using information from the Simple view of Reading assessment tool and our Phonics Trackers - interventions were set up and implemented for older children who have not yet met the required standards in reading – AH of Inclusion involved * Improvements in reading are identified in School Development Plan by Head teacher TS – Targets: * To ensure consistent teaching of phonics in EYFS & KS1 due to 83% new staff * To further develop reading throughout the school * Teachers in EYFS and KS 1 are supported by Head, LP, English Lead and AH to improve the teaching of reading practice through feedback and modelling in class * SLT teachers completed Learning Environment walks to ensure reading is promoted in every class. Individual feedback given to teachers and date for re-check given * 30-09-21 School Standards and Effectiveness Partner (Caroline Morgan) visited CT * English Lead and Lead Practitioner explained the priorities and actions, for ensuring reading standards are prioritised and improved * 1-10-21 Trudi Sammons delivers Phonics workshop for Reception parents * 7-10-21 SLT and English Lead review impact to date, including waiting for governments updates about validated systematic, synthetic phonics programmes (SSPs) in Spring 2022 |   Discussion took place on how quality reading time can be fitted in to each day – this includes guided reading, class reading, individual reading during core subject and curriculum teaching. Having a lead practitioner in school is key to making sure that it is being done this way across the whole school as they can drop into class at any time.  Governors questioned how as part of their monitoring programme they can help with the observations – is it possible for one to come in and see what is in place or review the library or observe phonics lessons or look at pupil books. All agreed it is imperative that this is undertaken as soon as possible. RC will discuss dates with TS.  AH left meeting at 9.55am for training.  **Early Careers Teachers**  Due to the number of ECT and NQT who have not completed a full year of teaching under normal circumstances feel that my time is better spent supporting the school, so am not undertaking the FLA work that would normally.  Meet with the ECT every week for an hour face to face. The scheme is much improved on the old NQT system and can be related to the NQT staff from the last 2 years who have had lots of disruption to their teaching. The progress this term has been fantastic for all of them. |
| **7** | **GB Monitoring programme / GB Visits**  Although Covid has prevented school visits governors have been kept fully informed through HT, SIP, subject leader reports and parental feedback shared at FGB meetings.  Visits in to school are a key part of being able to report on how the school is working and have been missed by all parties.  RC and TB will look at dates with TS and AD to discuss the activities that can take place under current restrictions and safety measures and then liaise with the rest of the governors to put together a timetable of availability and present at governors meeting in November. |
| **8** | **Training / Governor recruitment**  Chloe Holloway has been appointed as the new staff governor – she has held this position in her previous school so has completed the training in 2018.  Jennie has undertaken the new governor induction training. Needs to complete the data protection training once she has a school email address.  No other training has been completed. RC and TB are booked in to attend the Chairs Briefing in November.  SEND training in November for governor and SENCO to attend – KC to find details and email. |
| **9** | **School Trip Approvals**  None |
| **10** | **Part 2 - if applicable**  None |
| **11** | **AOB**  None raised |
| **12** | **Date of next meeting**  20th January 2022 @ 8.30am |

APPROVAL OF FINAL MINUTES

Name:

Signature:

Position:

Date: