

GOVERNING BODY OF HIGHFIELD PRIMARY SCHOOL
STAFFING, CURRICULUM AND PUPIL DISCIPLINE COMMITTEE

16 NOVEMBER 2021

Members: Ertan Hurer (Chair), David Wilson, Abigail Brown, Tanya Ahmed and Di Wren.

Italics denote absence

Also attending: Mandy Newell (Minute and Advisory Clerk)

MINUTES – PART 1

1. Apologies for Absence

NOTED that all Governors were in attendance.

2. Declaration of Interest

NOTED that there were no declarations of interest made with regards to any item on the agenda.

3. Election of Chair

RESOLVED that Ertan Hurer be Chair of the Committee for this academic year.

4. Minutes and Matter Arising

RECEIVED the minutes of the meeting held on 22 June 2021 which were agreed as a correct record and signed on GovernorHub by the Chair.

5. Progress And Achievement

RECEIVED School Summary Attainment data 2020/21 produced by Square Bell, a copy of which is available in the Minute Book and on GovernorHub.

REPORTED that

- (a) the Headteacher explained that there was no new data since last Summer but assessments would be conducted at the end of this month. It was currently possible to look at the end of year data from last year and compare it to previous school and national data from 2019;
 - (b) the Headteacher explained that there were not many surprises in the data and that attainment was not at the level that it would normally have been, prior to the pandemic;
 - (c) Governors reviewed the data in depth and noted that for early years (EYFS) FSP the school figure for 2021 for children at GLD (good level of development) was 57%. [In response to a Governor's query, it was confirmed that the data was not published and](#)
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that Covid had impacted on the results. The Headteacher explained that the reception children had not been able to develop some of the usual skills that would be expected despite parents help as they were not in the school environment and interacting with other children. Early Years children needed to be together to develop many of the skills learnt at that age. He explained that the Year 1 curriculum now married in with the EYFS curriculum using expertise within the staff. This had meant that children were now ready to access the Year 1 curriculum, were happy to come to School and transition between the stages was working well;

- (d) Governors reviewed the phonics data and the Headteacher explained that they would be testing the children in December. [The Chair pointed out that the figures for disadvantaged children brought the average down and Governors considered the need to ensure the School did not “lose” a group of children as a result of issues faced during Covid.](#) The Headteacher assured them that children who did not pass the test were identified and extra work was done to help them pass next time. Those who did not were helped by a specific phonics programme that had been put in place and the TAs were undertaking phonics training as some children further up the School still needed help to improve their phonics knowledge. In January all staff would be trained in phonics;
- (e) [In response to a query from the Chair,](#) the Headteacher explained that Winchmore Hill had a high number of disadvantaged children at the School and were average compared to national figures but other parts of the LA had larger numbers and more deprived areas. It was recognised that figures were high when compared to other parts of Winchmore Hill. [Di Wren pointed out that some of these children would also be pupil premium \(PP\) and have English as an additional language \(EAL\).](#) Following discussion the Headteacher agreed that EAL was a barrier to learning but the School had good practice in place to help EAL pupils and these procedures also helped all children with their learning too. A big concern was about children who had fallen behind due to Covid and were suffering with self-esteem and confidence. Work was being done to help these children to build this up and to understand their successes. The Headteacher explained that they did not want them to feel that they couldn't achieve or do certain things as they moved through the School as this could put them off wanting to learn. It was recognised that it could be difficult for EAL families to help with home learning. [Tanya Ahmed recognised that there were complex issues around disadvantaged children and determined that each one had to be identified and individual issues recognised.](#) Governors agreed and discussed the fact that in some cases children identified as disadvantaged were not necessarily always so and situations could change. The key to success was to know the pupils well and work with the families. The ethos of the School meant that this happened and that issues were addressed appropriately;
- (f) Governors reviewed the KS1 and 2 data and noted the large gaps. Despite these gaps not every child fell behind during the school closures. Some children's attainment was better than expected but it was recognised that a significant group had fallen behind where they should be. The Headteacher considered that the next data might show that around 10-20% in each year group were struggling to catch up. He explained that the School had been funded for tutoring and had received £16,000. Those who needed help most had been identified and from today children in groups of three would be benefitting from the national tutoring programme. [In response to Governors' queries, the Headteacher explained that](#) the programme consisted of
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three sessions per week for five weeks to help children to catch up to age related expectations (ARE) or to catch up close enough to this so that they did not feel they were behind and could engage in relevant learning. Governors recognised the challenges faced by teachers too. The Headteacher explained that they were looking at Pedagogy and using Walk Thrus;

- (g) [in response to a question from Di Wren](#), the Headteacher said that parents were more confident teaching the younger pupils whilst KS2 parents were more inclined to let the children get on with the work themselves but whilst they were often capable the standard of work produced was not up to what it would be in School. [Tanya Ahmed asked about teaching and learning priorities and the](#) Headteacher explained they would be looking at Covid catch up, a three year strategic plan and pupil premium to help close the gaps. They were making sure that all pupils were involved in lessons using various techniques. Interventions and tutoring would help to fill the gaps so that the children could move on with their learning and it was hoped that the tutoring would make a significant impact;
- (h) [following Governors' queries, Abigail Brown explained that](#) it was possible to evaluate the impact of the interventions and know whether time and money should be invested in a particular child. Any investments made had to have an impact and the hardest children to help were those with poor attendance. [The Chair drew attention to the fact the School was doing better than the LA overall for KS1 reading and writing but not for maths but at KS2 writing was a real issue. Following discussion,](#) the Headteacher explained that the assessments at KS1 had not been done using past papers and determined that it was not clear why maths was lower at KS1 as judgements had been made by looking at books and talking to the children Taking this into account maths did not seem to be lower. A decision had been made that the children at KS1 were not ready to undertake sit down papers and the teachers therefore conducted their own assessments. The Headteacher said he would speak to the KS1 Lead about the results and report back to Governors.

RESOLVED that the Headteacher speak to the KS1 lead about the KS1 data.

ACTION: HEADTEACHER

- (i) the focus on KS2 had been on reading and maths as a good understanding of these was vital for transition to secondary school. [Governors expressed concern about writing](#) and the Headteacher assured them that children were doing writing activities but a decision had been made that the focus at this time had to be on reading and maths and that writing skills could be caught up over time. [Following a comment from Tanya Ahmed, Governors discussed the fact that the biggest impact of all for children was spending six hours a day with a teacher.](#) The Headteacher assured Governors that writing would be worked on and having looked at the current Year 6, this along with reading and maths would be a focus. Governors continued to discuss the fact that reading was vital in order to access the curriculum and an understanding of basic maths was vital to enable new concepts to be taught.

7. Quality Of Teaching And Learning

RECEIVED the catch up premium support document, a copy of which is available in the Minute Book and on GovernorHub.

REPORTED that

- (a) Governors reviewed the figures and focused on the catch up tutoring budget of £16,605 for 1230 hours from now until the end of July;
- (b) the Headteacher explained that the area highlighted in red showed adjustments that had been made. An outstanding tutor had been identified to help with writing but they had received other offers and gone to another school. As a result of not having this expertise, the School had decided to focus on lessons and interventions higher up the School in terms of improving writing. Years 5 and 6 had been split into four small groups with more support being offered for writing. There was money left in the budget as the tutor had not been employed and it was planned to get fifteen additional sessions from the speech and language therapist to support children with speech and language difficulties;
- (c) Governors continued to discuss the national tutoring programme which would consist of a mixture of in school and after school sessions. [In response to a query from Tanya Ahmed it was explained that](#) KS1 would receive their sessions during the day and KS2 both during the day and after school. The sessions would move around so that children did not always miss the same lessons. The funded cost per hour per child was £13.50. the actual costs per hour per child was £13.25. [Following a query from Abigail Brown, the Headteacher](#) said that they had used internal tutoring in the past but not many staff had offered to help, very likely due to their already busy workload and he did not want too many interventions in place as what really mattered what was happened in class. However, this might be reviewed in the summer term if a number of SLT and staff were willing to help. Some HLTAs might be in a position to assist as well;
- (d) [Di Wren asked if the SATS would be taking place and if the School Journey was happening this year.](#) The Headteacher confirmed the SATS would happen but no data would be published nationally and the School Journey was going ahead. Abigail Brown said take up had been good with 52 children signed up to date;
- (e) [Following further queries from Di Wren,](#) the Headteacher explained that they did not set ability groups in the School but by Year 6 it was hard to manage all the maths needs and an extra HLTA was employed to work with children in the lower ability group which helped them to enjoy maths and feel able to progress. For English they were looking at having small groups in order to be able to expose the children to high quality language. [The Chair asked if the budget could cope with all the plans in place and was assured that it could.](#)

8. Pupil Premium Funding

RECEIVED the pupil premium update, a copy of which is available in the Minute Book and on GovernorHub and the pupil premium strategy document on screen.

REPORTED that

- (a) the review page was highlighted and last year's aims and outcomes considered. It was clear that Covid had an impact. Governors were pleased to note the high attendance from disadvantaged children. Attendance was 96.1% and work was always conducted
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with those families whose child did have poor attendance. [Tanya Ahmed asked what the School did to support attendance.](#) The Headteacher said it helped that most children enjoyed coming to school and that the curriculum was exciting and teaching was good. Children felt safe in the school environment and they were listened to with their successes in all areas being celebrated. The School worked hard to build good relationships with the parents and the Attendance Officer was excellent. [The Chair asked about PP attainment being linked to attendance and was informed that this was not linked when the School was open but there had been some concerns around home learning for some PP pupils. Tanya Ahmed considered attendance was a real success story for the School. She determined that learner experiences/comments and pupil voice would be valuable to have on record for Ofsted to see;](#)

- (b) [in response to a query,](#) the Headteacher stated that the School took self esteem issues seriously both in class and during extra-curricular activities. A small number of PP pupils were funded to attend the after school Art Club if they wished to do so. Case studies on PP had been produced by a representative from the Haringey Education Partnership (HEP) who had been impressed with what they had seen at the School. These would be shared with the Governing Body;
 - (c) the Headteacher explained that the Government had changed how PP money should be used. He added the PP was a mechanism of funding in a school. It was always assumed that the PP funding should be used to help only the PP children but this was now not necessarily so as it was recognised that not all children who qualified for PP were necessarily disadvantaged. It was important to actively focus funding those who the School identified as disadvantaged but this came with a caveat as the School was judged on non PP attainment vs PP attainment and it was important to be aware of this;
 - (d) a three year strategy plan that would be discussed the Governing Body was being put in place to help close the gaps Governors reviewed the statement of intent which needed to be submitted by 31st December latest but was planned to be completed by the end of next week. [Following a query from Abigail Brown, the Headteacher confirmed that](#) the three year plan would be reviewed annually and that further information on this would be available for the Governing Body meeting on 23 November. There was a need to carefully consider the best way to help disadvantaged pupils. [Governors asked what was always considered to be a disadvantaged pupil and were told that](#) adopted children were, both LAC and post LAC and additional funding was received for these children. [Tanya Ahmed asked how much extra the School received per PP pupil and was told it was £1,345. She did not consider this was a great deal of money](#) but the Headteacher pointed out that the School had around 21-22% PP so overall it was a significant sum of money for the School;
 - (e) the Headteacher explained that the challenges for the key areas of achievement had been identified for disadvantaged children. This included oral skills and vocabulary, EYFS baseline speaking and listening, phonics and reading, self-esteem, confidence and aspirations, the impact of lockdown on pupil voice, lockdown gaps in learning, and attendance (not a major concern). The Headteacher informed Governors the document was a work in progress. [Following a query from Tanya Ahmed, the Headteacher assured her that they would evaluate the impact of the work being done.](#) Phonics would be reviewed at the end of reception to establish its success rate and
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this would be done for reading across the school too. There was a need to be specific about targets and in terms of self-esteem the children would be spoken to in both November and July to see what had changed and if the help given had made a difference. The Headteacher considered that student surveys were a powerful way of obtaining data. Work would continue to ensure high attendance continued.

9. Staffing

RECEIVED a number of documents linked to staffing, copies of which are available to view in the Minute Book and on GovernorHub.

(a) Staffing structure

NOTED the Leadership structure for 2021/22

(b) Annual cycle of Performance Management

REPORTED that

- (i) all performance management had been completed and targets had been set after the appraisals. Governors reviewed the anonymised example of a teacher profile. These were produced with the member of staff who had access to their files and agreed the document reflected the conversations that had been held. Tanya Ahmed asked where these were saved and was informed they were on Google with various access criteria in place. In response to further questions, the Headteacher confirmed that all teachers had reached their targets and that the teachers in the School were all good or better. No teachers required improvement and where there had been some concerns these had been identified early and support given in order that standards were raised quickly. There were no capability concerns. Books were looked at regularly and class visits conducted frequently. Any problems were always picked up quickly;
 - (ii) Tanya Ahmed asked if anyone had been given a two points raise and was told they had not but the Headteacher recognised there were some staff members who could qualify for this although Covid might have had an impact this year. He explained that the way the school was moderated they had never identified anyone to move up two points . It was confirmed that the School used the LA Pay Policy. Governors discussed the issue in depth and recognised the importance of retaining good staff;
 - (iii) in response to a query from Tanya Ahmed, the Headteacher stated that the School did get value for money from those on the upper pay scale (UPS). A policy was in place and expectations and additional expectations were made clear as well as targets and projects being set. The SLT discussed this and conversations were held between the UPS staff and their line managers;
 - (iv) the content of staff meetings was reviewed. There was a focus on walk thrus and areas of the curriculum and specific subject areas. Phase meetings were held once a half term. The next meeting would be focusing on assessment and its accuracy.
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(c) Continuing professional development

NOTED the large amount of CPD being conducted. In response to a query it was confirmed that conversations were held with staff about relevant progression training and there were no ECTS (early career teachers) at the School this year.

(d) Staff absence

REPORTED that s

- (i) staff absence was extremely high compared to previous years. This term there had already been 372 in total with Covid accounting for 162. There appeared to be a large number of bad colds and flu bugs circulating already this winter. In 2018/19 there had only been 334 absences in the entire year. Governors discussed the effect on the budget of having to employ supply teachers and reviewed the reasons for absence. The Headteacher explained that initially TAs would cover and then SLT before a supply teacher was employed. He emphasised the need to ensure the supply was a good quality teacher. The Chair asked if the Government offered help if absence was due to Covid and was informed they did not;
- (ii) Governors discussed at length what happened if a major Covid outbreak occurred. The Headteacher assured them he took advice from the LA and Public Health England. An outbreak amongst staff and/or pupils presented different challenges. Discussion was held around the various scenarios that could occur in terms of staffing and the situations that could arise. The Headteacher assured Governors that on line/blended learning was now embedded and clear expectations were in place and shared with both parents and staff. Teachers were more confident now as to how to deliver lessons on line if required. Governors discussed whether expectations should be formalised but the Headteacher felt confident that staff knew what was expected of them and a great deal of information was included in the remote learning policy.

10. Policy Review

RECEIVED the following policies, copies of which are included in the Minute Book and available to view on GovernorHub.

- Child Protection and Safeguarding Policy;
- Behaviour Policy;
- E Safety Policy

NOTED the contents and changes highlighted

RESOLVED to agree the above policies and recommend them to the Governing Body for ratification.

ACTION: CLERK

11. Training

NOTED that any training could be booked through the School based booker, Catherine Moens.

12. LA Referrals

NOTED there were no referrals to consider.

13. Any Other Business

NOTED there was no other business.

14. Date of next meeting

NOTED the date and time of the next meeting as Tuesday 8 March 2022.
