

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

21 JUNE 2022

**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. Minutes and Matter Arising

**RECEIVED** the minutes of the meeting held on 8 March 2022 which were agreed as a correct record.

**NOTED** there were no matters arising not covered elsewhere on the agenda.

**RESOLVED** that the minutes be signed on GovernorHub by the Chair.

**ACTION:CHAIR**

4 School Improvement

**RECEIVED** an update on the School Improvement Plan (SIP), a copy of which is available to view on GovernorHub and in the minute book

**REPORTED** that

- (a) the Headteacher explained that the data received was from the Spring and that the latest Summer data would be added soon;
  - (b) the Headteacher was happy with the progress that was being made and was confident that all this year's targets would be reached;
  - (c) targets for next year were starting to be discussed. This year there had been a focus on Walk Thrus which had gone well and this would continue next year. [In response to a query from the Chair, the Headteacher explained that all completed areas were](#)
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shown in green for the Spring term, blue in the Autumn and the Summer would be orange. This was a good way to show the progress over the year;

- (d) the Headteacher gave more details on the success of the Walk Thrus and explained that teachers had taken well to the teaching techniques which in turn had a real impact in the School. Children's engagement was good in lessons and targeted questions were being put to the children. A feeling could be gained as to how well they were understanding what they were being taught. The process of fact and retrieval was also working well and retrieval quizzes had been a real success. The Headteacher was keen to continue this work next year;
  - (e) the SLT would still be involved in the work to date but more responsibility would be given to teachers. The Headteacher explained that there would be different areas of pedagogy and teachers could choose areas of these to focus on. Peer observations and discussions with each other would be overseen by an SLT member. It was hoped that eventually the following year there would be Lead Teachers in place who would have a TLR (teaching learning responsibility) for these areas. Tanya Ahmed asked about whether there was any qualitative data for Teaching and Learning to see enable a comparison with other terms to see how things had improved.. The Headteacher explained that they did not judge lessons any more. Phase leaders produced reports about the development of teachers but there was no data chart as such. However, it was possible to see how a teacher had developed, the improvements made and the next steps. The results of a teachers improvement was seen in the children's attainment and progress. Following a further query, the Headteacher explained that development was tracked via learning walks, book looks and speaking to the children. This helped to get a real understanding of progress and it was possible to see how techniques had developed over the year;
  - (f) next year it was planned to develop the use of technology. The Headteacher wanted Year 1-6 to have access to their own iPad and keep it for the duration of their time at the School. The Headteacher planned to meet with another School who was already doing this next week having spoken to the ICT Specialist at Highfield who had given him this contact. From a financial point of view there would be a need to purchase 30 iPads per year group. These iPads would be owned by the School and they already had a considerable number so were not in fact too far away from being able to do this. A buy back scheme was being considered but the Headteacher said he would speak to Governors further about this plan over the next academic year with a plan to instigate it by September 2023. In response to a query from the Chair, he explained the School would obtain school licenses for the iPads. The Chair pointed out the average life of an iPad was around 6 years so one should last a child through their time at the School. He asked if a child would have the option to buy it when they left at the same price as the buy back would be. The Headteacher considered that this would probably not be possible as he would want to keep the iPads that were in good condition to reduce the cost of having to replace them. Di Wren asked if this system was in place in secondary schools and Tanya Ahmed stated it was not;
  - (g) it was planned to review some subjects next year and development planning would be put in place. Further details would be given at the next meeting about these subjects. The Chair asked if it was planned to change the curriculum and the Headteacher stated it was not but they would be reviewing the way in which some subjects such as the music scheme were taught. Tanya Ahmed asked if these reviews would take the
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form a “deep dive” and the Headteacher said they would. Deep dives were already taking place but the SLT had not yet reviewed each subject in terms of development;

- (h) the new Dfe reading scheme, Little Wandle would be introduced in Early Years. Staff had undertaken training for this and the way it was working would be reviewed as time went on;
- (i) Di Wren asked about staff workload and was assured that it was being managed;
- (j) Tanya Ahmed asked about KS2 outcomes for reading this year. The Headteacher considered these were likely to be a little down on 2019. Following discussion, Abigail Brown informed Governors that the pass mark for KS1 had been raised. Tanya Ahmed asked if there was any adjustment being made for grade boundaries this year to take Covid into account and was told there was not. The Headteacher assured Governors that they would look at progress measures and he was pleased how hard staff had worked to help children achieve the best possible results. Di Wren pointed out that figures were likely to be lower nationally this year. The Headteacher agreed but determined everyone would have to wait for the results to see the true picture. There would be no league tables this year but results would be published on the Dfe comparison site.

## 5. Progress And Achievement

**RECEIVED** documents on key attainment, interventions and attendance, copies of which are available to view on GovernorHub and in the minute book.

### (a) Progress and achievement update

**REPORTED** that

- (i) data in the update was from Spring 2022 so was now fairly historic. However, it showed there was progress but there were some gaps in learning that were now being addressed. The Headteacher explained there was particular concern in Year 5 and this year group had the lowest engagement of any year group during Covid. Attempts were made to speak to parents but with limited success. The Headteacher was pleased to say that they had made progress since returning to School but the year group contained a large number of vulnerable children. Additional resources would be put in place as they entered Year 6. Attainment was a concern;
  - (ii) following a query from the Chair, it was explained that Year 6 had been a concern but as the year had progressed the vast majority had caught up significantly;
  - (iii) a small minority of pupils were still impacted by Covid despite interventions and the highest number of these were in Year 5. The problems were being addressed but some of the issues were due to attendance whilst some were catch up issues. Covid catch up money and tutoring money was being used to help. Abigail Brown pointed out that the School had inherited some lower attaining children which had affected the data whilst some higher ability children had moved out of the area.
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- (iii) the Headteacher informed Governors that some EYFS and KS1 data had been received today. These were teacher assessments. For EYFS 74% had achieved a good level of development compared to 72% in 2019. KS1 reading was 72% this year (2019 – 75%), Those exceeding Age Related Expectations (ARE) at KS1 were 26% in 2019 and 27% this year. Maths was 74% in 2019 and 69% this year. Those exceeding ARE was 27% both years. 65% were at ARE for writing in 2019 and 67% this year. Those exceeding were 19% in 2019 and 17% this year;
- (iv) [following a query from Tanya Ahmed](#), the Headteacher explained that the School had a lot of able children in these year groups but many were new to English and had higher levels of SEND and would struggle to reach ARE. In these cases there was a need to look at progress for those who did not reach ARE and many of these were making good progress. The group that always made the most progress was always the lowest attaining at KS1 and 2 and the longer they remained in the School, the better progress they made.

(b) Impact of interventions

**REPORTED** that there had been some disruption from Covid in the Spring term in respect of interventions so some had not been as successful as would have been liked. It was clear that regular interventions were the most successful but all had a positive impact. The School had to decide how to deliver the best way to ensure the success of interventions and a small number were always better than none. All interventions showed a positive impact in some way.

(c) Update on pupil attendance

**REPORTED** that

- (i) the information provided in the report was from the Family Fisher Trust for KS1 and KS2. The attendance figures were in line with other Schools overall and as of 23 May were at 95%, slightly down on pre-Covid figures. Some individuals had an impact on these figures, such as one whose parents had refused to send their child into School but would not take them off roll. The SEND services had become involved and the Child had now been given a place at a Special School from September. Governors discussed how the figures could be affected by one or two individuals;
  - (ii) [Tanya Ahmed asked what was done for those with 90-95% attendance](#). The Headteacher said that parents were spoken to and Phase Leaders would discuss the impact on the education of a child with poor attendance. Although the situation had improved, the Headteacher had noticed an increase of attendance of 90% and below since the return after Covid. Some parents felt that they could send their child into School as and when they felt like it but the absences did not always reach the point where the Educational Welfare Officer (EWO) had to be involved. Parents also made decisions to take children on holiday in term time to save money and although this was unauthorised absence did not deter some parents. Governors discussed the fact that Local Authorities were being asked to set up a consistent plan across their boroughs regarding attendance. It was pointed out that Ofsted had highlighted the fact that children loved attending Highfield which was very positive.
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## 6. Quality Of Teaching And Learning

### **REPORTED** that

- (a) the School had received premium funding and at the start of the year had £30,000 left of the Covid Catch up money. This had been used to provide a Maths Specialist, Mr Numbervator, who was brilliant with the children. He attended School two days a week and 86% of children had made accelerated progress and levels of confidence had also increased. Those who had not progressed had poor attendance;
- (b) there had been an increase in speech and language needs and £5,000 had been invested in a SALT (speech and language therapist). Effective plans had been put in place to identify areas of support;
- (c) [the Chair asked what would happen when the funding ended](#). The Headteacher said that Mr Numbervator would still be employed but for one day a week and £5,000 had been sourced from another area of the budget to retain the services of the SALT. A small amount of money would be left at the end of the year and would be utilised next year and would not be clawed back;
- (d) most of the £16,000 from the Tutoring Fund was spent on work with Years 4 and 5 who worked in groups of 3:1. One session was in School and two after School. These had been successful and data would be presented to the Governing Body. [In response to a query from Tanya Ahmed it was explained that the sessions were for eighteen hours over a six week period and that a 3:1 ratio was the best use of the money. Any funds not used would be clawed back](#)

## 7. Pupil Premium Funding

**RECEIVED** the Pupil Premium Strategy Statement, a copy of which is available to view on GovernorHub and in the minute book.

**NOTED** that a three year strategy was in place from January 2022. Further information would be shared with Governors at a later date.

## 8. Sports Premium

**RECEIVED** evidencing the impact of the Primary PE and Sports Premium, a copy of which is available to view on GovernorHub and in the minute book.

### **REPORTED** that

- (a) the Sports Coach who had been employed had been a massive success and as a result of her being at the School there were more clubs on offer and improved coaching. She worked well with the children and staff. Sports Day was happening next week and the coach had been instrumental in organising this. Football matches were being enjoyed by both the girls and boys;
  - (b) the PE money was also partially funding the new outdoor play equipment, £5,000 of it was being used for this and the Friends were also helping financially but there were currently supply chain issues so it had not yet been received by the School;
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- (c) [Tanya Ahmed asked if the School had any links with Winchmore School](#). The Headteacher said at present they did not have as many as they would like. He was talking to the Head at Winchmore about liaising around sport and other areas such as science and performing arts. Governors discussed the benefits of this. Abigail Brown said they planned to go and see a production at Winchmore and hoped they would work closely together next year once the caution around Covid reduced fully;
- (d) Governors discussed secondary transfer for Year 6 and the transition measures and taster days that were being put in place. All Year 6 pupils now had a secondary place from September.

## 9. Staffing

### (a) Staffing structure

**REPORTED** that there were no changes to the staffing structure. There had been two teaching vacancies. One had been filled by a TA who would be doing teacher training and an interview today had resulted in the other position being filled. Twenty two applications had been received for the job. Interviews were taking place for two TA positions next week so the School would be fully staffed in September. Governors were pleased to learn this.

### (b) Annual cycle of Performance Management

**REPORTED** that staff appraisals would be completed weeks commencing 4 and 11 July. [Tanya Ahmed asked about performance management for support staff and was told that HLTAs with oversight from Abigail Brown, line managed the TAs](#). They quality assured work and offered support. Targets and how to reach them was discussed. The number of LSAs (SEND support staff) had been increased and their appraisal cycle was led by the SENCO. Admin staff did not have an annual cycle of Performance Management at present but the Headteacher determined they should look at this in the future. The SBM did work with them but a formalised approach could be valuable.

### (c) Continuing professional development

**REPORTED** that all staff meetings were linked to the SIP or the needs of the School. Phase meetings were regularly held and looked at the moderation of work. It was ensured that staff were consistent with expectations and it was useful to meet in small groups. A variety of CPD was delivered through the Haringey Education Partnership (HEP) and staff would ask to attend a specific course and would share their findings with staff or give individual training when they had completed a course.

### (d) Staff absence

**REPORTED** that there had been no Covid cases for the last half term but last week there had been a TA with a case and this week a teacher. The summer term had returned to pre-covid absence figures for this time of year. Governors noted the information in the report. The Headteacher stated that this term he really felt they were running the School in the same way as pre-Covid.

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10. Policy Review

**NOTED** there were no policies due for review.

11. Training

**NOTED** there were no specific training needs for either individual committee members or for the whole committee.

12. LA Referrals

- **NOTED** the information in the Termly newsletter..

13. Any Other Business

Cost of living crisis

**REPORTED** that Governors discussed the issues faced by many by the rising cost of living and considered what measures the School could do to help families in need. They had considered a food bank but the Headteacher did not think they could necessarily do it as well as the normal food banks or that parents would want to be seen coming to it. The Headteacher said that they were telling parents they did not have to buy logoed uniform and payment plans could be put in place for trips and the School journey. He hoped that parents would feel happy to take advantage of the things on offer and ask for help with items such free breakfasts if necessary. The School had always helped out in cases of need in this area but offering free breakfast club was not necessarily an option as it was already oversubscribed. The Friends held second hand uniform sales which were attended by all. [Tanya Ahmed mentioned she had heard of an organisation who offered free breakfasts to schools and agreed to look into this.](#) Governors discussed the issues around helping parents in these difficult times in depth.

**RESOLVED** that Tanya Ahmed source further information about the organisation who offered free school breakfasts.

**ACTION: TANYA AHMED**

14. Date of next meeting

**NOTED** the date and time of the next meeting would be agreed at the Governing Body meeting.

15. Items To Remain Confidential

Governors are asked to **indicate** any items which they consider should be dealt with on a confidential basis.

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