

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

15 NOVEMBER 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. **ELECTION OF CHAIR**

RESOLVED that Ertan Hurer be Chair of the Committee for the 2022-23 academic year.

4. **MINUTES AND ANY MATTERS ARISING FROM THE MINUTES**

The minutes from the meeting held on 21 June 2022 were agreed as a correct record and signed on GovernorHub by the Chair.

NOTED there were no matters arising to consider.

5. **PROGRESS AND ACHIEVEMENT**

RECEIVED the School Summary 2022, Summer 2022 data and Inclusion Report July 2022, copies of which are included in the Minute Book and available to view on GovernorHub.

REPORTED that

- (a) Governors reviewed the School summary. The Headteacher explained that this was an external review but the data was still unvalidated, however, the majority of the data was deemed to be accurate;
 - (b) for early years data showed that the school was significantly above national and in year 1 pupils achieving the phonics threshold was slightly above national and in line with the LA figures. There was a small gap between boys (69.6%) and girls (83.7%). 71% of disadvantaged children had passed which was good result. This compared to 76.4% of all pupils so the gap was not a large one;
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- (c) at KS1, results for maths, reading and writing were all above national for the % of pupils working at or above the expected standard but the gaps were significant between disadvantaged and non-disadvantaged pupils.
 - (d) at KS2 the % of pupils working at or above the expected standard was below national but above for maths and writing. Concerns in some areas were noted and would be discussed further at the Governing Body meeting. [Following a query from Tanya Ahmed, the Headteacher said that attendance, SEND needs and some concerns around child protection had affected the figures and Covid had a significant impact.](#) The Headteacher went on to say that Covid had impacted children in different ways depending on their home circumstances. He recognised the KS2 results were a mixed picture. The way reading was being taught had been changed in 2019 and the last Year 6 cohort had only benefitted from this for one year due to the pandemic. [In response to question from Di Wren, the Headteacher said that during lockdown parents had helped the younger children to work on line but in some cases the older children had been left to work on their own and this was not as effective as being in class and their work produced was not up to the standard that it would have been if a teacher had been present. This situation made even more of a difference to disadvantaged children.](#) Catch up monies had been used to target these children but the time they had was limited before the exams. Predictions for next year would be discussed at the Governing Body meeting;
 - (e) Governors discussed the reading paper and the fact whilst children could read and comprehend it they could not necessarily do so in the time allowed. Abigail Brown explained that writing was teacher assessed over a longer period and the School had been moderated in writing this year.
 - (f) [Tanya Ahmed asked about the 2019 data versus the most recent data.](#) The Headteacher said that attainment had been better than progress in 2019 and it showed that along with group reading, whole class reading was needed and this was put in place. Last year was the first Year 6 cohort who had been taught in this way so it was too soon to see if the gaps were closing. Reading would be a focus across the School and it was recognised this required improvement. Abigail Brown said the reading paper contained subject information that the children should have learnt about but had not necessarily done so due to the pandemic. As such they struggled with some words as reading papers required prior knowledge, for example understanding dinosaur names. When large chunks of the curriculum had been missed this resulted in gaps in knowledge;
 - (g) [Tanya Ahmed agreed it was too soon to change the plans around reading and recognised they needed to be embedded. She asked if there would be more scrutiny and review over the rest of the academic year.](#) The Headteacher explained next week was Assessment week and an outside review was being conducted by the School Improvement Advisor (SIA) from the Haringey Education Partnership (HEP). They would be asked to look at reading plans for the Spring term. [Tanya Ahmed asked if local schools who did well in reading could also offer some advice.](#) The Headteacher said it was difficult as everyone's last valid data was 2019 and schools were not as forthcoming with their data at present as they might have been in the past. He assured Governors that the HEP SIA was very experienced in reading and should be able to offer valuable help;
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- (h) the Chair asked for the current definition of disadvantaged and was told this was pupil premium children, ie those who had been eligible for free school meals at some point during the time they had been in school. The Chair pointed out if a child was no longer PP in KS2 but had been in KS1 they would still come under the category which could account for the proportional differences between KS1 and KS2;
- (i) Tanya Ahmed asked if there were any new trends or patterns emerging. The Headteacher said there were a few but they were working with teachers to ensure the data was as accurate as possible.;
- (j) Governors reviewed the internal data showing details of the children at age related or above. They focused on the combined ARE figures. The Headteacher said that this was the last time data would be presented in this way as they would be using charts from the Family Fisher Trust in the future. Di Wren asked how Year 5 were performing this year and was informed that this would be clearer after assessment week.
- (k) the Inclusion report for September 2021- July 2022 was reviewed. During the 2021-22 Academic year, the school identified 94 children on the Special Educational Needs (SEND) register. This represented 13.4% of the school population in the Summer term. 12.8% Autumn term and 13% Spring term of children on the SEND register. The school identified 275 children with English as an additional language (EAL). This represented 40.2% of the school population. The school identified 162 children as Pupil Premium (PP). This represented 24% of the school population. There were 490 children known as BAME across the school. This represented 72% of the school population. There were 48 (7%) that refused to share/did not share information to track. 43 children had a social worker in place. The largest groups to have had a social worker involved were the Pupil Premium at 17%, SEND at 15% and Black Caribbean children at 37%. 10% were the White British/English group;
- (l) following queries from Tanya Ahmed, the Headteacher explained that staff received safeguarding training at the beginning of the year based on the Keeping Children Safe in Education document. They also planned to have Prevent Training in the Spring and had conducted training on FGM and county lines along with online targeting training. There had been a specific issue in Year 6 last year and staff in this year group had been trained to deal with it. The Headteacher said they did see parental mental health issues impacting on the children and they contacted Early Help if necessary. Place 2 Be was also used to support the children and work undertaken with parents. In some cases a child might be seen as a child in need.

6. QUALITY OF TEACHING AND LEARNING

RECEIVED the NTP Tutoring information, a copy of which is available to view on GovernorHub and in the Minute Book.

REPORTED that

- (a) at the End of Summer 2022 data was looked at closely, as well as conversations being held with Teachers as to how key pupils were adapting to the increased expectations of their new year group/s. Children who received tutoring in Maths and English in Years 2 and 5 were chosen as they were 'cusp' children who were/are close to meeting Age Related Expectations (ARE). Children chosen to receive additional
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support in Phonics and SPAG were targeted because they had significant gaps in their learning which were causing huge barriers to learning and progress. Children chosen for additional 1:1 Reading were chosen based on their lack of ability to read fluently and to comprehend what they were reading, as well as having very limited language and vocabulary;

- (b) the intended outcomes were considered by Governors. It was hoped that the children receiving additional Maths and English support would reach ARE by the end of the academic year. It was hoped that the children receiving additional SPAG and Phonics support would be able to access the curriculum more confidently being taught in their year group following the intensive small group sessions provided by the NTP Tutor. The aim was also for them to be able to use and apply their newly retained understanding of SPAG/Phonics. Those children benefitting from additional 1:1 Reading were already making progress and with this support continuing until Christmas, it was hoped that by then these children would be able to read more fluently and to be able to read and understand books of increasing difficulty.
- (c) In Autumn 1 there was a total of 60 hours tutoring. £54ph x 60 = £3,240 Total Cost (including 60% subsidy and 40% school contribution). There was a 60% Subsidy/Dfe funding = £1,944. [In response to a question, the Headteacher said he would check whether the funding continued until the end of the financial or academic year.](#)

RESOLVED that the Headteacher check when the Tutoring funding ended.

ACTION: HEADTEACHER

7. PUPIL PREMIUM FUNDING

RECEIVED the Pupil Premium Strategy Statement and the whole school intervention map, copies of which are included in the Minute Book and available to view on GovernorHub.

REPORTED that

- (a) this statement detailed the School's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of disadvantaged pupils. It outlined the pupil premium strategy, how the School intended to spend the funding in this academic year and the effect that last year's spending of pupil premium had within the School;
 - (b) Governors noted the interventions in place across the School and were pleased that the School was fortunate to be able to provide a variety of targeted Interventions that catered for the varying needs of individual pupils. They were delivered by various highly skilled staff ranging from Deputy/Assistant Headteachers to Teaching Assistants. Interventions usually took place outside of the classroom and usually first thing in the mornings or afternoon. A list of the Interventions on offer in EYFS, Keys Stage 1 and Key Stage 2, including those specifically designed for Pupil Premium children and those on the Inclusion Register was reviewed by the Committee.
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8. STAFFING

(a) Staffing structure

RECEIVED the Leadership Structure, 2022/23, a copy of which is included in the Minute Book and available to view on GovernorHub.

REPORTED that

- (i) there had been no major changes since last year other than the fact that the SENCO was no longer line managing the PSHE Lead. This was now came under the remit of Abigail Brown and the SENCO was now line managing the ARP lead;
- (ii) a Year 6 teacher was leaving in April and the Headteacher was trying to recruit at present but this was a difficult time of year to recruit high quality teachers. [In response to a question from Tanya Ahmed, the Headteacher explained that ads had been placed. Only one of the three applicants had been suitable and they had decided to take a job elsewhere.](#) There was capacity within the SLT if necessary to cover this role but this was not an ideal scenario;
- (iii) [the Chair commented that he was pleased with the low amount of staff turnover at the School in the past but recognised it put pressure on those wanting to progress.](#) The Headteacher agreed that staff would look elsewhere if opportunities for progression were not available at the School. However, those experienced teachers who were happy to stay would go up the pay scale so this was a problem in budgetary terms. The Chair recognised they wanted to keep the best teachers but this put financial pressure on the School. The Headteacher informed Governors that an average turnover of around three teachers per year was ideal. This enabled to School to employ ECTS (previously known as NQTs). [In response to questions from Tanya Ahmed, the Headteacher said that teachers were given more responsibilities outside of the classroom as they moved up the pay scale.](#) This was reflected in their appraisals and Governors were shown an example of an appraisal form. All teachers had a leadership responsibility unless they were an ECT. No one who applied to go up a scale was refused this year and one person went up two scales due to exceptional performance.

(b) Annual cycle of Performance Management

NOTED this was ongoing

(c) Continuing professional development

RECEIVED the CPD list for 2022/23, a copy of which is included in the Minute Book and available to view on GovernorHub.

NOTED the contents of the list and the CPD on offer.

(d) Staff absence

RECEIVED absence data November 22, a copy of which is included in the Minute Book and available to view on GovernorHub.

REPORTED that from September to November there had been 98.3% attendance. Last year this was 96%. This year 157 days had been lost to absence, last year it had been 375.5. Twelve days had been lost to Covid, last year it had been 210. [In response to a question, the Headteacher said that return to meetings took place after five days absence and after ten days a discussion might take place around how the School could adapt to help or how the staff member could make changes outside of work to help themselves depending on the situation. The Chair asked if there were any long term absences at present and was informed there was one person off for three weeks.](#)

9. **POLICY REVIEW**

NOTED there were no policies due for review.

10. **GOVERNOR TRAINING**

NOTED that all training sessions are listed in the Governor Training Brochure 2022-23, available on Governor Hub.

Governor training could be booked via the School based booker Catherine Moens

<https://traded.enfield.gov.uk/professionallearning>.

NOTED the following training sessions relevant to this committee

Sat 1 st Oct 2022	10.00am-11.00am On-line	Safeguarding	Steve Barker
Wed 12 th Oct 2022	6.30pm-8.30pm Highlands School	Training for New Governors 2 – Understanding Data	Matt Miller
Mon 14 th Nov 2022	6.30pm-8.00pm On-line	Governor Role in Exclusions	Paul Brightly-Jones
Mon 28 th Nov 2022	6.30pm-8.00pm Salisbury House, Bury Street West, Edmonton N9 9LA	Pupil Premium for Governors Part 1	Anne Delgreco, Pat Wood
Mon 12 th Dec 2022	6.00pm-7.00pm On-line	Prevent Training for Governors	Evie Ginson
Mon 23 rd Jan 2023	6.30pm-7.30pm	Improving the Outcomes of Pupils with SEND	Steve Barker

	On-line		
Mon 27 th Feb 2023	6.30pm-8.00pm Enfield Civic Centre(to be confirmed)	Pupil Premium for Governors Part 2	Anne Delgreco, Pat Wood
Mon 6 th Mar 2023	6.30pm-7.30pm On-line	Chairing a Committee	Steve Barker

11. **DATE OF NEXT MEETING**

NOTED the date of the next meeting as Tuesday 7 March at 5pm.

12. **ITEMS TO REMAIN CONFIDENTIAL_**

RESOLVED that no items be regarded as confidential.