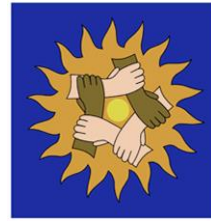


**GOVERNING BODY OF**  
**HIGHFIELD PRIMARY SCHOOL**  
**STAFFING, CURRICULUM AND PUPIL DISCIPLINE**  
**COMMITTEE**

**14 November 2023**



**Members:** *Tim Guha, David Wilson, Tanya Ahmed, Di Wren and Stephanie Morton*

*Italics denote absence*

**Also attending:** Mandy Newell (Minute and Advisory Clerk)

**NOTES OF INQUORATE MEETING**

Tanya Ahmed chaired the meeting.

**1. APOLOGIES FOR ABSENCE**

Apologies for absence were received from Di Wren, Stephanie Morton and Tim Guha.

**NOTED** that these absences made the meeting inquorate as there needed to be at least three Governors present.

**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**

**NOTED** that this item would have to be deferred until the Spring term.

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

**RECEIVED** the minutes from the meeting held on 20 June which would need to be agreed as a correct record at the next meeting

**5. PROGRESS AND ACHIEVEMENT\_**

**REPORTED** that

- (a) the Headteacher explained that there was no new data to present since that given at the Governing Body in September. Work continued on closing the gap around attainment and progress for disadvantaged and non-disadvantaged pupils. The data was reviewed on screen and it was noted that the KS2 attainment gap was closing. The progress gap had virtually closed for maths and reading. The Headteacher said that they ideally wanted the attainment gap to close as well. The data was positive
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and going in the right direction;

- (b) the writing data was reviewed and this showed a similar pattern as did the KS1 data for reading, writing and maths. The Headteacher explained that there was no progress measure as there was not enough information for EYFS assessment due to there being no assessments during Covid. Data for Age Related Expectations showed a closing of the gap and the Headteacher said they clearly wanted this trend to continue. However, they would not expect the gap to have completely closed by the end of KS1 for attainment but would want to see it closed by the end of KS2;
- (c) [in response to a query from Tanya Ahmed](#), the Headteacher said he considered the gaps were closing due to the focus on reading and the excellent phonics scheme that was in place. Work was being done on comprehension skills and this was a continued focus. There was always a need to be mindful that Covid was in the background around these results and having children in School for longer now would help to close the gaps too. The Headteacher assured Tanya that closing the gaps was a focus for this year and [in response to a question, he clarified that](#) all the SLT used FST Aspire for their data;
- (d) [Tanay Ahmed asked if they assessment week had taken place yet](#) and the Headteacher explained it was due to take place next week and that Governors would be informed about this next term.

## 6. QUALITY OF TEACHING AND LEARNING

**REPORTED** that the Headteacher gave a verbal update and the following matters were highlighted;

- (a) It was explained that the School did not necessarily assess teachers as RI, Good or Outstanding but they did look at any significant concerns and put support plans in place if necessary. A large range of the teachers would be considered to be in the range of being Good. Targets were reviewed and a small number of teachers were seen to be high level practitioners who could share good practice;
  - (b) there were no teachers on a support plan at present but one had some clear targets set for them and this had made an impact. Overall the Headteacher considered the School had eighteen teachers who were in the “Good category” and showed good practice and five who were high quality practitioners.
  - (c) [Tanya Ahmed commented that it could be difficult to bring on the middle \(Good\) group](#). The Headteacher said that it was helpful for all staff to have peer observations but it had been made clear that these had to include an area to work on as well as giving positive feedback. Half termly learning walks were in place and CPD was on offer for the whole School. Phase meetings followed up on CDP and Walk Thrus were completed. The Headteacher considered there were some “Good” teachers who were close to being high quality practitioners and possibly three “Good” teachers where monitoring was being undertaken more closely and it had been made clear where there were areas where improvements needed to be seen. [In response to a question the Headteacher said that all teachers had a teaching and learning target](#).
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## 7. PUPIL PREMIUM FUNDING

**RECEIVED** the intervention map and three year strategy statement copies of which are included in the Minute Book and available to view on GovernorHub.

**REPORTED** that

- (a) the Headteacher explained that around 40% of pupils who were in an intervention were eligible for Pupil Premium. [Tanya Ahmed asked if this level of interventions was normal at a primary school.](#) The Headteacher considered that it was. He explained that the interventions were for small groups of children who were struggling to understand certain concepts or struggling with reading which was essential in order to access the curriculum. Additional phonics groups were in place. [Tanya Ahmed still considered that the School had a large number of interventions in place](#) but the Headteacher assured her the number was not excessive. He gave an example of the value of these for a child in Year 6 and [in response to a query explained that](#) children were not withdrawn from class and that they were put into smaller groups in the classroom;
  - (b) interventions were run by HLTA's TAs and the SLT.
  - (c) [Tanya Ahmed commented that the School evaluated Teaching and Learning as at least Good so she still considered there were a great deal of interventions in place.](#) The Headteacher reiterated that he did not feel there were that many and pointed out the value of children being able to benefit from working in smaller, more focused groups. The interventions in place helped to address where there were gaps in reading to ensure the children did not fall behind in other areas. First Quality Teaching was key to that but it could be beneficial for children to go over key concepts. The Headteacher gave an example of the importance of understanding times tables by Year 5. He added that some concepts were introduced before the lesson started to help increase understanding. He assured Tanay Ahmed that the interventions in place did have an impact and if it was found they did not, they were stopped;
  - (d) the Headteacher explained that areas of focus were identified in 2021 and updated annually. The contents of the statement were noted and this included the intended outcomes. The Headteacher highlighted the fact that reading interventions were having a positive impact. There were a variety of sports clubs and Arts clubs available and PP children were prioritised to attend these;
  - (e) the Headteacher highlighted the fact that they were seeing overall attendance improve and it had been up to 97% this year for non PP and 96% for PP. Work had been done to improve persistent absence and it had been made clear to parents the direct correlation between absenteeism and attainment. This week attendance had dropped to 95% but [Tanya Ahmed commented that this was still good for this time of the year.](#) Attendance figures were significantly above national and [Tanya wondered why children were so keen to come into this school.](#) The Headteacher said that they had tried to give children opportunities to be creative and hands on in their learning and to work collaboratively which was how they had said they liked to work. There had been a coordinated effort across the School to make this happen. Creative writing week had taken place and children were given a chance to write about what they wanted and also to make decisions as to how their work was presented. The
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children had loved this. Teachers were also conducting as much outdoor learning as they could which the children also loved. The Headteacher also gave an example of a Year 3 English task around instructional text. The children had made shadow puppets in groups. This had been a hands on task and very enjoyable for the children. He reiterated that staff had listened to how children wanted to engage in learning. **Tanya Ahmed added that** the School had a dynamic, interesting curriculum and it was taught very well which encouraged attendance. The Headteacher stated that measures were in place to bridge any gaps and ensure that the School was more inclusive.

**RESOLVED** the three year strategy statement be ratified by the Governing Body

**ACTION: CLERK**

## 8. POLICY REVIEW

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

## 9. STAFFING

**RECEIVED** the Leadership Structure 2023/24, a copy of which is included in the Minute Book and available to view on GovernorHub.

### (a) Staffing structure

**REPORTED** that there were no massive changes this year. The School had one Headteacher, two DHTS and four AHTS with responsibilities for PSHE, English, Science, Maths, PE and RE. **Tanya Ahmed asked if there was a Behaviour Lead and was informed there was not as everyone was responsible for this area**. However, in some cases Stephanie Morton would take the lead on this if required and the matter could be escalated to the Headteacher if necessary. Louise Calder and Abigail Brown led on areas of the curriculum.

### (b) Annual cycle of Performance Management

**RECEIVED** an example of an Appraisal Sheet, a copy of which is included in the Minute Book and available to view on GovernorHub.

**REPORTED** that this was ongoing. The Headteacher guided Tanya Ahmed through the appraisal sheet which showed set targets. He explained that a mid-term review would take place around February/March and a final review would happen in July. **Tanya Ahmed asked how these were quality assured**. The Headteacher said that they were reviewed by the SLT and then went to the Chair of Governors. They would consider whole school plans and individual teacher needs. Everyone would have a leadership responsibility in their appraisal apart from Early Careers Teachers and this would be dependent on pay scale. **Tanya Ahmed asked if anyone had double jumped scales this year and was told they had not**. Staffing at the School was stable and many teachers had been at Highfield for a long time now. **She also asked if staff were on board with performance reviews and** the Headteacher stated that they were happy to do them but he recognised there were a lot of staff to focus on but it was considered that targets were fair. No one who had requested it had been refused an increase in scale.

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(c) Continuing professional development

**RECEIVED** the Staff CPD log, a copy of which is available to view on Governor Hub and in the Minute Book.

**REPORTED** that a staff meeting before half term had focussed on SEND. Various staff members were encouraged to lead on different areas of CPD. Other CPD had included work around autism, dyslexia and language acquisition. Staff development was the responsibility of the Headship Team with Stephanie Morton having particular responsibility for Walk Thrus. **Tanya Ahmed considered there was a great deal of responsibility for the Headship Team** but the Headteacher assured her that responsibility was shared amongst staff such as the Early Years Lead and SENCO. Foundation Leads were expected to lead training as were Phase Leaders and Subject Leaders and this did not always fall to the SLT.

**NOTED** the CPD for this year to date and the variety that was offered to staff.

(d) Staff absence

**RECEIVED** the Staff Absence report, a copy of which is included in the Minute Book and available to view on GovernorHub.

**REPORTED** that absence had been rising in the last two-three weeks but remained slightly down on the same time last year. The main reason was sickness but the Headteacher explained the move to Arbor from Scholar Pack was currently making it more difficult to access information. **Tanya Ahmed asked what constituted an authorised absence and was told that** this could be granted for a religious festival, medical appointment or if a teacher had a young child with a medical appointment. There was a limit of five days paid compassionate leave and there was the same limit for child care issues. Any further time taken would be unpaid. **Tanya Ahmed felt this was very generous.** The Headteacher considered that people had different circumstances and there was a need to be fair to all.

10 **GOVERNOR TRAINING**

**NOTED** that all training sessions were listed in the Governor Training Brochure 2023-24, available on Governor Hub.

Governor training could be booked via the School based booker, Catherine Moen.

11. **ANY OTHER BUSINESS**

**NOTED Information Sharing** – There is a weekly Round Up of news items on the Hub. A lot of offers and useful information from LBE is placed on there. To sign up to The Hub newsletter, please email [sts@enfield.gov.uk](mailto:sts@enfield.gov.uk)

12. **ITEMS TO REMAIN CONFIDENTIAL\_**

**RESOLVED** that no items be regarded as confidential.

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