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| ***GOVERNING BODY OF***  ***HIGHFIELD PRIMARY SCHOOL***  ***STAFFING, CURRICULUM AND PUPIL DISCIPLINE COMMITTEE***  **12 November 2024** | R:\Education\MGS\GSS\Mandy\highfield logo.png |

**Members***:* Tim Guha, David Wilson, Sophia Loizia (Chair) and Stephanie Morton

*Italics denote absence*

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

MINUTES

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1. **APOLOGIES FOR ABSENCE**

**NOTED** that all Governors were in attendance.

2. **DECLARATION OF INTERESTS**

Governors were reminded that they should **declare** any interest relating to items on this agenda. No declarations were made.

3. **ELECTION OF CHAIR**

**RESOLVED** that Sophia Loizia be Chair of the Committee for the next academic year.

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

The minutes of the meeting held on 18 June 2024 were agreed as a correct record.

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

**ACTION: CHAIR**

**NOTED** there were no matters arising.

5**. SCHOOL IMPROVEMENT PLAN (SIP)**

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

**NOTED** that the SIP had been discussed in detail at the last Governing Body meeting. There had been a few additions since then and the Headteacher gave Governors an overview.

1. Governors were guided through the areas under the headings Quality of Education, Behaviour and Attitudes, Personal Development, Leadership and Management and Effectiveness of Early Years Provision and reviewed the specific targets that were in place;
2. under quality of education – to embed the use of technology across the curriculum, the Headteacher explained that the School now had one Chrome Book per child in Year 3 although the number of devices available to children across KS2 had increased. The aim was to eventually have one chrome book per child across KS2. They were implementing the curriculum around the use of IPads, the use of cameras and the making of movies;
3. A Governor asked if behaviour was an issue at the School**.** The Headteacher said it was not but they had found that the Behaviour Policy needed to be amended to reflect the fact that children needed to understand their behaviour could have consequences and teachers should be having these conversations with the pupils. This had not been reflected in the old policy so work was in place to ensure this now aligned with the measures in place, Governors discussed online behavioural issues and the fact these usually happened outside of school but would have an impact in school too. The Headteacher assured Governors staff spoke to the children about this area and offered parents support where necessary. This issue was included in the Child Protection Policy and the children were educated about on line behaviour to try and prevent issues arising;
4. A Governor commented that the document was a thorough one and in response to another Governor’s question, the Headteacher said that there was good communication with the SLT. Regular meetings were held and they had all attended an Away Day recently. Stephanie Morton commented that this had allowed them to have valuable discussions away from the school environment. It had been held near St Pauls’ cathedral at a supply agency known to the Haringey Education Partnership and had been free. It was hoped to be able to do this on an annual basis. Following discussion, the Headteacher explained that the SLT were doing the work of an extra person between them. The DHTs spent a great deal of time working in class with the children at present and the Headteacher was keen to review this and adjust accordingly;
5. A Governor asked if the SLT were doing more in class than SLTS in other schools. The Headteacher said it was difficult to say but the SLT at Highfield were doing more than was ideal and more than they used to. Governors discussed the changes since last year and the Headteacher emphasised the need to think strategically as to whether more money was put into the SLT or Support staff and consider the fact that you could have more support staff for the money versus experience. It was vital to consider the needs of the children too but this was not something that could considered at the present time. A Governor wondered if the School could look at having a newly qualified teacher and the Headteacher said they could or consider employing an extra teacher. Governors were reminded about the needs of the children in the nurture group (Reception and Year 1). This group was led by an AHT who spent four mornings a week in the class due to the children’s needs. This had resulted in improved quality of teaching when compared to last year;
6. the SIP would be updated next term and be reviewed by the Governing Body in the Spring term.

6. **PROGRESS AND ACHIEVEMENT**

**RECEIVED** the Progress and Achievement reports, a copies of which are included in the Minute Book and available to view on GovernorHub.

**REPORTED** that

1. Governors reviewed the internal data for Years 1-6 from Summer 2024, the KS2 breakdown and statutory assessments over the last three years. A Governor commented that the data was presented very clearly. Following Governor’s questions, the Headteacher said that the year group where there was most concern was the current Year 4s. Additional support was being directed to these children The issues were potentially due to the fact they had been in Reception/Year 1 during the Covid years but this cohort also had other needs and Stephanie Morton explained that one class was significantly different to the others and their results were drastically dragging the data down due to the amount of needs in this class;
2. the SATS results were good last year and the Headteacher said they were keen to make sure they were continually above the national average so there would always be a focus on Year 6. However, it was recognised that they needed to balance the responsibility of the DHTs across other year groups too;
3. Governors were guided through the details on the statutory assessment slide for 23/24 and they reviewed the breakdown of last years’ results. They noted the areas where the results were below national, ie phonics screening test and EYFS but were pleased that they were only just below and were close to achieving Age Related Expectations (ARE). A Governor asked if Phonics was taught in nursery, and she was informed it was as well as in Reception and Year 1. Practice in Year 1 was strong but improvements were needed in Reception to ensure high quality teaching throughout;
4. Governors reviewed data from 2018-24 and noted the improvements once reading methods had been improved. They were reminded that there had been a lack of consistency in reading at KS2 and a great deal of work had been put in place to rectify this to ensure the combined score was now above the national average. It was noted that Governors had discussed the progress around reading in great depth at previous meetings;
5. Governors discussed the time table data and it was explained that this was received for individual children. The test was on line and there were 25 timed questions. Stephanie Morton said it was a stressful experience for the children. They were used to using Times tables Rockstars which was colourful, bright and exciting and the test was provided on a DfE white screen with a countdown clock in the corner. As a result of this the children always performed worse in the test that they did otherwise. The data was not used for any particular purpose;
6. the Headteacher clarified that there were no KS1 SATS anymore although schools were able to do them if they wished. The Headteacher pointed out the importance of cementing skills to ensure the children were ready to access the KS2 curriculum;
7. the Phonics screening check figures were noted. The results were in line with National and the Headteacher said he was keen for these results to be above in the future;
8. the detailed KS2 SATS results breakdown was considered. Governors were pleased to see that the average scale score was significantly above national as was the expected score. In response to Governors’ questions, the Headteacher said that the progress score was taken from Reception but there were a number of variants to consider. Governors were shown the data for high performance groups and patterns across the year groups including children with Educational Health Care Plans. The Headteacher explained that the progress of SEND children was not always in line with the rest of the year group and the gaps could get larger over time. However, Stephanie Morton pointed out that they had seen some significant successes with some SEND children.

7**. QUALITY OF TEACHING AND LEARNING**

**RECEIVED** the report from HEP School Improvement Advisor following the visit on 11 October, a copy of which is included in the Minute Book and available to view on GovernorHub.

**REPORTED** that the visit had been conducted by the Headteacher of the Willow School on Broadwater Farm which was also an outstanding school but also faced similar challenges to Highfield despite the differences in their locations. The Headteacher explained this had not been a full review but Governors considered the visit had been a valuable one. The SIA had highlighted the fact that Black children in the School were one of the low performing groups and there was a high percentage of pupil premium in this group. They also had the highest amount of social worker involvement. The Headteacher had pointed out that the results of the KS2 SATS had shown that the Black/Caribbean children were one of the highest attaining groups. Governors asked if there had been any specific recommendations from the visit. It had been noted that phonics and GLD were in line with National and ideally they would be above this. The SIA would return and complete a review of EYFS later in the year and provide detailed recommendations as to what should be put in place.**.**

8. **PUPIL PREMIUM (PP) FUNDING**

**RECEIVED** the PP Strategy, a copy of which is included in the Minute Book and available to view on GovernorHub

**REPORTED** that

1. the strategy was now at the end of its three year cycle. Governors reviewed the 23-24 section and the challenges highlighted this month around gaps in oral language skills and vocabulary, lower attainment in maths and social and emotional needs of disadvantaged pupils. Governors discussed the fact that the gaps between PP and non PP were closing at KS2. Lower down the School there remained gaps that needed to be worked on. Work was needed to on Oracy but good work had been achieved in closing gaps in terms of attainment of Phonics;
2. reading interventions across the school, such as a focus on comprehension, fluency and small reading groups, have had a positive impact on disadvantaged pupil’s outcomes, where the gaps are significantly closing. This had been aided by a consistent approach to Little Wandle and using this scheme to teach phonics. The Year 1 Phonic Screening Assessment had shown an increase in children passing in both disadvantaged and non-disadvantaged pupils. Summer 24 data showed that the gap between disadvantaged and non-Disadvantaged pupils had significantly reduced- 75% of disadvantaged pupils passed the phonic screening. A target that had now been met. With using the rapid Catch up and Keep - up sessions, this had enabled identified pupils to read with pace and fluency. A focus on developing vocabulary through high-quality first- hand teaching and interventions specifically developing vocabulary such as Talk Boost had also accelerated learning;

1. attendance for PP children was at 95.2%, a 1.5% difference from non PP and work would be conducted to try to bring this up to the non PP level;
2. Governors were guided through the key challenges to achievement that had been identified among the disadvantaged pupils as at November 2024. The gaps in oral language and vocabulary were a focus. Assessments, learning walks, book looks and pupil conferencing showed that there were gaps for many disadvantaged pupils with their oral language skills and vocabulary. These were evident through EYFS to KS2. Language gaps and oracy skills such as presenting, performing, debating and speaking to give ideas/opinions were more prevalent among the disadvantaged pupils;
3. Governors were informed about the lower attainment in maths. Assessments, observations and pupil conferencing showed that disadvantaged pupils generally had more challenges and barriers when learning mastery Maths skills. The internal data had shown that there was a wider gap between disadvantaged pupils and Non-Disadvantaged pupils achieving Greater depth in maths and also there was a higher number of Disadvantaged pupils at Emerging than non-Disadvantaged pupils;
4. in respect of social, emotional needs of disadvantaged pupils the pupil conferencing, discussions with staff and learning walks showed that some pupils who were disadvantaged had a lower self-esteem, lower confidence, had less resilience and found it harder to self-regulate and manage their emotions as well as build positive relationships. Also some disadvantaged pupils showed signs of increased anxiety which impacted their attainment and mind set to learn;
5. there was a challenge to continue to close the gaps which were significantly closing. The Headteacher said they would like to see a 3 year trend on the gaps reducing significantly each year;

9. **STAFFING**

1. Update on staffing structure

**NOTED** that there were no changes to the last report

1. Update on the annual cycle of Performance Management

**REPORTED** that all staff had received their appraisal and had two targets set for next year. The mid-point appraisal would take place in March.

1. Continuing professional development

**RECEIVED** the CDD log, 24-25, a copy of which is included in the Minute Book and available to view on GovernorHub.

**NOTED** the information under the headings, of staff meetings, Inset training and external CPD for the Autumn term.

1. Update on staff absence.

**RECEIVED** the staff absence data from September 24 -present, a copy of which is included in the Minute Book and available to view on GovernorHub.

**NOTED** that the figure for total days of absence should read 70 not 75. The Headteacher was pleased to inform Governors that the total days of absence had halved but the number of staff having at least one day off had doubled. In response to query about long term absence, Governors were pleased to learn that the staff member was due back at the end of this week. A specialist coach had been brought in from Frontline Football to ensure the children still received high quality PE provision and to avoid teachers having to plan for extra lessons. After school clubs had stopped during this absence but would begin again soon.

10. **POLICY REVIEW**

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

11. **GOVERNOR TRAINING**

**NOTED** that all training sessions were listed in the Governor Training Brochure 2023-24, available on Governor Hub and that Governor training could be booked via the School based booker, Catherine Moens.

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

12. **ANY OTHER BUSINESS**

**NOTED information Sharing –** There was a weekly Round Up of news items on

the Hub. A lot of offers and useful information from LBE were placed on there. To

sign up to The Hub newsletter Governors could email [sts@enfield.gov.uk](mailto:sts@enfield.gov.uk)

13. **ITEMS TO REMAIN CONFIDENTIAL**

**RESOLVED** that no items be considered to be confidential.