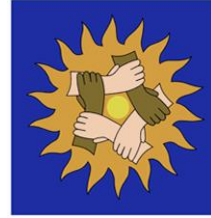


GOVERNING BODY OF
HIGHFIELD PRIMARY SCHOOL
STAFFING, CURRICULUM AND PUPIL DISCIPLINE
COMMITTEE

18 June 2024



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

Italics denote absence

Also attending: Mandy Newell (Minute and Advisory Clerk)

MINUTES

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Tanya Ahmed and Stephanie Morton.

2. DECLARATION OF INTEREST

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

3. MINUTES AND ANY MATTERS ARISING FROM THE MINUTES

RECEIVED the minutes of the meeting held on 12 March 2024 which were agreed as a correct record.

RESOLVED these be signed on GovernorHub by the Chair.

ACTION: CHAIR

NOTED there were no matters arising.

4. SCHOOL IMPROVEMENT

RECEIVED the School Improvement Plan, a copy of which is included in the Minute Book and available to view on GovernorHub.

REPORTED that

- (a) the School Improvement Plan (SIP) had been updated at the end of the Spring term. The areas highlighted in green were the most recent updates;
 - (b) the Headteacher highlighted the work being done around the Walk Thru Strategies which were based on the ideas produced by Tom Sherrington. These were reviewed
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in Staff/Phase Meetings, peer observations were conducted and feedback given. They had also been part of SIA focus, reviews and learning walks. This had shown that teachers were successfully implementing Walk Thru strategies particularly scaffolding, developing deliberate vocabulary and live modelling;

- (c) the Headteacher explained the work being done around dual coding for vocabulary development and the use of words in different contexts to ensure full understanding. The strategies were proving very successful in helping the children to learn and remember;
 - (d) the Haringey Education Partnership (HEP) had conducted a reading review and witnessed strong practice throughout the School and they had viewed what they would expect to see in class;
 - (e) reading data was improving and it was recognised that the children at the School had a wide range of backgrounds and there was a need to be precise in how assessment of learning was made. [In response to a query from Tim Guha about the inconsistencies in marking that had been noted in the reading review](#), the Headteacher said that this had been reviewed and it had been noted that some teachers went beyond what was expected in the marking policy. Discussions had been held and the matter clarified;
 - (f) SEND interventions had been reviewed and improvements in reading noted.;
 - (g) discussions were being held with KS2 teachers about phonics strategies;
 - (h) the Headteacher informed Governors that the School was on a journey in respect of embedding technology across the curriculum. Progress was being made but was not where it had been envisaged it would be at the beginning of the academic year. Some staff were new to leadership and more work was needed to ensure the correct measures were in place. Expectations had now been made clear and a long term plan shared. STEM week had been used to look at learning with an iPad. [Tim Guha asked if the onus was on staff to apply technology across the School and he was told it was](#). The Headteacher said that they were a little behind where they wanted to be but staff training on the relevant skills had been completed and a plan for September around expectations was in place. STEM Week had also been used to demonstrate the full plans for next year and work would be quality assured;
 - (i) work around creative writing was ongoing and working well. Creative writing week had been very successful. The love of reading was always discussed and teachers wanted the children to have the opportunities to write what they wanted to. This happened in Creative writing week but some creative writing was also possible in everyday lessons;
 - (j) plans to develop the children's aspirations for the future were part of the SIP and there had been enrichment opportunities in the Spring term. Governors were informed about the Rackets Cubed Club for 25 disadvantaged children which took place at Hazelwood Tennis Club. The children were given the opportunity to play tennis, do some science lessons and have a meal. [In response to a query from the Chair, the Headteacher said it had been very well received and given these children an opportunity they might not normally have](#);
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- (k) the Alternative Resource Provision (ARP) was the mid-point between mainstream and special school. The parents had welcomed this provision and the Headteacher was delighted to inform Governors that the teacher running the ARP was excellent. The Headteacher said it had been a good way to build relationships with the parents of children with educational needs. The feedback from parents had been very positive. [The Chair asked if the parents had noticed a difference in their children and was told they had.](#) They had seen the progress they had made and were happy with the provision that was being offered. The School was working with Russet House and the LA on moderation;
- (l) the plans for a second ARP and nursery provision were no longer feasible. The Headteacher had spoken to the Director of Education at the LA who had initially considered the plans to be a good idea but when it came to financing them there had been no budget. The Headteacher was frustrated at how the situation had been managed and disappointed that the plans would not come to fruition when there was a need for this type of provision. An alternative plan was now in place to open a Nurture Group funded by the School which also meant that there was no limit as to how many children could attend from Highfield. In essence this was similar to an ARP for younger children. It would be based in Dali room and be led full time by one of the AHTs;
- (m) work continued on child initiated independent writing. Children had more opportunities for independent writing. This could be seen in the provision for lessons and could be seen in the writing produced by the children. More children were ready for the writing expectations in KS1. Nursery had scheduled time to support reluctant writers (including those struggling with pencil grip) to mark or write their name at regular intervals. Reluctant readers had been identified and were receiving support. Interventions began in Spring term-phonics, fine motor skills, speaking and listening. The AHT had monitored work to ensure books included adult-led and child initiated activities. This had been seen throughout EYFS and staff were now working collaboratively to ensure consistency across the phase;
- (n) the SLT had been visiting Dali regularly to see provision and integration and they had been supporting staff to make effective changes to support the pupils effectively;
- (o) a priority was to ensure high quality teaching of phonics was embedded throughout early years. The Children were achieving the national average in phonics but it was not clear why the results were not higher. Following the phonics review measures were implemented. In EYFS and Year 1 training modules were re-visited. Year 1 had writing as part of the lesson. There had been re-organised group reading and staffing in EYFS and CPD on Little Wandle (phonics scheme) had been reviewed at Phase meetings. Two members of staff (Reception and Year 1) had visited Raglan for best practice and feedback to phases. The English Subject lead from September 2024 would be teaching in Reception and be able to monitor and lead Little Wandle. [In response to Governor's questions, the Headteacher stated that it looked as if they would be achieving national average this year.](#) There had been an increase in Pupil Premium (PP) pass rates but they were keen to raise these results further next year. Foundation phonics was taught in Reception.
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5. **PROGRESS AND ACHIEVEMENT_**

(a) Progress and achievement update

RECEIVED Spring 2024 data, a copy of which is included in the Minute Book and available to view on GovernorHub.

REPORTED that

- (i) Governors reviewed the data from Reception to Year 6 for reading, writing, maths and combined. The Headteacher explained that yellow = PP and green non PP children;
- (ii) the overall trend showed gradual growth in reading. The national average for combined in Year 6 was around 60% but at Highfield it was around 65-75%. The gap between PP and non PP was closing;
- (iii) Tim Guha showed Governors how he had converted the data into bar charts which showed the data more clearly. The Headteacher said he would like to speak to him about how they could present the data in a similar way as it was visually much easier for Governors to understand. It was pointed out that the School figures were double the national average since Covid for Greater Depth in Year 6 which was an excellent result. There were some concerns around the Greater Depth figures in Year 2.

RESOLVED that the Headteacher meet with Tim Guha about the presentation of data.

ACTION: HEADTEACHER/TIM GUHA

(b) Impact of interventions

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

REPORTED that

- (i) the areas highlighted in green showed high impact, the yellow showed some impact, khaki showed no impact and the red areas were where it was impossible to judge the impact due to too few sessions. These were as a result of a KS2 TA having to work with behavioural needs and not having the time to run the interventions;
 - (ii) where the AHTS and HLTAs had been working with Year 6 strong progress could be seen. However, the Headteacher explained that the reduction in Support Staff meant time and capacity to provide interventions was limited now and they could only provide the ones that they could be sure would have the best impact;
 - (iii) there had been a number of successes with SEND children but due to the budget issues the Speech and Language Therapist's time had been reduced by a third;
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- (iv) Governors noted the detailed information provided around interventions for all year groups and the successes achieved. They discussed the issues around funding and the Chair explained that she might be able to obtain a small amount of funding from the company she worked for as recognition of her time spent working with the School but she had to have been a Governor for two years. The Headteacher thanked her and said that any contribution would be welcome.

6. **QUALITY OF TEACHING AND LEARNING**

RECEIVED the reviews from HEP on Reading and Phonics, copies of which are available to read on GovernorHub and in the Minute Book.

REPORTED that

- (a) the reading review had been very positive and had consisted of an Interview with the Reading Lead, a Reading Learning walk of five classes, pupil interviews; book looks and a review of long, medium and daily planning. They had considered what was working well and what would be even better if;
- (b) the Phonics review had helped provide answers around the concerns that were now highlighted in the SIP. Work would continue to ensure the relevant measures continued to be embedded.

7. **PUPIL PREMIUM FUNDING**

REPORTED that the funding for next year had not yet been received. The Headteacher suggested that this item be deferred until the Autumn term meeting when Governors could consider the three year targets and review the end of year data.

RESOLVED to defer this item until the Autumn term.

ACTION: CLERK/HEADTEACHER

8. **POLICY REVIEW**

NOTED there were no policies due for review.

9. **STAFFING**

RECEIVED documents relating to staffing, copies of which are included in the Minute Book and are available to view on GovernorHub.

REPORTED

- (a) Staffing structure

From September 2024 two AHTS would be job sharing and spending 50% of their time in class as a teacher was leaving and financial pressures meant this staff member would not be replaced. The other AHT would be leading the Nurture Group. These

plans had reduced the capacity of the SLT and in response to a question from the Chair, the Headteacher agreed that it did put more pressure on him. The situation also reduced the capacity for school improvement but Governors were assured that work on this would continue. Currently the DHTs ran intervention groups and these would need to be reduced. Governors asked if the AHTs fully understood the reasons for the changes being made and the Headteacher said they did. The SLT were aware of what was happening in other schools and the pressures everyone was under.

(b) Annual cycle of Performance Management

The Headteacher was pleased to inform Governors that there were no significant concerns around capability and the mid term reviews had been completed.

(c) Continuing professional development

The CPD log up until the end of the Spring Term was reviewed. There had been a focus on reading/Walk thrus and SEND training. The Headteacher explained that one in six staff meetings focused on SEND. Most areas for CPD were linked to the SIP. External CPD was also undertaken. Governors noted who had undertaken the various training opportunities and Tim Guha commented on the excellent take up and the amount of staff who had undertaken the training. Governors were pleased with the CPD on offer and the way in which staff were embracing the opportunities.

(d) Update on staff absence

Governors reviewed the Absence log and the Headteacher was pleased to report that absence was less than this time last year. From September 2023 until 14th June 2024 68% of staff had an absence (70% last year). The total absence days were 561 compared to 735 last year. Despite the reduction it was recognised that this was a significant amount of days lost and the Headteacher was keen to try and reduce the figures further. He was considering rewarding good attendance by offering days in lieu for example. Governors reviewed the reasons for the absences and discussed staff returning after their time off and how they were managing being back at work.

10 GOVERNOR TRAINING

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

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

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

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

12. ITEMS TO REMAIN CONFIDENTIAL

RESOLVED that no items be dealt with on a confidential basis.

