

ST LUKE'S COFE PRIMARY SCHOOL

**Minutes of a Meeting of the Curriculum and Standards Committee of St Luke's
CofE Primary School on Monday 14th January at 6.30 p.m.**

In attendance

Governors

Rev Ed Dix (ED) Committee Chair
Ms Rebecca Abrahams (RA) Headteacher
Ms Rachel Clapham (RC)
Ms Nina Kerr (NK)
Ms Jennifer McMillan (JM)
Rev Tom Pyke (TP)
Dr Margaret Senbanjo (MS)
Mr Sherman Singh (SS)

Present

Ms Jessica Tough (JT) EY/Year 1 Phase Leader
Ms Adriana Sutherland (AS) Year 6 Phase Leader
Mrs Hollie McDonough (HM) Clerk, Clerking and Appeals Associates Ltd

**1. OPENING PRAYER, WELCOME, INTRODUCTION AND APOLOGIES FOR
ABSENCE**

ED opened the meeting with a prayer.

Apologies had not been received from Hylton Bellinger (HB) and Sherman Singh (SS.)
The Committee questioned whether HB knew to attend the meeting due to being a new
member of the Committee. The decision was made to clarify the issue at the next
Governing Board meeting.

ED welcomed JM to the meeting in her new role as a Parent Governor. JM briefly
introduced herself.

RESOLVED: The Committee Chair would clarify the committee membership of HB at
the next meeting.

2. DECLARATIONS OF INTEREST

None.

3. MINUTES OF THE MEETING HELD ON 17TH SEPTEMBER 2018

RESOLVED: that the minutes of the meeting on the 17th September 2018 were approved
to be signed as an accurate record of the meeting.

4. **MATTERS ARISING**

RA noted that the original draft had required changes.

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5. **YEAR 6 PRESENTATION**

AS briefly introduced herself and circulated a copy of the presentation A Journey Through Year 6 giving a snapshot of the policy for the current Year 6 class (2018-19) and the aspirations for the remainder of the year.

AS gave several examples of why Year 6 was considered to be such a special year, including:

- Transition work to prepare the children for secondary school
- A residential trip away from home
- Exam preparation and the related environmental stresses
- Graduation from primary education

AS shared some examples of photocopied classroom work, including some Reading, Writing and Mathematics. AS gave details of the specific skills and knowledge that the pupils must learn in order to succeed in Year 6, as well as some challenges faced in each of these areas:

- **READING** - The importance of vocabulary, the exposure to a variety of written genres and styles, and answering in greater detail were highlighted as areas of focus.
- **WRITING** - Engaging reluctant writers, ensuring the students had exposure to technical examples of writing, and the opportunities to learn and use editing skills were emphasised.
- **MATHS** - Smaller lesson groups (fifteen students per class) for Maths lessons, the implementation of four levelled teaching groups, and the deployment of ten adults working across the year group were highlighted as important factors towards the students achieving well.

AS explained that the students' success was also due to several other elements implemented at St Luke's, including:

- Booster classes before and after school
- Intensive timetabling with the use of Higher Level Teaching Assistant support
- Pre-teaching and revision opportunities
- Frequent assessment
- Easter school revision sessions
- Growth Mindset coaching
- Drama opportunities to support quality writing

AS concluded the presentation with a list of activities in which the Year 6 students partook after their SATs exams. An explanation was given as to how each activity supported a successful transition to secondary school.

An open invitation was given to all Committee members to visit the Year 6 classes.

ED thanked AS for an excellent presentation and asked the Committee for any questions.

Some questions were raised and discussed regarding how to ensure a successful transition between a supportive primary environment to a secondary school. Responses included opportunities for secondary school 'Open Days', continued focus on independence and resilience, and exam skill preparation to build confidence.

SS arrived at approximately 7.00 p.m.

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6. EYFS PRESENTATION

JT introduced the Early Years and Foundation Stage (EYFS) cohort from 2017-2018 (the current Year 1 class) that would be discussed during the presentation.

6.1 Additional Needs Overview

A breakdown of the year group's additional needs was presented:

- Ten children (17%) were receiving some level of support (e.g. through CAMH's services, speech and language support etc.), one of whom had an Educational Health Care Plan in place to support his Autism diagnosis.
- Five children (8%) were beginning to be assessed for additional needs including Autistic Spectrum Disorders (ASD).
- Eight (14%) children required additional personal, social and emotional support.
- Two (3%) children were new additions to the school and to the country.
- Eight (14%) children were described as on the 'cusp' meaning that they were just below the expected standard

JT continued to provide context for the year group noting that 62.5% of the cohort were boys, and 25% were eligible for Pupil Premium.

JT noted that despite 49% of the year group requiring some level of additional intervention, the children were still making good progress. Many of the children were reported to have made between three and seven steps in the EYFS areas of learning which indicated their low baseline scores on entry. JT emphasised that despite strong progress, many of these children continued to struggle to achieve near their expected level.

6.2 Trends

JT reported some of the trends presented by the children who had not reached Good Level of Development (GLD) which included:

- Personal, social and emotional development (PSED) levels were lower than expected (including issues of self-confidence, social interactions and emotional stability)
- Fine motor development

- Strong phonic knowledge, but difficulty in applying to practical writing activities and sentence work
- Mathematical development strong (due to practical application)

6.3 Interventions

JT presented a report indicating the intervention strategies currently in place and those about to be implemented amongst this cohort which included:

- Settling in systems allowing for more structured lessons
- Handwriting and fine motor activities
- Daily reading
- Physical play interventions
- PSHE transitions after every holiday period
- A familiar supporting adult in class that they worked with in the previous year
- Daily small group phonics sessions
- Achievement for All (AFA) programme allowing parent involvement in target setting

Governors asked a series of questions regarding when the interventions took place and parental engagement. JT clarified that interventions were supplementary and did not interfere with the children's lesson time, and that parental engagement through AFA was improving with support from Christine (Community Cohesion Worker).

The Chair praised JT and the EYFS team for their continued commitment and asked the Committee if there were any further questions.

Governors enquired as to whether the cohort was an exception. Staff members and the Headteacher partly agreed, but noted the issues of mobility, staffing numbers and EHCP funding making this more common. The Headteacher emphasised the importance of early identification through engaging with families before children began at the school

The Chair thanked AS and JT for their contributions.

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7. INSPECTION DASHBOARD 2017-2018

RA presented the OFSTED Inspection Data Summary Report 2017-2018 to the Committee and noted that the information applied to the previous Year 6 class.

RA summarised the main headings including:

- Maths progress entering the top 20% of schools for two years running
- Maths attainment was in the top 10% for three years
- KS1 presented no trends meaning that there were no concerns

RA explained that they would analyse the data in the next Committee meeting with guidance from Brian Walsh.

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8. AUTUMN DATA 2018

RA made reference to three documents: Progress and Attainment Report (Autumn 2018); How well do our children attain? (2018); School Development Plan 2018-19.

The main features of the attainment grids were explained and the new addition of a combined target column for Reading, Writing and Mathematics was highlighted to the Committee.

RA informed the Committee that the current Government floor target for the combined score was 65% which was higher than the National average from the last three years (53% in 2016, 61% in 2017 and 64% in 2018).

RA signposted the tracker grids for White British and Pupil Premium as they were the two groups identified as most in need of support within the school.

RA highlighted the following details from Pupils Making Expected Progress document:

8.1 Reception

- 16% of the cohort were eligible for Pupil Premium
- Children currently meeting age-related expectations – Reading 69%, Writing 69%, Maths 76%
- A high baseline score for PSED (78%)
- The cohort showed a stark contrast with previous Reception cohort

8.2 Year One

- Pupil mobility had been an issue. Five children had joined the cohort, and two had left the school since the Summer data was collected
- The 'negative drag' of pupil mobility within the cohort was equivalent to four children (or 7%)
- The number of 'cusp' children who were assessed as being one point behind Age Related Expectations (ARE) for Reading – nine, Writing – 11, and Mathematics – 12

RA explained the school's new method of recording the impact of pupil mobility within cohorts and emphasised the importance of collecting detailed evidence of this in preparation for OFSTED.

8.3 Year Two

- Pupil mobility figures highlighted – six children were new to the school and four children had left since September
- Based on their attainment, the 'negative-drag' was equivalent to four children (7%)
- The impact on PSED and the children's confidence in light of the high levels of mobility were discussed
- The difference in assessment between Year 1 and 2 was discussed

Governors noted that the majority of leavers were higher attainers. RA explained that every parent who signed a transfer form had been met with, and the main reasons for leaving included: moving out of London, enrolling at Grammar schools, and a new primary school that had opened within close proximity.

8.4 Year Three

- Positive pupil mobility was highlighted in this cohort
- The % making expected or better progress (Autumn): Reading 94%, Writing 92%, Mathematics 94%
- Fewer boys were achieving in Writing, so a number of interventions had been put in place

RA noted that assessment for Writing needed some further investigation as cautious marking could affect data. Governors asked about the methods used to collect the data. RA explained that they were recorded through a combination of moderation with other schools, teacher assessment and assessment meetings.

8.5 Year Four

- Negative mobility discussed as three children at Greater Depth had left
- Thirteen children were on the 'cusp'
- The % making expected or better progress (Autumn): Reading 88%, Writing, Mathematics 94%

8.6 Year Five

- 40% of the cohort were Pupil Premium
- There had been a large amount of mobility since September (eight children were new to the school and four children had left)
- The mobility had had a negative impact on the Writing attainment within the cohort but interventions were in place

8.7 Year Six

- 51% of the cohort were Pupil Premium
- The attainment had been negatively impacted since the previous term due to two pupils leaving who would have achieved ARE and GD, and one more child with similar attainment might leave within the year
- Interventions were covered in the Year 6 presentation

8.8 Actions to Respond to the Autumn Data 2018

RA detailed a number of actions that had already or would soon take place in response to the findings from the Autumn data including:

- A change to the arrangements for collective worship to ensure that five full lessons of English and Maths were taught per week
- Continuing to explore assessment difficulties
- A number of staff meetings dedicated to improving writing
- Teams allocated to work on Pupil Premium analysis
- A literacy consultant working with Year Five to support improving attainment
- A mobility working party

Governors asked for more details on the new collective worship arrangements. RA responded with an explanation describing the loss of timetabled teaching sessions during the previous whole school worship arrangements, and how the new plans would

make worship a classroom-based activity led by teachers with resources and support from the Headteacher.

The Chair thanked RA and asked if there were any further questions. There were none.

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9. QUALITY OF TEACHING AND LEARNING

Deferred to next meeting.

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10. SAFEGUARDING, BEHAVIOUR AND SAFETY

Refer to the Confidential Minutes.

11. PUPIL ATTENDANCE AND PUNCTUALITY DATA AUTUMN 2018

RA drew Governors' attention to the document and data on the Pupil Attendance Statistics document. RA explained that this document demonstrated that the current pupil attendance for children of statutory school age was 95% and this figure was largely the same for Years 1 – 6 only.

Highlighted details included:

- More occurrences of illness in the Reception class than other year groups
- In Year 6, one child with a health condition affected the overall data, despite authorised absences
- 92.75% pupil attendance in Year 3 affected by one child with Safeguarding issues who had left but was not yet on roll at another school

RA gave details of the actions used to respond to pupil attendance issues including letters sent home for any children who fell below 95% and the heavy involvement of Christine to communicate with and support families.

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12. DATE OF THE NEXT MEETING

Curriculum and Standards Committee meeting: Monday 29th April 2019 at 6.30 p.m.

13. ITEMS FOR THE NEXT MEETING

- Quality of Teaching and Learning report carried forward to the next meeting.
- Canvas Governors for Mobility Working Party volunteers.

14. ANY URGENT OTHER BUSINESS

None.

15. **ANY URGENT CONFIDENTIAL BUSINESS**

No urgent confidential business.

Meeting closed at 8.40 p.m.

CHAIR'S SIGNATURE:.....

DATE SIGNED:...../...../.....