

**ELM GROVE PRIMARY SCHOOL**  
Teaching, Learning and Standards Committee



Tuesday 3<sup>rd</sup> December 2019 6pm

Agenda item	Leading	Link to work plan, attached	Papers	Time
1. Welcome and apologies	DB	5 mins		5
2. Maths and English curriculum - priorities for coming year, linked to SIDP, and monitoring arrangements - impact of new Ofsted framework on maths and English curriculum	Hannah Tucker/Chris Phillips	30 mins	Updated SIDP	10
3. Minutes from last meeting & Matters arising	LW	10 mins	Draft minutes	30
4. Education Inspection framework 2019 - Update on school plan to adopt EIF - Implications for committee work and governor monitoring	LW/DB	20 mins	Inspecting the curriculum; <a href="https://www.gov.uk/government/publications/education-inspection-framework">https://www.gov.uk/government/publications/education-inspection-framework</a>	
5. Draft workplan - discussion and agreement - governor monitoring plan	DB	10 mins	Draft TLS committee terms of reference and workplan;	15
6. Pupil progress and quality of teaching – update - monitoring plan	LW	15 mins	Executive data summary 2018_19  Executive data summary 2019_20 (incoming data)	
7. SEND update - verbal update on activities linked to SIDP - monitoring plan - staff structure update - timetable for policies and reports	LW/PK	15 mins	SIDP	15
8. Pupil Premium update - PP update - timetable for pupil premium report - monitoring plan	LW/LH-C	15 mins	<a href="#">Visit report Phil to provide;</a> PP action plan 2019_20; PP report 2018_19 (for info)	15
9. - Policy schedule for year - Sex & Relationships policy	LW/DB	5 mins	Policy schedule <a href="#">?Sex and relationships policy</a>	

## 1. Welcome and apologies

In attendance: Diana Boyd (Chair), Laura Haynes-Copp, Sue Margolis, Natalie Dodds, Louise Willard (HT). Millie Watts (Senior Inclusion Mentor) and Carla Kemp (Senco) joined for agenda item 7. Hannah Tucker (Maths lead) and Christine Phillips (English lead) joined for agenda items 7 and 2.

There were apologies from Phil Kelly, Christine McNeill and Anna Johnson (clerk). DB took minutes.

## 2. Maths and English curriculum

- priorities for coming year, linked to SIDP, and monitoring arrangements

The Maths and English leads told the committee about the priority initiatives in Maths and English that have been implemented this year.

### Maths.

Same day interventions. The maths mastery approach was adopted in September 2017, which is an incremental approach where the whole class masters each topic in turn. However, progress from KS1 to KS2 still requires improvement. Same day interventions have been introduced this term, approx 3 times per week, KS2 teachers analyse who is finding a topic difficult, children reflect themselves, and then do catch up sessions during assembly. Initial feedback is very positive, and this will be followed up with data analysis and teacher feedback at the end of term. No stigma is attached, and children approach it with enthusiasm. [Are there any children who don't want to join in? – A few need more encouragement, but then see the benefit.](#) A governor suggested communicating to children the broader benefits of maths. The SIDP includes an action to involve more parents in order to inspire children.

Maths hub: a network of school working together. This has partially replaced the former CCPFE maths group. Includes: one training session per term, eg. session with Shanghai teachers; Schools group, including lesson observation at another school and discussion sessions; Peer support. [Do you teach maths in the morning? Yes](#)

KS1 Parent workshops: There will be joint reading and maths workshops in the spring term.

### English.

Whole class reading. Talk for writing is now embedded. Next steps is to increase involvement with real text, linking love of real books with talk for writing. Changing approach to guided reading to whole class guided reading. This increases exposure to books from one to 5 sessions a week. Aim is to establish a reading spine for Elm Grove, which lists all the books children will have read by the end of year 6. Donations of books will be needed due to budgetary constraints. The school has subscribed to literacy shed+. Books will be linked to writing topics.

Increasing home reading. There has been a drop in reading at home. A number of initiatives are being carried out to address this. CP is carrying out an audit of KS1 reading books, and introducing systems to facilitate tracking of how often children are taking books home and for how long. Stations for taking books are being made more appealing. Reading outdoors has been introduced.

Moderation Y6. The school will undergo writing moderation in June, which is being prepared for by having tick lists for each child. CP has sat in on a moderation process at another school.

Senior leader in education. CP is continuing work with Carden. This brings funding to the school. Working in year 5, looking at sentence level intervention: the learning is being shared with Year 5 teachers.

- impact of new Ofsted framework on maths and English curriculum

What is the impact of OFsted framework? The main impact is if it means more time is spent on other subjects at expense of maths and English.

### 3. Minutes and matters arising

Governors had received the minutes after the July TLS meeting. However, the minutes were not sent out with the papers for this meeting, and so it was decided to amend and agree by email.

**Action: Chair to circulate draft minutes for comment and agreement**

Matters arising:

Action 1: Changes to appraisal procedure have been discussed and a plan made for implementing from next academic year.

Action 2: HT reported up to date policy on website. **Action: HT to send SEND policy, SEND report and Local offer to Chair and Clerk.**

SEND report to governors: This was completed by Chair following verbal report from former InCo in summer term 2019. A governor noted that extra workload for staff should be minimised, and considered when requesting reports from SENCo. **Action: Chair, SEND governor and SENCo to agree format of SEND report to governors going forward.**

Action 3: Equalities report was shared with governors.

Action 4: This will be actioned once the MW returns from maternity leave. Part of the role of Senior Inclusion Mentor is gathering data, for example around attendance, using CPOMS. A governor noted that CPOMS is now being used more routinely and effectively which then reduces workload around collecting data.

### 4. Education Inspection framework 2019

- Update on school plan to adopt EIF

The HT discussed the main impacts of the new Ofsted Framework regarding focus on broader curriculum. EG is in a good position since it has maintained a strong focus on foundation subjects and has a curriculum overview. Manageable and effective assessment systems need to be agreed for each subject. She has concern about focussing on assessment ticklists at the expense of the school improvement plan which could lead to increased workload.

Inspections will be changed: a longer pre-visit phone meeting, and a deep dive into subjects involving middle leaders. Schools will need to show subject progression, what skills are being taught, how the needs of more able and those with SEND are being met. At Elm Grove, every subject lead has an appraisal target looking at progression in their subject and how it should be assessed. 2 staff meetings in spring term will focus on the new framework. The assessment lead will present her research into other schools and their progression

documents. The geography lead has been on a course and will disseminate to staff. The science lead will also present. Following the staff meetings, an action plan will be written. The school is working collegiately and positively, forming research groups, and working together to improve.

The HT noted the importance of ensuring standards in English and Maths are maintained.

Currently Ofsted is using a 3.5 year cycle, so Elm Grove should expect an inspection next academic year.

- Implications for committee work and governor monitoring

Action: Chair to investigate governor involvement in Ofsted inspections.

Action: invite ES, TY and LB to FGB summer term.

#### 5. Draft workplan

- discussion and agreement

Action: Chair to update invitee list

Work plan agreed subject to those changes.

- governor monitoring plan

HT explained that it is difficult to know dates far in advance. The school is reviewing use of learning walks, since staff fed back that they do not have as much impact on teaching as peer support, but this needs to be balanced against need for senior leaders to monitor actions from SIDP. Pupil progress meetings are also being reviewed to ensure they are as effective as possible.

It was agreed that governor specific visits and learning walks work better than governors joining school based monitoring. Pupil voice meetings and looking at work is a good way of monitoring. Chair will liaise with HT to arrange monitoring visits.

Governors week will be an opportunity to organise learning walks, pupil voice, staff voice.

#### 6. Pupil progress and quality of teaching – update

Action: HT to email autumn term data summary

2019 results saw a drop in data. KS1 data was lower than expected, but KS2 results were expected. Stronger data predicted for coming 3 years. Yr 2 and 3 and reception are current spotlight groups. High level of SEMH need in reception

Governors asked the HT to give the reasons behind poor maths progress in KS2 – it partially reflects year 2 levels were using old system, so expected progress more difficult to achieve, particularly in a complex cohort.

Could lack of interventions in Y6 have contributed? Same day interventions should make a difference this year.

SEMH needs of some children affected whole year group. However by the end of year 6 the class settled and was able to make a good transition to secondary. The nest had a big impact.

Is the school in a better position to manage a similar year group in the future? Yes. Concerns about Inclusion lead being on maternity lead – no insurance. Governors noted the importance of initiatives to address barriers to learning. A governor asked whether current underspend be used on covering maternity cover – this will be looked at at the end of this month when the budgetary situation will be clearer.

- monitoring plan

Action: Chair and SM to arrange meeting with TY to scrutinise last year's in-school data.

## 7. SEND update

- verbal update on activities linked to SIDP

Carla Kemp (SENCo) spoke of current initiatives to improve provision for children with SEND. She had produced a report which was shared with governors.

SEN register.

Not many children in lower year groups are on the register so working on early identification to improve outcomes. CK to meet with reception teachers.

High number of children being 'monitored' – CK to categorise why they are being monitored, refine process to ensure progression to SEN register if needed.

Edukey

Online system to track provision, progress, identify what is needed. CK visited other schools using the system. All teachers to be trained in inputting data.

Monitoring progress for children with SEND

CK visited Downs View special school to look at 'Onwards and Upwards' system for monitoring and tracking progress, both academic and non-academic. EG plans to adapt system, with adjustments.

A governor asked whether it can be used for SEMH? Yes.

How do you make sure consistency across staff in measuring? – plan to pilot with EHCP pupils, train specific staff for those pupils, then roll out.

Can this be used alongside NC levels? Yes

Ed Psych capacity

The school has 12 visits across academic year, which is insufficient for level of need. The majority is used for statutory work around EHCP assessments, and therefore not used for other children who need it. Paid for 3 extra days last year – approx. £900.

Parent carer engagement

Plan to build more of a community around SEND parents. Building relationships.

Using technology to help provision.

How much time will Edukey take and will it increase teacher workload? The teaching staff present agreed that overall it saves time, and links with SIMS which is already used by the school. The HT said that everything is approached with staff workload in mind, and there was a staff workload meeting this week.

Millie Watts spoke about the work around inclusion in the school.

The Nest uses secure base model which is working well. It is based on building relationships and links with the Just Right programme and pivotal approach used in the school.

The staff team has expanded to include MW and 2 inclusion mentors (SEMH and SEND) and an inclusion TA.

The focus is for looked after children, those previously in care, and those with SEMH needs. Interventions for each child reviewed termly – these will be entered on Edukey.

A busy time is repairing relationships after playtime. [Has Opal made a difference? – it has helped children who previously found it difficult to step in to play. But peer fallouts continue.](#)

The HT said that the expansion of the inclusion team has provided more capacity for team to work with families, and has reduced SLT workload around managing dysregulated children.

Update from SEND governor

LH visited CK, and LH presented her visit report to governors.

Parental engagement with reading has a huge impact on children, and disengaged parents tend not to come to the workshops. LH and CK have been working together on a plan to engage parents (SEND and PP) alongside their children. Reading coffee morning once a term to come with younger sibs. PTA to provide soft play facility. CK to provide teachers to read stories. A key element will be peer to peer support of parents to avoid feeling of being judged.

A governor asked whether parents know they are PP parents and suggested caution about inviting parents on that basis. It might be easier to start with SEND parents and then expand.

#### 8. Pupil Premium update

- PP update

The pupil premium action plan 2019/20 and PP governor visit report were shared with governors.

The pupil premium report has been completed and is on the website. The PP governor met with the HT to discuss the draft Pupil Premium action plan for 2019/20. The PP report 2018/19 was used to pick out key areas in the SIDP to create the PP action plan.

The HT said the loss of Every Child a Reader has impacted the school. Ideally she would have an ECAR trained teacher out of class. The school is fortunate to have retained the ECAR trained teacher, but she is a class teacher. [Do you use volunteers? Yes, but not the same.](#)

- timetable for pupil premium report.

The PP premium report 2018/19 is on the website.

- monitoring plan.

#### 9. - Policy schedule for year

**Action: Chair and HT to agree committee policy schedule for year**

- Sex & Relationships policy

**Action: LW to send round updated versions.**

B&H model policies were used, and B&H Council have received highest rating of the Stonewall Foundation.

Action: add Natalie to group.

#### 10. AOB consultation High needs block funding.

**Action: Chair to email HT and SEN governor before meeting to agree response**