

THE GOVERNING BOARD OF PENTLAND INFANT AND NURSERY SCHOOL

Minutes of the meeting of the Standards and Effectiveness Committee held at 10.00 am at the school on Friday, 14 July 2023.

PRESENT

Mrs N Addison (Chair) (via Teams), Miss F Farooq (Head Teacher), Mrs O Khan, Mrs A Tabassum.

In Attendance

Mr P Keeley (Minute Clerk)

1. ELECTION OF COMMITTEE CHAIR

Following a short discussion, Mrs Addison nominated herself to Chair the Committee.

RESOLVED: That Mrs Addison was elected as Chair of the Committee and be elected unopposed.

2. APOLOGIES FOR ABSENCE, CONSENT AND DECLARATIONS OF INTEREST

There were no apologies for absence or declarations of interest.

3. NOTIFICATION OF ITEMS TO BE BROUGHT UP UNDER ANY OTHER BUSINESS

There were no items notified to be brought up under Any Other Business.

4. ATTAINMENT OVERVIEW (PROVISIONAL EMERGING DATA)

Reception had 34 pupils in two classes each comprising of 17 pupils. Of these pupils, one awaited an EHCP and six had SEND.

Historically, in early years, girls significantly outperformed boys, in part because boys' brains tended to be more developed in spatial awareness and risk taking, however, they were thought to be developed academically compared to those of girls. Normally, boys tended to have caught up by KS2.

There had been a slight increase in the number of pupils who had achieved Good Level of Development (GLD) compared to 51% last year, to 53% this year. (Kirklees average 64.9%, national average 67.3%) There had however, been a marked improvement in performance at Year 2.

5. PROGRESS INFORMATION(a) Update

The school used a tool called Nuffield Early Language Intervention (NELI) and had been using it for the past two years, the school had found this to be relatively low in cost for a good level of outcome. It used 15 minute one to one intervention throughout the year to drive improvements.

The normal learning process for small children was to speak a language first, then read it and finally write it. The tool had identified six pupils who had severe language delay and efforts were being concentrated on these pupils, though others had been identified who would benefit from support.

Q: Are the six girls or boys?

A: They are all boys. Our latest data indicates all pupils in reception speak another language at home and are using English as an Alternative Language (EAL). In March that number was 88% of pupils. Sometimes we see something called 'code switching' where ideally pupils need to be secure in speaking their heritage language first, then can take on the challenge of English and speaking of the two can grow together. If less confident, the pupil can habitually switch between the two and this might mean the heritage language speaking has been interrupted too soon, and not enough heritage language words have been embedded.

Q: How many other children have been identified as needing help?

A: Another five were identified as 'amber' needing support but the number of pupils we can help is limited as it is one to one support from an ETA with each child. When assessing each pupil, we need to try to understand if the issues are due to language problems or due to SEND issues. Typically, each pupil has their own individual needs which we discuss and work through with parents.

The Head Teacher stressed that even if not within NELI there were a range of tools and interventions that would support, such as pictures, prompts and phonics.

Q: When do you assess pupils if SEND is involved?

A: In a later year than nursery, usually in Reception, research suggests this is the best time to carry out research and we are adept at being able to identify when there are issues that need addressing.

Q: Do pupils speak English when at school?

A: We try to encourage speaking the heritage language when at school, but to also encourage practising of English. English is a very descriptive language, we run sessions every Wednesday to support pupils.

(b) Workshops

Termly workshops with parents were taking place mainly in phonics and maths, and oracy sessions would be added in the Autumn term.

School had a 'no phones on site' policy to help focus and interaction, it was discussed whether parents were aware this was primarily for interaction reasons and not privacy or safeguarding reasons.

RESOLVED: Head Teacher to set up a more detailed conversation with parents to clarify the purpose of this rule.

(c) Data

EYFS data report showed good progress in all categories from baseline to the end of year report.

Age related expectation overview showed overall, reading and maths were above average, including being above the national average for reading. The weakest area measured was in writing, just below the national average but with no pupils achieving Good Development Standard (GDS). This would be a primary focus area next year.

Next year, SATS were being abolished for year 2 but would remain for year 6. The whole single journey from reception to year 6 would be assessed.

Q: I know we will always compare year on year, but can we look at each cohort individually as we do in phonics?

A: At the next data drop we will look at individual years. School data for year 1 is not due back to us yet, we have data for Reception and year 2.

ACTION: To add data for year 1 to the reports for the next meeting.

Q: So, we should time the next meeting for after the data drop then?

A: That would be in January 2024.

Q: How often to pupil progress meetings take place?

A: Every term the HT, DHT and SENCO meet with their class teacher. Examples of approaches the school takes, would be find out why the pupil is falling behind expectations, or if a higher achiever, how their performance can become GDS.

The Head Teacher invited Governors to attend progress meetings next year, to observe the process and understand the detailed questions that were asked.

Q: When would home visits be carried out?

A: When attendance or timekeeping becomes unacceptable, we stress the importance especially that to be late means that the child misses critical learning.

[Mrs Khan left the meeting at 11:10 am]

The Head Teacher intended to gather examples of handwriting from high achievers and those who were falling behind, or missing school.

RESOLVED: That the area inside the front entrance, encompassing smart board and wall, where parents collect their children, be used to illustrate important points to parents, to push standards up.

Q: Are we fining parents?

A: No but there is a £1 charge levied if pupils are picked up late. At present, no charges are levied if the child arrives late.

Q: What about cases of extended leave?

A: Yes, we do fine parents in those cases.

Q: Do we use positive reinforcement for achievements?

A: Yes, we do, for example we have competitions relating to attendance to push punctuality. Next Thursday we have our attendance awards. Whilst we do not have anyone this year who has attended 100%, we have one pupil who has only missed one day due to a fever, she will get an award for best attendance. (The target for attendance for the full year is 96%). Punctuality awards would also be made and would continue from September 2023.

Q: Are we pushing hard to achieve GDS outcomes?

A: Yes, we are. We were disappointed this year to have two pupils who might have achieved GDS but were held back by long term absence due to travel in term time. Staff do carry out group-based activity which has contributed to the 6% improvement year on year in phonics. High achievers next year will focus on oracy and the existing reading group will continue. There will be afternoon group sessions focusing on both high achievers and those falling behind. Year 1 have a group of 6-8 pupils who have strong potential on writing.

Q: From the data the school appears to be strong on maths, are there any concerns?

A: Maths was picked up as a strength in the last OFSTED report. The period under Covid lockdown has caused the current year 2 issues as their reception year was badly disrupted, which meant they missed key elements of their maths, spelling and writing development. Over time the dip in results in that period will be at least reversed. Similarly, the current reception classes missed a lot of pre-school period which impacted on development of their language skills.

Q: Does free school meals or pupil premium apply?

A: All our pupils qualify for free school meals. Pupil Premium is generally different and applies from the age of 6.

Q: How many at Headfields are on Pupil Premium (PP)?

A: There will be more relevance for a junior school, but the HT understood 22 pupils qualified, this is to be confirmed. Parents are generally asked if they are eligible for PP when they first join the school. PP can be a valuable source of extra income for the school.

RESOLVED: That School push new parents emphasising points where PP will benefit parents for example, free milk, subsidised school trips.

Q: Have any school trips run this year?

A: We wanted to run one to the seaside, but it was ruled out due to transport costs. The school intend to look at other local trips that would be lower cost for parents. There are some activities that are bought in. Bushcraft experiences do take place and there will be experiences provided next year for pupils, the school will not stop providing these.

The Head Teacher confirmed in the next academic year the school would have one significant trip plus one local trip. To make them work best it may need parent volunteers to support. The HT confirmed the school was not aware of any pots of grant money that would help.

The intention would be for the school to inform parents of the trip in September

and offer the chance for parents to pay in instalments. The Head Teacher was looking into 'Sum Up' as a possible vehicle for these payments to be made through.

ACTION: Head Teacher to look to price up the major trip and advise the Governors of the likely cost. The Governors will then consider ways to raise funds to reduce the cost.

6. 2023/24 SCHOOL PRIORITIES OVERVIEW

Maths mastery and phonics work would continue as these were current priorities. New additional priorities included oracy and vocabulary and writing skills. Other focus areas were highlighted on page 2 of the EYFS data report.

7. PUPIL PROGRESS AND OUTCOMES FOR PUPILS

There were no updates at this time.

8. QUALITY OF TEACHING AND LEARNING

This had links to staff appraisals, which would be carried out in October. This would be reported on at the next meeting.

9. SCHOOL DEVELOPMENT PLAN

It was confirmed the School Development Plan would be shared at the September Full Governing Board meeting.

10. PUPIL BEHAVIOUR AND SAFETY

It was confirmed that a report would be shared at the September Full Governing Board meeting.

11. PUPIL PREMIUM / SPORTS AND PE PREMIUM

There was nothing to report at this time.

Q: What is this?

A: It is a pot of money provided to support our PE observations.

12. SAFEGUARDING

The school currently had one child who was attached to a social worker, but only monitoring was taking place and the child did not have formal plans in place.

RESOLVED: That the Head Teacher as Safeguarding Lead, is to set up regular safeguarding meetings with the responsible Governor.

13. ANY OTHER BUSINESS

There were no items of any other business.

14. DATES OF FUTURE MEETINGS AND POSSIBLE AGENDA ITEMS

Full Governing Board meeting dates had already been agreed to be held at 5.15 pm at the school on:

- (i) Wednesday, 27 September 2023
- (ii) Wednesday, 6 December 2023
- (iii) Wednesday, 6 March 2024
- (iv) Wednesday, 22 May 2024

RESOLVED: That the next meetings of the Standards and Effectiveness Committee be held at 10.00 am at the school on:

- (i) Friday, 26 January 2024
- (ii) Tuesday, 9 July 2024

15. AGENDA, MINUTES AND RELATED PAPERS – SCHOOL COPY

RESOLVED: That no part of these minutes, agenda or related papers be excluded from the copy to be made available to the school, in accordance with the Freedom of Information Act.

The meeting closed at 12:10 pm.