



**CARLTON PRIMARY SCHOOL  
SCHOOL IMPROVEMENT COMMITTEE**

**Minutes of the School Improvement Committee  
held at the School on Tuesday 20<sup>th</sup> November 2018 at 5:30pm**

**Members:**

Noella Bello-Castro - Absent  
 Jacqueline Phelan - **Headteacher**  
 Jess Wren  
 Cyrus Suntook  
 Anu Manthri – **Chair**  
 Peter Ptashko  
 Gabriela Awad – absent  
 Jess Wren – **Chair of FGB**

**Others Present:**

Georgina Harcourt-Brown – Deputy Head

<b>1.</b>	<b>APOLOGIES FOR ABSENCE</b>	<b>Action</b>
	Apologies were received from Gabriela Award. Gabriela has stepped down as a Parent Governor as her child will no longer be attending Carlton Primary.  Noella Bello-Castro, No apologies received.	
<b>2.</b>	<b>DECLARATION OF INTERESTS IN RESPECT OF ITEMS ON THE AGENDA</b>	<b>Action</b>
	There were no declarations of interests.  Declaration made that Peter Ptashko is mentoring for Reach Out, on Mondays at Carlton Primary School.	
<b>3.</b>	<b>MINUTES FROM THE PREVIOUS MEETING MATTERS ARISING ON 10<sup>th</sup> July 2018</b>	<b>Action</b>
	The Actions from the meeting were reviewed. No further actions or amendments needed.	
3.1	The minutes of the meeting of 10 <sup>th</sup> July 2018 will be signed by the Chair.	

3.2	Note take that School Improvement Committee (SIC) meetings will now be held at 8:00am.	
<b>4.</b>	<b>STANDARDS OVERVIEW (BASED ON ANALYSIS OF JULY 2018 DATA)</b>	<b>Action</b>
4.1	EYFS data analysis document was presented by GHB. The Committee noted that the school buys into Camden analysis booklets for end of EYFS, KS1, KS2 and phonics. Analysis was taken from these and national data (ASP).	
4.2	EYFS Attainment in July 2018, showed that 65% of pupils reached a good level of development (GLD) across EYFS. This shows a 4% increase from previous year and 19% increase 2016-17. The school continues to be below national expectations but the gaps are closing.	
4.3	Cohorts have been broken down key groups to identify key areas of gaps.	
4.4	HT stated that pupils are starting their journey well below the national expected standard, therefore progress is measured from individual baselines. Analysis shows that 100% of pupils made expected progress from baseline entry within the EYFS. Over 75% made making accelerated progress. Progress is less Reading and Writing. Less pupils made accelerated progress in writing, moving and handling, although the percentage of pupils making accelerated progress was still high at over 70%.	
4.5	HT and GHB stated that Carlton is moderated internally, externally by Camden and 1-3-5 Cluster. We are confident that judgements regarding pupil progress is sound, as a result of these moderations.	
4.6	GHB stated that the GLD (2019) target has not been set, pupil progress meeting will provide accurate data within two weeks. The predictions for 2019 GLD will be set from pupil progress meetings.	
4.7	GHB stated that 17-18 academic year, 33% of pupils in EYFS was SEN, which is not typical for national expectations, therefore affecting attainment. SEN pupils attained better than nationally recorded pupils, and those children that are not SEN was 1% less than national. Therefore based on cohort and not provision.	
4.8	There are no trends around ethnicity in the cohort.	
4.9	Committee questioned why 47% of Non-disadvantaged pupils achieved GLD, whereas 79% of disadvantaged pupils make GLD. GHB explained that this is entirely based on cohort, the analysis indicates that it is pupil specific.	

4.10	<p><b>Action: HT/GHB – Breakdown of others group to be provided to the Governors. Demonstrating why some have no reached standard.</b></p>	HT/GHB
4.11	<p>The Phonic document was presented by GHB to the Committee.</p>	
4.12	<p>The data analysis indicates there has been a year on year increase over the past three years. 2017-18 there has been no underachievement. All pupils that could meet expected standards did. After removing 2 disapplied pupils from the analysis, we are 2% below national expectation, accounting for dis-applied pupils. Children that did meet standard, averaged at 36.6 (national pass mark being 32). Children who didn't meet weren't cognitively ready to sit the Phonic check. GHB stated that we fall below the national average because of the number of SEN pupils, affecting attainment data.</p>	
4.13	<p>2 children were dis-applied from data due to cognitive SEN needs and weren't ready to sit the phonics check. Not taking into account the dis-applied pupils, we are in line with national expectations. 74% 26 children met expected standard in phonics check.</p>	
4.14	<p>It is noted that HT suggested that Ofsted will check phonics provision as on the data dashboard we were below national average.</p> <p><b>Action: HT to add data summaries and narrative to Phonic document and release to Governors.</b></p>	HT
4.15	<p>Year 2 are in line with national attainment.</p>	
4.16	<p>HT Presented the KS1 document to the Committee for discussion. Two documents not provided prior to meeting was disclosed to the Committee.</p>	
4.17	<p>HT stated 44% of the cohort have SEN support. Attainment depicted a decrease from 2017 to 2018 (cohort specific) all pupils made expected, or accelerated progress apart from one pupil in one subject that has additional support needs.</p>	
4.18	<p>We are below national expectations. R Tracking pupil's progress from end of EYFS data, in reading all pupils made expected progress, and some accelerated from baseline. Writing showed that all pupils made expected progress, and some accelerated from baseline apart from one pupil, this child has additional needs and English being an additional language. Data was moderated internally and teachers attended Camden Year 2 moderation events.</p>	
4.19	<p>Cryus Suntook queried why greater depth is not measured in science, in comparison to other subjects. HT stated that Camden data didn't provide the measure on document, however can be found in the ACE document.</p>	

4.20	HT provides the Committee with a report on gender, ethnicity and dis-advantage, and advises the Committee that the cohort is skewing the data because of the needs of pupils. The document also provides a narrative of interventions and additional support that has been provided from baselines to aid expected progress.	
4.21	GHB noted that the assessment of people below standard will be changing.	
4.22	<b>Action: Pupils names to be removed from KS1 progress document and replace with X for data purposes. HT</b>	HT
4.23	<b>Action: Cyrus Suntook requested to have key statistics listed at the start of document. SEN, number of pupils, proportions of dis-advantaged, gender. HT</b>	HT
4.24	HT Presented the KS2 document to the Committee for discussion.	
4.25	HT states profile cohort, 51 pupils, 6 with EHCP plans and 5 pupils with no prior data. One child who was home educated and joined mid-year.	
4.26	Reading showed a decrease from last year, however we are still in line with national. Writing we are in-line. Maths we are above and combined we are in-line with national expectation. One pupil was dis-applied when report went to Camden.	
4.27	<b>CS requested narrative on top of document to inform reader of dis-applied pupil. - HT</b>	HT
4.28	HT stated that the ASP document and data dashboard has not been finalised or validated as of yet.	
4.29	The Committee is reminded that data is based on prior attainment bands. HT Summarises from the report that Reading, lower prior 4 pupil's in-line with national expectations, and exceeded expected progress. Mid and high prior, attainment was below for attainment and progress – 6 pupils removed and to see what progress depicted. This showed that progress was stronger, but still below average.	
4.30	Narrative was provided for those pupils at KS1. At KS1, they could retrieve and decode at that standard but could not reach the expectation of KS2 due to a lower level of vocabulary. In response HT stated that are apart of the Orcay Hub and continue to challenge pupils, which is linked to school improvement plan priorities.	
4.31	GHB states that language is a current challenge within the school. There has been multiple invention, resources and provision to push this agenda forward. Resources such as High quality text for home learning and reading, planning for subject specific vocabulary, software such as Word Aware the list is not exhaustive.	

4.32	HT Identifies the key group of gender. A report has provided comparisons in reading, writing and maths between Boys and Girls and there is a potential trend taking form. Updated data is due in December and this will provide more details on this, It will be address at the next meeting.	
<b>5.</b>	<b>SAFEGUARDING UPDATE</b>	<b>Action</b>
5.1	Safeguarding Governor confirmed that a Health and Safety Governor had been appointed. Tim Carew (RFC) has accepted the position and will liaise with Peter Ptashko regarding updates that concern the two matters.	
5.2	The Safeguarding Governor noted that the recent check on the single central record (SCR) had been postponed and PP and GHB will co-ordinate schedules to arrange a new meeting date.  <b>Action: PP and GHB will co-ordinate schedules to arrange a meeting date.</b>	<b>PP/GHB</b>
5.3	PP stated that training for Governors will be addressed at the next Full Governing Body (FGB) meeting. The FGB Chair, Jess confirmed that both Charul and Laurence have been scheduled for training and will complete induction training this week.  <b>Action: To include training on the agenda of the scheduled FGB meeting. (Clerk of FGB)</b>	<b>Clerk FGB</b>
5.4	Chair of FGB has agreed to sign post Governors to resources that provide Safeguarding training safeguarding.	
5.5	The Committee concurred that both Noella Bello-Castro and Jess Wren have received Safer recruitment training. In addition, one Governor must be scheduled for Safer recruitment training. Both PP and AM agreed to training, Chair of FGB will inform Head teacher (HT) of availability and times. If this seems to be a lengthy period Dionne Jackson (Admin) will schedule NSPCC training until Camden Learning training can commence.  <b>Action: Schedule Safer recruitment training for an additional Governor. HT to be informed of date/time of training. If this seems to be a lengthy period Dionne Jackson (Admin) to book NSPCC training for Governors.</b>	<b>HT</b>
5.6	Chair of SIC queried if resources are available for fresher Safeguarding training. The HT suggested the resource, Key Website for Governors – to provide updates for legislation and governance surrounding the school education sector, not only relative to safeguarding. The Committee suggested that this could be used as a Governor resource pack for Ofsted, this was agreed upon.  <b>Action: HT to enquire about the cost for Key Website.</b>	<b>HT</b>
5.7		

	<p>Chair of FGB suggested that the document created 'how you know it's a safe school' should be added to the Governors fresher training and information pack for Safeguarding. The Committee agreed.</p> <p><b>Action: SIC Governor to prepare the document.</b></p>	<b>Chair SIC</b>
<b>6.</b>	<b>PROGRESS TOWARDS THE SCHOOL IMPROVEMENT PRIORITIES</b>	<b>Action</b>
6.1	The School improvement document was presented to the Committee by the HT .	
6.2	The HT reported that we are in the second year of your three year cycle, same priorities as the previous year and all is in accordance with plan. But had been broken down further.	
6.3	Plan has been set for new leaders and is in place, currently on-going.	
6.4	We had a successful local authority standards visit.	
6.5	Learning walks conducted with Maggie the CPP and feedback was positive.	
6.6	Raising attainment: the school is due to do a data drop is due in December 2018. This will provide a view of current standards.	
<b>7.</b>	<b>IMPACT OF PUPIL PREMIUM FUNDING</b>	<b>Action</b>
7.1	Pupil Premium Funding Report is presented to the Committee	
7.2	HT informs the Committee there has been a positive impact on spending of Pupil Premium Funding (PP). The Gap between dis-advantaged pupils and non-disadvantaged pupils has closed through school. Nationally this is below.	
7.3	GHB gave an example of how the funds are allocated; Beanstalk reading costs the school £1,000.This calculates as less than £2 per child per session and adds impact.	
7.4	HT presents the plan for the Governors to see the allocated spending of PP. Committee was advised that it is also available on Governor Hub.	
<b>8.</b>	<b>IMPACT OF ACE CURRICULUM</b>	<b>Action</b>
8.1	The Chair of the SIC Committee went through her analysis of the ACE report.	
8.2	The Chair of SIC outline the points from the meeting with MH (autumn term 17) She produced a working document, document name 'what the Governors need to know'.	
8.3	The Chair highlighted Oracy project, key gender trends – eg girl's greater depth % of reading is higher than boys.	

	<b>Action: Chair of SIC Committee/ GHB Report on page 6 was missing, the Chair of SIC requested that she and GHB scheduled meeting to review this.</b>	<b>SIC Chair/ GHB</b>
8.4	Science, partnering with the science trust.	
8.5	72% met or exceeded national expectations, The Chair of SIC suggested that this requires examination in more depth with GHB	
8.6	Chair of SIC Committee has put together a question sheet that she suggests we should be asking.	
	<b>Action: Chair of SIC Committee and GHB to review and circulate documents.</b>	<b>SIC Chair/ GHB</b>
8.7	New document developed by GHB that will provide data analysis ACE strategy, as previous provider is no longer viable.	
	<b>Action: Chair to circulate document, once GHB has reviewed it.</b>	<b>SIC Chair/ GHB</b>
8.8	CS began a discussion on middle leadership training. He suggested that development on middle leadership programme would be beneficial. GHB stated that it was found to be expensive. CS suggested a free resource that is available.	
8.9	Chair of FGB suggested a programme for teachers would be beneficial, adding value to teachers. HT stated there is a current programme for teachers that progress into middle leaders that is currently being used in Camden. The Committee then discussed elements of introducing projects to aid programme, the positives and the negatives. HT discussed the importance of prioritising modules in training.	<b>CS</b>
8.10	<b>Action: Cyrus Suntook to share middle leadership training information about middle leader training</b>	
<b>9.</b>	<b>CHALLENGE PARTNERS REVIEW</b>	
9.1	Challenge Partners Review was presented to the Committee.	
9.2	HT Identified that last year's review indicated teachers were providing challenge for pupils, although this wasn't across the school. This was reviewed by both Challenge Partners and SLT, and established this year it where were small tweaks that needed to be made.	
9.3		

9.4	It was also reviewed the use of additional adults, this was very positive and it was clear that it was relationships between teachers LSA's and pupils were positive.	
9.5	The format of the visit from Challenge Partner's reviewers who spend half a day reviewing data and devising questions to follow up, Next two days meetings with SLT and lesson observations. Reviewers feedback and bring trends together. Outcomes were very positive and were in line with school's self-evaluation.  Last Year's CP review outcomes were around higher attaining pupils and ensuring there is challenge for all groups of pupils at all points in the lesson. There was clear evidence of impact of CPD and children being challenged, and EBIs focussed on further tweaking this to ensure consistency across lessons and teachers.	
<b>10.</b>	<b>ANY OTHER BUSINESS</b>	
10.1	PP left the meeting at 18:39	
10.2	The HT briefly updated the Committee about the impending Ofsted changes.	<b>HT</b>
10.3	HT stated that new framework will be introduced in September 2019, this could mean that the new framework could apply to Carlton's visit. There will be four areas that Ofsted will evaluate, Ofsted have decided to merge teaching, learning and assessment into one element.	
10.4	There is an increased focus on wider curriculum.	
10.5	HT stated that she is tasked with ensuring that all middle leaders are able to talk about the curriculum knowledgably, intent and impact.  <b>Action: HT to ensure middle leaders can articulate our school's aims of the curriculum.</b>	
10.6	The HT told the Committee about the Lifting Limits project.	
10.7	The Project has started, assemblies and lessons to explore gender stereotyping and ensuring equal opportunities.	
10.8	Complete evaluation into curriculum, delivery and resources. Feedback will be provided to the teachers and parents.	
10.9	HT discusses concerns surrounding parent's thoughts, parents suggested they feel judged in relation to gender stereotyping. HT plans to relieve this with coffee mornings and information sharing.  <b>Action: HT to offer coffee morning with Lifting Limits leaders.</b>	<b>HT</b>



10.10	<p>Query around sharing of information between committees. Agreed to share minutes of committee meetings with the whole governing body.</p> <p><b>Action: Minutes of committee meetings to be accessible to the whole governing body. This is to be emailed to Governors and uploaded onto Governor Hub. DJ</b></p>	<b>DJ</b>
10.11	<p>HT requested that all governors use the Giving Machine to aid donations to the school budget.</p> <p><b>Action: Governors to sign up onto The Giving Machine.</b></p>	<b>All Gov</b>
10.12	<p>The Chair noted that Gabriela Awad is stepping down as a parent Governor as her child will no longer be attending Carlton.</p>	
<b>11.</b>	<b>FUTURE MEETING DATES</b>	<b>Action</b>
	<p>29<sup>th</sup> Januray 2019 – Full Governing Body (FGB)  15<sup>th</sup> January 2019 – Data Meeting  5<sup>th</sup> March 2019 – R&amp;F Committee Meeting  12<sup>th</sup> March 2019 – SIC Committee Meeting</p> <p>Committee meeting dates would be confirmed before the end of term.</p>	

Signed: \_\_\_\_\_ Date: \_\_\_\_\_