



**CARLTON PRIMARY SCHOOL  
SCHOOL IMPROVEMENT COMMITTEE**

**Minutes of the School Improvement Committee held at the School on Monday 22<sup>nd</sup> July  
2019 8am.**

**Members:**

- Jacqueline Phelan – **Headteacher (JP)**
- Georgina Harcourt-Brown – **Deputy Head teacher (GHB)**
- Jess Wren - **Chair of governors (JW)**
- Cyrus Suntook - Sabbatical
- Anu Manthri – **Chair of committee (AM)**
- Peter Ptashko (**PP**)
- Sarah Woodcock (**SW**)

**Others Present:**

- Dionne Jackson – Clerk

1.	APOLOGIES FOR ABSENCE	Action
1.1	CS not in attendance due to sabbatical, no apologies required previously discussed and approved by Chair.	
1.2	PP sent apologies due to a work commitment.	
1.3	GHB sent apologies for non-attendance due to end of year SEN files needing completion by 9am.	
2.	DECLARATION OF INTERESTS IN RESPECT OF ITEMS ON THE AGENDA	Action
2.1	No declarations declared.	
3.	MINUTES FROM THE PREVIOUS MEETING MATTERS ARISING ON 19 <sup>th</sup> March 2019	Action
3.1	7.13 SW was to review induction documents and feedback to the committee. This item is currently outstanding. JW informed SW that the induction pack is located on the Governor Hub, under the induction section.	

3.2	<p><b>Action: SW to review induction documents and process and feedback to SIC.</b></p> <p>4.11 JP was to create summary sheet to record implementation and change of actions for the committee. This action is outstanding. JP explained data is outstanding and will be evaluated at the start of the next academic year. AM suggested this is to be discussed at the next committee meeting on November 19<sup>th</sup>.</p> <p><b>Action: JP to create summary sheet to record implementation and change of actions for the committee meeting</b></p>	<p><b>SW</b></p> <p><b>JP</b></p>
4.	<p><b>RECRUITMENT AND RETENTION</b></p>	<p><b>Action</b></p>
4.1	<p>AM indicated that there are 16 members of staff leaving this academic year. AM asked if there are any current steps at Carlton to increase retention among staff. JP explained that the number of staff leaving this academic year is linked to the restructure at Carlton. JP informed the board that 2 teacher's contracts had come to an end (1 covering maternity leave, another being temporary) and 2 LSA's had chosen to resign (1 has taken another position closer to home and the other is relocating). JP expressed that the 1-2-1 informal discussions with staff revealed healthy reasons for moving on. AM asked if exits meetings have been conducted previously. JP stated that this has been done previously, however the discussions on this occasion were surrounding voluntary redundancies.</p> <p>AM asked if the restructure of staff had been discussed with Kate Nicholson (Governor) in relation to communications to parents. JP stated that a newsletter was given to parents that was reviewed by JW, PT and GHB. JP informed the committee that she received 2 comments from parents. Parents seemed understanding and were concerned about the budget cuts and understood the reason for the change.</p> <p>JW opened a discussion regarding recruiting parent governors and asked the committee how we can approach recruitment. JP stated that this will be communicated through the newsletter as previously done.</p> <p>SW suggested playground stalls for gathering a crowd, however JW suggested that this has been done before and was not very successful. DJ suggested that Governors to be present and more events to raise profile and links with parents.</p> <p><b>Action: JW to write a short statement for parents from the Governors for the new academic year.</b></p> <p><b>Action: DJ to compile list of events next academic year for Governors to attend.</b></p> <p>JP informed the committee that a NQT (Asha) has been appointed for year 5, as well as 4 agency LSA's. SLT decided that agency staff are feasible due to the uncertainty with the structure. 1 internal position accepted by an LSA for interventions.</p>	<p><b>JW</b></p> <p><b>DJ</b></p>
4.5		

5.	SATS ANALYSIS	Action
5.1	JP presented the SATS data analysis document to the committee.	
5.2	JP opens the discussions with informing the committee that the data changes daily due to the input of information. Carlton was one of the schools chosen in Camden cycle to monitor results and assessments.	
5.3	JP begins to discuss the data produced from the SATS analysis document. JP states that the EYFS data shows a decline in good level of development (GLD), 3% downturn from last year. JP discusses that the profile of the cohort has a high percentage of SEN, which has impacted attainment and personal, social and emotion development (4 children in particular). JP informs the committee that adaptations were made to support the children within the reception year group (additional adults), which is linked to need.	
5.4	JW questioned why the title year was wrong within the SATS analysis document for EYFS good level of development check. JP informed the board that this is a typo. The committee acknowledge the typo on the document.	
5.5	JP stated that writing and mark making is a concern, and is linked to the profile of the cohort. The leaders of learning and GHB have been assessing the cohorts profile to make amendments that create provision to encourage writing and mark marking specific to the cohort.	
5.6	<p>JP informs the committee that there has been a decline in phonics data (working at and above standard). JP explained that some children did not make the phonic check due to the test layout. JP is not concerned about reading, current year 1 reading checks have shown an increase in relation to previous years.</p> <p>AM queries what provision is in place so the test can be passed. JP Informs the board that across EYFS they have phonics during the same time. JP Explains that groups are streamed lined so groups are able to move across for the level and close the gaps and target the lesson to the need of the children.</p> <p>JP states that in preparation for the check, dummy runs are conducted and opportunities that mimic the paper are provided. The test is completed under comfortable situations that resemble a check for the children. Parents are not informed and it is played down to ensure children are not pressured.</p>	

5.7	<p>JP begins to discuss the KS1 data for children working at standard and above. JP states that similarly to KS1, children are assessed during the month of May. Assessment is usually conducted after KS2 SATS. The data indicated that reading and writing have improved. Maths, has improved by 1%. A meeting is and will continue to be conducted with JP and Leah Grant (year 2 teacher) every 5 weeks that tracks pupil progress and highlight children who are at risk of not achieving standard, and what can be implemented to close the gap.</p>	
5.8	<p>JP states that reading is a challenge for the school due to vocabulary limits and EAL, however children are making good progress from baseline point, but may not reach standard.</p>	
5.9	<p>JP presented a document for the committee showing an overview of characteristics per year group. JP explains the document is provided by Camden and provides an overview of the profile of the children within the current classes.</p>	
5.10	<p>AM asked JP about the subsequent versions of the SATS document. JP explained to the committee that the document is reviewed on a regular basis and is being fed data. Dis-applying children begins in September, 2 children will be dis-applied from the data. Once the document is reviewed and children have been dis-applied the document will be submitted to Camden and the final results dashboard will arrive in October. This is then signed off in March. AM asked if the document should be revisited at the committee meeting on November 19th, JP noted that the highlights of data will be included in the November Head Teachers Report.</p>	
5.12	<p>JP stated that KS2 data indicated that the standards has shown a considerable downturn since last year (reading down from 75% to 58%). In result of this, JP contacted Camden in regards to the protocol. A meeting was conducted with Rianne and John (CEO Camden Learning) to establish why this has occurred and what can be implemented.</p> <p>JP presented a document to the committee of the children that did not meet the standard. This document was also presented at the meeting with Rianne and John (CEO Camden Learning) from Camden.</p> <p>JP states that the document indicates the additional needs that are barriers for some of children reaching the expected standard. JP provided a breakdown to the committee for individual children and how individual needs are met with the provision.</p>	
5.13	<p>JW asked JP what can be implemented for the next academic year that will help children progress that have the potential to reach standard that haven't. JP states that by analysing the papers it can be established what needs to be improved. It was indicated that some factors are surrounding the format of answering questions. In result of this SLT have redesigned the reading approach to the Autumn term. Teachers</p>	

<p>5.14</p> <p>5.15</p> <p>5.16</p> <p>5.17</p>	<p>will now re-teach domains in a test format. This will then be reviewed at half term, and changes into Autumn 2.</p> <p>JP expressed as a result of the low data, Carlton is now a school with additional support. Camden found that because of the data, Camden will come in every half term for a meeting (JW is requested to be present). The first meeting will be tied to standards. JP indicated that there is not a proforma for the information they will require. JP noted that during the meeting with Rianne and John (CEO Camden Learning) from Camden, they noted that they believed that this is not linked to standards and is due to the cohort. It was noted that this is a mechanism for support from Camden.</p> <p>JP has requested Camden to purchase Destination Reader, for the reading provision as it is expensive.</p> <p>SW asked if changes and interventions are tracked for pupils. JP explained that all the progress of changes and interventions are tracked, although the detail will not appear on CEF.</p> <p>JP discloses concerns regarding the lower standards effecting the greater depth. It is noted that Carlton are still above floor targets, showing our progress or attainment has not dropped from entry point.</p> <p>JW asks if we have information from other schools within the borough and EAL percentage, and if we could find this information. JP states we are not aware of percentages of EAL in other schools. JP suggests that the provision is working due to progress made from entry and does not believe that this is a major contributing factor. AM suggested that EAL potentially can be a major factor and asked what inventions we have in place to tackle this. JP states that Talk, Talk for writing, Talk Boost and Speech and Language are interventions that are currently used. JP discourages removing the children are children are role models for language use, unless a new arrival and is extremely behind. This is integrated into planning and LSA time and factors such as attendance effect this and is communicated within pupil progress meetings. JP states that a SLT review is due and will be conducted.</p>	
<p><b>6.</b></p>	<p><b>FEEDBACK ON LSA FROM GOVERNOR VISITS</b></p>	<p><b>Action</b></p>
	<p>AM opens the discussion with how LSA's are deployed, how they are using the classroom and how they are used in the classroom as a point of consistency. AM requested to keep this on the agenda for discussion and the consistency and how training has impacted.</p> <p>JP stated that training is conducted in-house and is manage by a Leader of Learning. AM asked if there are briefings for LSA from teachers in regards to lessons and teaching points. JP explained that time has been allocated, however this has not always been consistent. In result of this, start times have amended so morning briefings can be conducted every morning for teachers and LSA's so that teaching</p>	

	<p>agendas streamline in class. AM suggested that the item should be present on the next agenda for further review and to hear from JP on the impact of training and performance management of LSAs</p> <p><b>Action: DJ to ensure feedback on LSA's from governor visits is on the next agenda.</b></p> <p>JP stated that LSA performance management was not completed due to the profile and other surrounding factors. JP completed 1-2-1 meetings have been conducted prior to the re-structure. The targets will be realigned for the new academic year.</p>	<b>DJ</b>
<b>7.</b>	<b>ANY OTHER BUSINESS</b>	<b>Action</b>
7.1	No matters discuss	
<b>8.</b>	<b>FUTURE MEETINGS</b>	<b>Action</b>
8.1	19 <sup>th</sup> November 2019	

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