

**Carlton Primary School
School Improvement Committee**

**Minutes of the School Improvement Committee held at the School on Tuesday 17th March
2020.**

Members:

Jacqueline Phelan – **Headteacher (JP)**
 Jess Wren – **Chair of Governors (JW)**
 Cyrus Suntook – **Chair of School Improvement Committee (CS)**
 Peter Ptashko (**PP**)
 Jessica Marsh – **Y5 Teacher (JM)**
 Hannah O’Brien - **Y1 Teacher (HO)**

Others Present:

Georgina Harcourt-Brown – **Deputy Head (GHB)**

1.	APOLOGIES FOR ABSENCE	Action
1.1	HO sent her apologies to the committee as she is unwell and could not attend.	
1.2	Dionne Jackson (Clerk) sent her apologies to the committee as she could not attend as her son is unwell.	
2.	DECLARATION OF INTERESTS IN RESPECT OF ITEMS ON THE AGENDA	Action
2.1	No declarations made.	
3.	MINUTES FROM THE PREVIOUS MEETING MATTERS ARISING ON 19th NOVEMBER 2019	Action
3.1	JW stated that she conducted the review of the previous meeting minutes as a result of Anu Manthri stepping down as a Governor.	

3.2	<p>GHB stated that item 5.4 required amendment. Tracey Goldback is to be amended to Tracy Goldblatt.</p> <p>Action: Previous meeting minutes dated 19th November 2020 to be amended and sent over to JW to sign off.</p>	DJ
4.	OVERVIEW OF STANDARDS	Action
4	JW and JP stated this was covered in the Ofsted update, JM will follow with an overview on reading.	
4.1	MINUTE FOCUS: READING AND SCIENCE	
4.1A	<p>CS commented that teachers should be invited to the Committee meetings so they are able to share where they are and challenges they face surrounding subjects. The Committee agreed that this would be helpful.</p> <p>Action: Teachers to be invited to future SIC meetings</p>	GHB
4.1B	JM opened a discussion surrounding reading. JM provided an overview of reading for 19/20. JM stated a key area is focussing on developing a love for reading. JM advised the Committee that children have struggled to articulate the genre they enjoy to read daily with teachers.	
4.1C	JM presented the Committee with a table and began to summarise. JM advised the Committee that daily guided reading accompanied by guided story reading has been introduced into lesson plans, this will be reviewed. Additionally reading buddies have been introduced. Y1-3 are paired with children once a week to read a story to a younger year pupil. JW asked JM if this was being held across all years, JM clarified that this is operational for Y1-3, but possibly could be rolled out across other years. JM added that informal training had been conducted and will continue, for teachers on what they can work on next from the reading sessions completed.	
4.1D	JM informed the Committee that Book Week was a huge success. Children dressed up, had quizzes and a daily assembly with a different teacher covering a book. JM stated this was received well and the children were enthusiastic about this. This contributed to the focus of developing a love for books. The children also attended workshops and author visits with a local connection school which was positive.	
4.1E	JM advised the Committee that LSA training had been conducted last and this academic year. This focussed on early years reading. Additionally the focus on Autumn term plans were developed for three days a week on reading strategies. JM explained this consisted of using high quality text for two days a week based on comprehension that was linked to domain and SATS question formats. Furthermore, to support	

4.1F	<p>language comprehension skills, reading displays have been created in each classroom that are language focused and prompt cards are being used in lessons. Reading journals have been introduced formally across the school, to increase the focus on follow up sessions with teachers.</p> <p>JM provided the Committee with a summary of outcomes as a result of the changes. JM explained that lower KS2 have shown consistency in the changes. Y3 have been excited about reading and are requesting the high quality texts that are being used in guided reading as a next series. JM added that Y5 have introduced reading roadmaps to encourage understanding of genre. PP requested a copy of the reading roadmaps format.</p>	JM
4.1G	<p>Action: To provide PP with template of reading roadmaps</p> <p>JM continued to discuss the summary and stated that Y4 has introduced a traffic light system for book difficulty. However, there are not enough books for all reading levels of the class. JM suggested this impacts on quality and the understanding of genre texts. JM stated that the amount of reading that is being completed during class is not at the desired level, however the discussion carried out from the reading sessions are positive. Feedback has been provided to the teachers and this has been included in planning, this is to be reviewed.</p>	
4.1H	<p>JM concluded the summary by advising the Committee that reading stamina requires work. 10 minutes of reading a day has been introduced and is working, this has been indicated through the extended times in Y5 which now have 15 minutes a day reading time. Plans to monitor home reading with parents are to be introduced.</p>	
4.1I	<p>CS asked the Committee how this learning can be produced across all subjects and are the links explicit. JM stated that the current changes will add to this and literacy language development. PP asked JM who decides on the content within the book corners in classrooms, and how are these books obtained. JM explained that the books are inherited mostly, the arrangements are completed by the teachers and create sections for the children. JM acknowledges that the children are familiar with the texts, however the roadmaps and other changes help as the high quality textbooks are separate and new to the children.</p>	
4.1J	<p>No minutes taken due to HO absence.</p>	
4.2	<p>OVERVIEW OF IMPACT OF ACE</p>	
4.2A	<p>GHB provided the Committee with a summary document of the overview of standards for last academic year . GHB began to summarise the document. GHB stated that the data indicated a slight decrease across attainment in each subject year on year. Maths attainment is above national average. Literacy is close to the national average and reading is below. Reading depicted the biggest decrease, GHB states this is linked to the cohort and impacted on the combined score. Reading progress showed a slight</p>	

	<p>increase last year, maths indicated a 0.5 increase and writing a slight decrease. GHB stated that the data shows that children are making good progress, however the cohort is 40% SEN and late arrivals in key stages have impacted the data. GHB explained that some of the cohort was not expected to make national standards as a result of baselines, however they are making good progress.</p>	
4.2B	<p>GHB explained that reading is an area of difficulty. 70% of the cohort achieved a scaled score of 98. 23 children did not make it to national standard, 10 have significant needs and 13 do not, however good progress is indicated in the data. GHB stated that actions have been produced from the data as it has been identified that children that made good progress in reading were expected to do the same in maths, therefore assuming the scaled scores should be higher. GHB advised the Committee that SLT are now asking teachers to identify children that did not make standard, to analyse why they did not. JM added that JB is currently focusing on children on the cusp in small groups.</p>	
4.2C	<p>GHB added that the reading action plan has been under continuous review since July and will continue.</p>	
4.2D	<p>GHB and JW conducted a review of assessments and how this falls into school improvement. PP asked GHB how the information is communicated with the teaching staff. GHB stated that this is usually completed verbally and in lesson plans. GHB stated that maths focus is on developing an understanding for teachers how children move from abstract to concrete concepts. Meetings have been conducted with Leilani Vivian, year 4 teacher and year 2 have introduced math games with targeted children, although this is being held for the whole class. Year 1 and year 4 have been partnered with a local school to work on maths also. There are also timetables champions used across the whole school and JB has introduced another platform for children to use to encourage knowledge and understanding of maths.</p>	
4.2E	<p>GHB informed the Committee that nationally published data points for early years are currently assessed across 17 strains in reception. Carlton Primary School was a part of a pilot scheme for the new roll out of baseline assessment within 6 weeks of starting reception for new pupils. This is changing next academic year to a 20 minute assessment that is 1-2-1 with each child. GHB stated that she believes this is a positive for Carlton Primary School as this will now assess the progress from the start of reception and not at exit. This will show how much pupil progress is made.</p>	
4.3	<p>OVERVIEW OF IMPACT OF BBF</p>	
4.3A	<p>PP informed the Committee that he had met with Shayne Davids (SD) to discuss BBF. PP summarised the standout highlights of the core BBF curriculum for the Committee.</p>	
4.3B	<p>PP stated that he questioned the area of children's leadership. He asked why the activities are limited that Governors are invited to that support children's leadership.</p>	

4.3C	<p>PP advised the Committee that SD stated he is aware it is difficult for Governors to attend due to work commitments, and JW supported this statement also.</p> <p>PP commented on the relationships with secondary school links. PP explained that cluster connections could be developed further and could support sports and technology. PP stated that he identified some positive connections such as Rolls Royce engineering, Reachout and the virtual reality book concept with year 4. He suggested others could be strengthened and could help with cutting costs and adding value to the curriculum. JM added that children have commented on the desire to host sporting activities more, GHB stated that Carlton Primary School has established new connections such as the visit for Book Week with an independent school that will be attending Carlton Primary in the summer term for a cricket event.</p>	
5.	UPDATE ON SCHOOLS ACTIONS FOLLOWING THE OFSTED VISIT	Action
5.1	JP presented the committee with a document that listed Ofsted's recommendations and actions.	
5.2	JP opened a discussion surrounding the actions and recommendations and explained to the committee that they have been fed into the School Improvement Plan.	
5.3	JP explained that the SRSE's of Autumn term have been included within the pupil progress meetings, this has been further refined with the recommendations from Ofsted. This has encouraged and allowed teachers to discuss pupils that are on the cusp.	
5.4	JP stated that senior leaders conducted analysis to identify if the teacher's judgements of pupil progress are sound. This identified that the teacher's judgement in assessments fell in line with pupil progress.	
5.5	CS entered the meeting and apologised for his late arrival. His arrival was acknowledged by the committee.	
5.6	JP continued to explain that the streamlining of pupil progress assessments has become synced better than previous years. This has minimised workload and maximised time.	
5.7	JP stated that numerous learning walks have been carried out, with a focus on reading. From the previous visit with Tracy Goldblatt (TG), she found lessons were pitched and meeting the recommendations made, this was identified whilst the learning walks were conducted. JP stated that this is included in the report she received from TG, this was not available at the last committee meeting.	
5.8	Action: JP to share the report from TG with Governors.	JP
5.9		

5.10	<p>JW asked why reading was a focus during the learning walks. JP clarified that reading was a recommendation and action from the Ofsted visit and Project Boards Group review.</p>	
	<p>JP advised the committee that Jessie Brill, (JB) maths lead has now returned for maternity leave and is conducting learning walks and book looks.</p>	
5.11	<p>JP informed the committee that the recommendations that TG made were being addressed, JP has questions around that amount of reading that is being completed during class. JP indicated that there are challenges around the amount that teachers must cover during guided reading. JP explained that there has been refinement and that the work around reading will continue. JM added that the consistency throughout the school has improved and the visit that TG conducted clearly identified this and there has been more confidence seen among the teachers surrounding reading as a subject. GHB added that there is still work surrounding this.</p>	
5.12	<p>JP explained to the committee that the outcomes of maths show inconsistency relating to the deconstructing of mistakes. JP stated that JB's focus in this area and learning walks will be conducted in the summer term to review progress. JP moves on and stated that improvements have been identified in fluency and reasoning and there are some tweaks that remain.</p>	
5.13	<p>JP told the committee that the learning walks and book looks conducted for literacy showed that improvements are required for bridging comments and mark making for pupils. JP feels that teachers need to be reminded of the marking policy and how the comments are helpful to pupils learning. The plan is to continue and review.</p>	
5.14	<p>JW asked the committee if the progress of recommendations from Ofsted is satisfactory. JP responded and stated that the progress can be demonstrated and that the improvements are evident. JP continued by saying that there are improvements still required, however the impact can be demonstrated. GHB added that the comments relating to marking from the Ofsted visit did not capture the time frame of improvements of the selected pupils work. CS moved to ask if it possible to have a timeframe included within the marking policy. GHB agreed this could be included.</p>	GHB
5.14	<p>Action: GHB to include timeframes on the marking of pupils work for the purposes of Ofsted.</p>	
5.15	<p>JP presented the committee with an attendance summary for the term. stated that another recommendation of Ofsted was to monitor and improve attendance. JP explained that attendance had seen a slight decrease, in result the usual procedures were followed as this has proven to work previously. In addition coffee mornings have been introduced to celebrate high attendance and those that meet 99-100% taking into account medical and dental appointments. CS asked the committee why there was an attendance drop in Nursery. JP clarified that this was due to illness and linked to individual parents that are reluctant to seperate. Tracey Duff and Mary Larner are working with these families.</p>	

	<p>PP commented that the Ofsted document format does not track progress overtime or assess future plans for improvements. JP stated that this could be developed to track progress.</p> <p>Action: JP to format documents to track progress overtime and assess future improvements.</p>	JP
6.	TEACHER CPD DISCUSSION	Action
6.1	<p>CS opened the discussion by asking the Committee what is currently in place for skill audits. JM stated that middle leaders skill audits and PDM's are completed by JP. JW added that the Governors skill audit was helpful in assessing the skills of the Governors and gaps. JM recommended that LSA's require a skills audit and put herself forward to conduct performance management meetings. GHB stated that LSA's are asked what training they feel they need or would like, SLT then define the training need and set opportunities to make this available for staff.</p>	CS
6.2	<p>CS asked the Committee if performance assessments are completed. JP responded that skill audits have been completed and feedback has been provided to staff members. JM stated that the schools approach to skills is open and aware to support training and development and staff are aware how to access help if required, there are general discussions about this. GHB added that it is evident where staff require support, the focus is how we can move this on which falls into various aspects of planning.</p>	
6.3	<p>CS asked JP what would be useful to move forward. JP explained that there is difficulty with middle leaders skill audits as it is very extensive. JP stated she is unaware of a document that allows for the information to be collated on. JP moved on to say that this collation would be a good idea in the current circumstances. GHB added that the document must include a purpose or end goal. CS mentioned free CBD platforms that are available. JP stated she would like the details of this.</p> <p>Action: CS to provide JP with the free CBD platform resources for staff.</p>	
6.4	<p>PP asked GHB if coaching is available at the school GHB replied that this is available and is specific to staff members and roles. This was conducted last academic year and continues this year.</p>	
6.5	<p>CS suggested using Survey Monkey to assess the gaps in a skills audit across the school. GHB stated that learning walks, reviews and SRSE inform SLT of gaps, but there is no current document for this. GHB added that the SRSE and training log indicates what has been completed, however this is not always updated. Both JP and GHB stated that performance management documents and skills profile documents are with JP and these could be collated. CS suggested that a collation of the data would be helpful. He stated that a document could have 6-8 key areas with a rating scale to each section.</p>	

	<p>This would identify gaps across the staffing structure. CS moved to ask the Committee if this document could be produced. JM added that self evaluation could differ from external evaluation. JP agreed the document could be produced.</p> <p>Action: GHB and CS to meet for the skills audit document to be created.</p>	GHB/CS
7.	POLICIES UPDATE	Action
7.1	GHB informed the Committee that there are no new policies to date. JP has reviewed the CCTV Policy and this will be reviewed at the next RFC meeting. GHB stated that all policy reviews have been placed on hold due to the current situation surrounding COVID-19.	
7.2	GHB stated that the Behaviour, Camden Model Physical Restraint and iNtervention Policy is being reviewed by JW. JW added that this is to help SLT manage the current situation and not focus on policy reviews. GHB explained that usually the policies are reviewed by the SIC, these are available to request, JW will review and sign off and is within the framework.	
8.	CHECK IN ON GOVERNOR MEETINGS AND DATES	Action
8.1	JW stated that after contacting the Governors that did not conduct their visits, they have now booked in to visit year groups. JW added that she will ask a Governor to discuss their visit at the next FGB meeting.	
9.	ANY OTHER BUSINESS	Action
9.1	CS began a discussion with the Committee regarding COVID-19. JP stated that a letter and SMS has been sent to parents regarding guidelines and informing parents of the immediate changes such as the possibility of joining classes. JP explained to the Committee that additional information provided to parents consisted of the cancellation of after school clubs, events with parents, Inset day and swimming. JP expressed her concerns of standards if the school remains open due to the number of staff absences. JP commented that pupil absence had increased.	
9.2	JP informed the Committee that if the school is to close, home learning packs are currently being developed for pupils and online classroom portals. Listes have been compiled for pupils that do not have internet access, these pupils will be provided with additional paper resources.	
9.3	JP commented on the falling numbers of staff and pupils that are attending work and school. JP stated that parents have been very concerned and there is a plan in place to cope with this.	
9.4	JP stated that SLT are taking guidance and advice from Camden regarding the marking and planning for middle leaders should the school close. A skeleton staff rota is being looked at and Michael Hollis, the Site Services Officer w/lives on site and will be available.	

9.5	JW asked the Committee what's the position for children who receive Free School Meals (FSM). GHB stated that food bank vouchers are available for parents who are in receipt of FSM. JP added that children that are seen as vulnerable, will be listed on a document and GHB is contacting Social Workers for plans, there may be a need for referral to early help for some families.	
9.6	JW stated that if the school remains open, the FGB meeting will go ahead. If the school is to close, JW will explore how this can be held virtually.	
9.7	JM asked the Committee if Google Classroom is going to be used as a question platform for children. GHB stated that this platform is only for academic purposes and because of safeguarding issues, this requires more thought.	
9.8	PP added that the period could be longer than anticipated and is it possible that virtual classes can be trialed due to a longer period of school closure. GHB stated that there are concerns relating to the quality of the education and stated that this situation is constantly changing and therefore may require modification.	
9.9	JP mentioned that the Sexual Relationships Education meeting and consultation has been cancelled with parents and will resume once the situation has changed. Jill Morris stated that she does not believe that this will be until after the easter period.	

Signed: _____ Date: _____