

Kirklees Directorate for Children & Young People

DfE: 3037

THE GOVERNING BODY OF HEADLANDS JUNIOR, INFANT AND NURSERY SCHOOL**Achievement and Curriculum Committee**

Minutes of a meeting of the Achievement and Curriculum Committee held at 6.15pm at the School on Thursday, 9 May 2019.

PRESENT

Mr D Claughton (Chair), Mr T Cross, Mrs K Dickinson, Mrs L Drummond, Mr I Stone.

In Attendance

Mrs N Addison (Minute Clerk)

Miss S H Tibbot (EYFS Manager)

RESOLVED: That the agenda be taken out of order to allow Miss Tibbot to present EFYS data as the first item.

| Agenda Item | Discussion and Decisions | Action – who/date/ action |
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| 238. | <p><u>TEACHING & LEARNING SPOTLIGHT: EYFS</u></p> <p>Miss Tibbot was welcomed to the meeting and introductions were made. Miss Tibbot introduced herself as the EYFS Manager and told Governors that when she took up the post in September 2018 she was faced with a significant challenge of overhauling the provision. Resources were disorganised and old and she spent considerable time during the summer sorting through garages and cupboards before the children came back to school. Now there were designated areas for resources to enable focussed learning and to ensure 'no moment is wasted' looking for something or tidying up. The set up was similar in nursery and reception to enable a smoother transition between the two. Carlton Midgley had been to look at Early Years in October 2018 and had observed and commented on the improvements.</p> <p>Q: Are children responding to the difference in the environment?</p> <p>A: Yes – children are always busy 'on task' and are super enthusiastic to show visitors what they are doing.</p> <p>(a) <u>Changes made since September 2018</u></p> <ul style="list-style-type: none"> • EYFS lead started and 1 new teacher employed. • Teaching Assistants reallocated around school to make a new EYFS team. • New baseline assessments introduced as the school would be taking part in a new Government pilot scheme. | |

- Speech and language link introduced to support SPL in children (48 children were working below the expected level on the baseline tests).
- 2 Simple observations and journals introduced to track development.
- New assessment procedure in place to make step judgements not using target tracker as a tick list.
- New analysis looking at the overall child and their ages in months.
- 30 hours nursery has started and is very popular, other parents are paying for extra hours.
- Encouraging positive behaviour system in reception and nursery with gold and silver awards and whole class pasta points (behaviour had improved considerably as children were being challenged more). Positive behaviour strategies were being shared with further members of staff.
- Timetable and planning formats changed and introduced in reception and nursery to ensure continuity. There was more structure and focussed groups with more teaching time.
- Nursery and reception classes working together on the same topics and outdoors planning and set up shared.
- Parents' meetings introduced before a child started school to check information and ease parents into the school community.
- £400 invested in new EYFS reading books as there were previously only around 45 books for children to share.
- Parents were invited into school to share learning journals once every half term.
- Parent communication weekly via the home school diaries.
- Welly Wednesday introduced for physical, understanding and communication needs.
- Large budget used to resource the classroom and outdoors – particularly in maths.
- Technology corner introduced - there were now two computers in reception and funding was obtained for 4 iPads in EYFS.
- The marking and handwriting policy had been reviewed with the SLT.
- Weekly TA meetings to discuss any issues.

Q: How have support staff found the changes?

A: Initially, they did struggle but now they are seeing the impact, they are completely on board.

- Clear phonics and HFW cards created and sent home to every pupil in reception and, when appropriate, nursery.
- A recent phonics meeting was well attended by 68 parents (3 sessions throughout the day). Miss Tibbot had worked hard to encourage parents to attend this.
- New special writing books, art folders, phonics files and

- Literacy books introduced that were passed up to Year 1.
- Transitions introduced for nursery children to come into reception once a week.
- Homework and spellings introduced for reception children.
- Mr Ted introduced to encourage reader of the week.
- Parents evening formats to support parents with what is expected by the end of the year.
- Formats of reports reviewed.

(b) Next Steps

- Develop the outdoor EYFS space, with signage, groundwork and planting etc (to ask PTA for help with funding).
- Set up a 'Bob the Builder Day'.
- Ensure all subject leaders have a knowledge of EYFS and can explain how their area of learning is taught and assessed in reception.
- Ensure teaching is consistently good across reception.
- Ensure EYFS staff have a clear understanding of what level the children are working at and how this is shown.
- Moderate with all EYFS staff to ensure consistency in assessment.
- Support the new reception teacher (September 2019) with her transition to Headlands.
- Take part in the new pilot EYFS baseline assessments.
- Get ready for new starters September 2019 by visiting feeder nurseries to assess children.

(c) Planning in EYFS

- There is one long term plan for all areas of learning on a 2 year cycle. This can be amended depending on the interests of the children at the time.
- PSED, Music, ICT, Geography, History and Science are all linked into literacy and do not have separate MTP or weekly planning like KS1/2.
- There are weekly maths and phonics plans and separate plans for TAs who have their own groups so the differentiation is clear.
- Area plans have been introduced.

(d) Teaching and Assessment in EYFS

Miss Tibbot and Mrs Drummond had met to review the way early years were assessed. Pupils were now given a baseline assessment in the first six weeks of reception and assessed again three times throughout the year using evidence from books, learning journals and the 2simple app to make step judgements on target tracker based on a 'best fit of the whole child'.

Phonics, maths and writing assessments are done for all

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| | <p>At the end of reception, each child is assessed against the early learning goals to determine if they have reached a good level of development.</p> <p>(e) <u>Current Data</u></p> <p>68% of children were predicted this year to reach a good level of development in reception. Miss Tibbot was hopeful that this would rise next year.</p> <p>The number of pupils at ARE or at ELG had risen since the baseline tests in all 17 areas. Miss Tibbot told Governors that writing remained a weaker area but added that this was something that came together later in the school year and the data would hopefully improve. Miss Tibbot told Governors that the final assessments would be made in June and expressed how important it was for these to be realistic and accurate for every individual child as they go into Year 1.</p> <p>Governors thanked Miss Tibbot for her presentation and expressed that they felt reassured at the long-term strategies in place in EYFS.</p> <p>RESOLVED: That the Chair write a letter of thanks to individual members of the EYFS team to acknowledge their hard work and commitment to the pupils and the school.</p> | Chair |
| 239. | <p><u>APOLOGIES FOR ABSENCE, CONSENT AND DECLARATIONS OF INTEREST</u></p> <p>Apologies for absence were received from Mrs P Cocker (with consent).</p> <p>There were no declarations of interest.</p> | |
| 240. | <p><u>NOTIFICATION OF ITEMS TO BE BROUGHT UP UNDER ANY OTHER BUSINESS</u></p> <p>No items were notified.</p> | |
| 241. | <p><u>MINUTES OF THE MEETING HELD ON 9 APRIL 2019</u></p> <p>RESOLVED: That the minutes of the meeting held on the 9 April 2019 be approved and signed by the Chair as a correct record.</p> | |
| 242. | <p><u>MATTERS ARISING</u></p> <p>There were no matters arising.</p> | |

243. PUPIL PROGRESS, ATTAINMENT AND MEASUREMENT

The Data analysis report for Years 1-6 and the EYFS data report (up to March 2019) had been circulated prior to the meeting.

Q: Attainment in Years 3 and 4 is concerning, what is being done to address this?

A: We are having discussions with class teachers at pupil progress meetings which highlights to us which pupils need extra help. Mrs Drummond showed Governors a pupil record sheet that is reviewed at pupil progress meetings along with a provision map showing the interventions that were ongoing. The SLT meet regularly to discuss the data and address any issues.

ACTION: Governors asked for the headline data to be shown on a summary sheet in the next data report – showing concerns and successes

SLT

Q: Are there any reasons for attainment in writing to be low?

A: We suspect that pupils are not reading and writing as much at home.

Mrs Drummond told Governors that boys' attainment continued to be a focus of improvement for the school.

Q: Could Miss Tibbot help with her knowledge, particularly in phonics, higher up the school to improve writing?

A: Yes, it may help to fill the gaps. The SLT also met with the English and Maths Leaders last week to discuss writing and we will continue to explore this.

Q: Are these Year 3 pupils the last class who were affected by the transition from the old curriculum?

A: Not sure. Despite the change to the curriculum, the way we fundamentally teach writing has not changed.

Q: Are other schools seeing similar issues in writing?

A: Yes, in writing and with boys' attainment.

Q: Have we had a review of cursive writing? Has there been a change in strategy?

A: We have always used the cursive script in school. When Miss Tibbot came in September, we realised that staff were not being consistent with it across school. We have now agreed what each letter should look like and rolled this out across school.

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| | <p>Q: What is PKS? A: Pre Key Stage Standard.</p> <p>Q: What specifically are we doing in Year 3? A: Mrs Drummond met with staff and the Key Stage Leader before the end of last half term and the data was discussed. It was agreed that there was no one reason why attainment was below target, but teachers had commented that they had not been confident to move the children on as they did not feel they had enough evidence to support this just yet. We have looked at the timetable and despite the very short half term, we are going to prioritise English and Maths with additional English and Maths lessons, some other subjects have had to be pushed to every two weeks rather than every week. At the end of the four week term, we will look at the tracker and update with summative judgements to review the impact for Years 3 and 4. Staff voiced concerns that the interventions were not always being taught, so we have decided to run these during assembly with the Class teacher, the TA will remain in the assembly with the rest of the class. We may consider extending this to summer 2 term also.</p> <p>Governors noted the percentage of pupils working at the expected standard in R/W/M/SPaG in Year 6.</p> <p>Q: Only 61% of pupils were working at the expected standard in writing (target 66%), why is this? A: Writing is assessed after the SATs so teachers are focussing on R/M and SPaG until these have taken place.</p> <p>Governors thanked Mrs Drummond for the data reports and asked if the EYFS report could be more visual in line with the Years 1-6 report.</p> | |
| 244. | <p><u>ASSESSMENT OF NON-CORE SUBJECTS</u></p> <p>DEFERRED: To the next meeting.</p> | GCS |
| 245. | <p><u>SIP PROGRESS</u></p> <p>The SIP Monitoring Report (April 2019) had been circulated prior to the meeting.</p> <p>Mrs Drummond told Governors that some actions in red had now been completed.</p> <p>Q: Has the action on Target 3 been completed yet regarding the English teachers being issued additional release time for monitoring SATs?</p> | |

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| | <p>A: No, because we prioritised the monitoring of non-core subjects after feedback from Carlton Midgley (Target 4). English subject leaders are getting release time for this, this week and next.</p> <p>A Governor congratulated the school for their continued work to support the emotional wellbeing of pupils and staff (Target 5). Another Governor commented that she had observed strengthened relationships between parents following a coffee morning at school.</p> <p>Q: What is a hybrid curriculum?</p> <p>A: That refers to the English subject Leaders and the EYFS Manager working together to define the way we deliver phonics. We found that teachers and support staff were using a range of resources that varied in the order of learning sounds/words. Best practice was now considered to be a mixture of the different schemes and we are aiming to use a combination at Headlands.</p> <p>Q: What are we doing in Target 4 to keep the focus on developing the role of non-core subject leaders?</p> <p>A: Staff have designated PPA time with the facility to request and take further time away to complete tasks. This time has been used recently to plan for a Healthy Lifestyles week in the summer term and the Internet Safety Information evening which was held in the spring.</p> | |
| 246. | <p><u>GOVERNOR MONITORING</u></p> <ul style="list-style-type: none"> • EYFS – monitored tonight. • Mrs Dickinson had attended the SEND coffee morning with parents and commented that feedback had been positive. | |
| 247. | <p><u>REVIEW OF POLICIES</u></p> <p>The Geography Policy and the Assessment Policy had been circulated to staff prior to the meeting. One Governor had not received a copy of the Geography policy, therefore the Chair asked for any comments to be sent to him and it would be brought to the next Committee for approval.</p> <p>RESOLVED: That the Assessment Policy be approved with the agreed amendments.</p> <p>ACTION: Governors asked for the policies to be formatted the same – Mrs Drummond would ask the IT technician to have a look at doing this.</p> | |

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| | <p>A: Only the key ones.</p> <p>The next policies for review would be the Educational Visits Policy and the Monitoring and Evaluation Policy in the Autumn term.</p> | |
| 248. | <p><u>COMMITTEE SELF EVALUATION</u></p> <p>The Chair confirmed that he had received Governor comments for the self-evaluation and the review would be deferred until the next Committee.</p> | |
| 249. | <p><u>ANY OTHER BUSINESS</u></p> <p>Governors wished to pass on their thanks to the IT technician for his work in getting the school compliant with GDPR.</p> <p>ACTION: The Chair write to the IT technician to acknowledge and thank him for his valued work.</p> | Chair |
| 250. | <p><u>DATES OF FUTURE MEETINGS AND POSSIBLE AGENDA ITEMS</u></p> <p>The dates of future meetings would be arranged at the Annual Meeting in July.</p> | |
| 251. | <p><u>AGENDA, MINUTES AND RELATED PAPERS – SCHOOL COPY</u></p> <p>RESOLVED: That no part of these minutes, agenda or related papers be excluded from the copy to be made available at the school, in accordance with the Freedom of Information Act.</p> | |

The Chair closed the meeting at 9.35pm.

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