

# Franciscan Primary School Curriculum and SEN Committee



## MINUTES OF THE AUTUMN TERM MEETING HELD ON THURSDAY 8<sup>TH</sup> NOVEMBER 2018

Governors present: Patricia Andre-Watson (PAW), Kathy Maclean (KM), Yasmin Talsi (YT) and Joseph Bolt (JB)

In attendance: Elizabeth Nasse (EN) (Clerk)

Documents circulated prior to the meeting:

Franciscan C&SEN Minutes 10.5.18 - final draft  
SDP 18-19 final  
NoV template autumn 2018 SEND FINAL  
Notes and Regulations SEND funding  
FPS Governors Work Plan 2018-19 final  
FPS EYFS POLICY Nov 18 final  
Data summary over time 2018 with 2018 outcomes C&S 8.11.18

The meeting opened at 6:15 pm and was quorate.

### 1. Apologies

Apologies for absence were received from Maria Lambert-Carter, Graham Stapleton and Marian Thompson. Rubina Patel (RP) and Anthony Beaumont (AB) did not attend the meeting. PAW advised a preferred school email address for RP.

### 2. Declarations of Interest

There were no declarations of interest in any items on the agenda.

### 3. Confirm committee membership and chair

Membership was confirmed as follows: PAW, KM, YT, JB, MT, AB, MLC, RP and GS. YT was appointed as chair of the committee. JB was appointed as vice chair.

### 4. Terms of Reference

The latest revision of the committee Terms of Reference was tabled; this had been updated by Cynthia Rickman to reflect the relationship with the Trust. All noted that the committee membership and some spellings still needed to be updated or corrected. The ToRs will also be updated to reflect current SDP priorities.

### 5. Minutes of the Previous Meeting and Matters Arising

The minutes of the meeting held on 10<sup>th</sup> May 2018 were agreed and signed by YT. The signed copy was retained by the school (PAW).

Matters arising:-there were no outstanding actions from the previous minutes.

### 6. Work Plan/review SDP Priorities.

Work plan actions for C&SEN:

- Ensure the teaching of phonics and reading is effective to support increased challenge for pupils.
- Consistent good and better teaching that supports the most able disadvantaged pupils effectively.
- Develop a broad and balance curriculum.

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- Raise attainment in reading.
- Raise attainment and progress in writing.
- Develop maths mastery and embed across the school.

KM confirmed that she had previously visited the school to observe phonics teaching in Key Stage 1. She will visit again to observe the teaching of phonics in the Early Years. KM suggested that it would be useful for governors to observe particular teaching and learning tasks.

PAW reported that the school is looking into introducing the 'Destination Reader' programme for the teaching of reading; this is being used at Tooting Primary School. The programme involves teacher-led structured reading for 5 days of the week; it would be introduced in Year 6 to begin with and then lower down the school.

Q: Would opportunities for guided reading still be provided in addition to the programme?

A: PAW replied that guided reading would be replaced by Destination Reader, but pupils would still have other opportunities to read.

A governor suggested that it would be beneficial to introduce opportunities for guided reading and pupil-led discussions outside of curriculum time.

Q: Why had the school changed to the 'Destination Reader' programme?

A: PAW replied that results in reading had not been as good as they had been in maths and GPS, so the school was trialing a different approach to improve attainment levels.

**Governors discussed the areas that their visits could focus on and agreed the following initial actions:**

- **KM to visit a parent reading workshop on 27.11.18.**
- **JB to review the implementation of 'Destination Reader' in Years 5 and 6 and in particular review what extra support is needed for some pupils, how effective the programme is and feedback from pupils (cover will be provided for the time that JB is out of class).**
- **YT to review maths mastery and visit a gallery lesson at the Maths Hub.**
- **PAW to circulate a summary of curriculum activities that would be suitable for governor visits and KM to provide some guidance to governors on making school visits effective.**

PAW reported that the maths lead was taking part in maths mastery training provided by the Maths Hub (Wandle Teaching Alliance).

Q: Does the training content and cost vary and would it be worth exploring other providers?

A: PAW explained that providers were delivering the same training, so it was sensible to access provision locally.

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## 7. Summer term exam and assessment data

Governors reviewed the summer term exam and assessment data; this included three year trends. PAW highlighted the following:-

### Foundation Stage

Reception attainment had been very good; 82% had attained a good level of development (GLD) which was above LA and National Average (NA); a lot of work had been put in to retain the consistently high attainment over the last few years. Attainment in some of the prime areas had been in the high 90s% e.g. Speaking and Listening, Movement and Relationships.

### Key Stage 1 (end of Year 2)

Attainment - PAW explained that results were lower than last year, but had been above or in line with NA. PAW explained that a number of children had joined the school in Year 2, some with EAL and some with additional needs; this had affected the results. The school was pleased with the phonics results; these had risen from 78% to 91%. Girls had generally outperformed boys.

Year 2 phonics retake was 71% - higher than NA (61%); many of those who didn't pass the retake had SEN.

The APS scaled scores were slightly lower than in 2017, apart from children with SEN and FSM, who did better in maths and reading. PAW added that it is very difficult to compare the results of children with SEN as needs vary in each cohort.

### Progress

PAW explained that the data indicated whether pupils had made expected progress from the end of reception to the end of Year 2.

For example, in reading:

68% achieving expected in Reception reached expected standard at end of Year 2

21% achieving expected in Reception reached greater depth (GD) at end of Year 2

11% achieving expected in Reception did not reach expected standard at end of Year 2

36% achieving 'exceeding' in Reception reached expected standard at the end of Year 2

64% achieving 'exceeding' in Reception reached greater depth at the end of Year 2

Q: Does the trend show that high ability pupils are being pushed?

A: PAW clarified that the results show that not all pupils who were 'exceeding' did as well as expected in reading; the recorded progress reflects teachers' knowledge of the children as well as test results.

Governors noted that the results for writing and maths were better: - of the children achieving 'exceeding' in Reception, 71% achieved GD in writing and 80% achieved GD in maths at the end of Year 2.

Q: Are pupils assessed against different criteria?

A: PAW replied that all pupils take the same test (as they do in KS2).

PAW commented that although some gaps were closing, the gaps reflected the varying characteristics and needs of each cohort.

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## Key Stage 2 (end of Year 6)

Attainment - PAW explained that the school had generally been very pleased with attainment:

GPS - 95% achieved expected standard

Writing - 81% achieved expected standard

Maths - 90% achieved expected standard

Reading - 72% achieved expected standard – these results were disappointing and were below NA (75%).

The target for RWM, combined had been 70%, but the outcome was 66%. However this was a significant increase from 43% in 2016.

A governor noted that between Years 2 and 6 there was a high level of mobility which could have affected outcomes.

Q: Does Ofsted take mobility of pupils into account?

A: PAW replied that the school would be able to present evidence of when pupils had joined the school and what impact that may have had on outcomes; it is important for the school to be able to explain what support has been put in place. Data will be reviewed in context.

Progress - governors reviewed KS 2 progress data:

Progress	School	LA	Nationally
Reading	-1.4	0.9	0
Writing	-0.5	0.9	0
Maths	1.8	1.3	0

PAW explained that above -5 in reading and maths is considered good progress and above -7 in writing is good progress so, for example, 1.8 represents above average progress in maths. The school still has average progress for reading and writing despite progress figures being negative.

PAW highlighted that the scaled scores were on an upward trend. For example, since 2017 the scores had increased:

Reading - 102.3 up to 104.

GPS - 105 up to 109.

Maths - 105.2 up to 106.7.

The average for all groups was over 100.

Governors noted that PP pupils did better than non PP.

Q: Why had there been an upward trend for PP pupils?

A: PAW/KM replied that there were several factors; e.g. differing cohorts with different needs, but also different expectations and interventions being put in place. JB added that teachers ensure that PP funding is being used effectively to support PP pupils.

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PAW discussed the progress and interventions for children with SEN, summarised on page 24 of the data report.

Q: Can the data for SEN children be analysed for different groups?

A: PAW replied that this was unlikely as children's needs are so individual; it is important to provide evidence of progress and support measures for each child.

Governors reviewed the gaps in attainment between groups in KS 2 and noted that areas to be addressed were: girls outperforming boys and gaps where larger ethnic groups can be compared i.e. white British, Somali and black British.

Governors noted that whilst the school had not reached all of its attainment and progress targets, it had identified where improvements were needed and what intervention measures would be required.

### 8. Review Pupil Progress

Discussed in 7.

### 9. Quality of teaching

PAW tabled a summary of Quality of Teaching and Book Scrutiny 2017-18.

PAW explained that the judgements on teaching were based on data, scrutiny of books and lesson observations.

The majority of teaching is good or better. Ongoing areas of focus include; ensuring that teachers are meeting the needs of all pupils, especially those of high ability and those with additional needs; ensuring teachers are monitoring pupils' work effectively and ensuring that adult support in class is being used effectively.

PAW further explained that book scrutiny will focus on feedback from teachers and responses to marking; ensuring that pupils' responses improve their understanding.

Q: How is this carried out in practice?

A: JB explained that he devotes half an hour of lesson time on a Monday morning for pupils to respond to marking. Additionally, in maths, pupils can respond immediately through peer marking and self assessment, using a three tray system to indicate how they view their learning.

Q: Is the self assessment accurate?

A: JB replied that during the first half term the self-assessment requires checking but thereafter it is generally fair and honest.

Q: Does the judgement of teaching need to be adapted for the merged Year 1 and 2 class?

A: PAW replied that the judgement process will remain the same and will be based on observation of individual lessons across the school.

Q: Is planning of lessons in the merged Year 1 and 2 class difficult?

A: PAW replied that the lessons are planned for the whole class and are differentiated for the different age groups; the level of differentiation depends on what is being learned.

### 10. SEND SIP visit proforma

Governors noted the new SEND focused SIP inspection proforma; Wandsworth are promoting inclusion in mainstream schools.

PAW highlighted the following:

- 24% of Franciscan's pupils have SEN, 35% in EYS and KS1 and 64% in KS2.

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- 5 pupils have EHC Plans (below average), 2 are in the assessment process.
- 8 pupils have ASD (all boys).
- The percentage of children identified with SEN has reduced, as early intervention and teaching has improved.

Q: How many SIP inspections are carried out per year?

A: PAW replied that it was between 2 and 3, depending on need.

Q: What is the consequence of a poor inspection?

A: PAW/KM replied that the inspections were to jointly agree areas of improvement and priorities. As an academy SIP inspections are not essential but are considered beneficial.

**Action: KM to review SEND governors and confirm appointment at the FGB on 15.11.18.**

### 11. Review attendance and exclusions

Governors reviewed data for attendance, punctuality and exclusions for 2017-2018.

The highest figure for absence was white British pupils, at 8.4%

PAW explained that absence is given different weighting depending at what time of year it occurs; there is heavier weighting in the autumn term. If a child has less than 90% attendance, then they are considered persistently absent.

At the end of autumn 1 2017 the whole school attendance figure was 95.7% at the end of Summer 2 it was 94.5%. The target had been 95%; in most classes figures had fallen across the year.

Q: What was the reason for the fall?

A: PAW replied that often it was because families took extended holidays. Families would have been fined unless the absence was also sickness related.

Governors noted that in most classes punctuality had improved over the year.

**Exclusions** – PAW reported that 4 pupils had been excluded in 2017-2018 (all boys). The total number of days of exclusion was 47.5; most of these had been for one pupil.

### 12. Any other Business

KM made governors aware that Wandsworth were planning to rename 'Black History month' as 'Diversity month'.

### 13. Date and Time of Next Meetings:-

6pm Wednesday 27<sup>th</sup> February 2018

6pm Thursday 23<sup>rd</sup> May 2018.

The meeting closed at 8.00 pm.

Minutes of C&SEN Committee meeting 8.11.18 approved: Nasima Khan  
Chair  
27/02/19 Date

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 Actions from meeting are on the following page:



**Summary of meeting actions:**

action	item	description	By	date
1	6	KM to visit a parent reading workshop on 27.11.18.	KM	27.11.18
2	6	JB to review the implementation of 'Destination Reader' in Years 5 and 6 and in particular review what extra support is needed for some pupils, how effective the scheme is and feedback from pupils (cover will be provided for the time that JB is out of class).	JB	
3	6	YT to review maths mastery and visit a gallery lesson at the Maths Hub.	YT	
4	6	PAW to circulate a summary of curriculum activities that would be suitable for governor visits and KM to provide some guidance to governors on making school visits effective.	PAW	
5	10	KM to review SEND governors and confirm appointment at the FGB on 15.11.18.	KM	15.11.18

