

# Franciscan Primary School Curriculum and SEN Committee



## MINUTES OF THE SPRING TERM MEETING HELD ON THURSDAY 8<sup>th</sup> March 2018

Governors present: Patricia Andre-Watson (PAW), Maria Lambert-Carter (MLC) (Chair), Kathy Maclean (KM), Rubina Patel (RP), Marian Thompson (MT), Anthony Beaumont (AB).

In attendance: Elizabeth Nasse (EN) (Clerk)

Documents circulated prior to the meeting:

Franciscan C&SEN Minutes 5.10.17 – final draft  
FPS Special Educational Needs and Disability Policy February 18  
Whole School Reading Writing and Maths Attainment and Progress Autumn 2 2017

The meeting opened at 6:03 pm and was quorate.

### 1. Apologies

Apologies for absence were received from Yasmin Talsi (new governor to be appointed at FGB on 26.3.18).

### 2. Declarations of Interest

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

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

The minutes of the meeting held on 5<sup>th</sup> October 2017 were agreed and signed by MLC. The signed copy was retained by the school (PAW).

Matters Arising:-

**Action 1: Committee to review Work Plan actions at next meeting – see below.**

**Action 2: PA will email the (REU) School Profile to committee members – ongoing.**

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

Governors reviewed the list of actions identified at the previous meeting. MLC explained that she had been unable to carry out a school visit since the last meeting but would visit for half a day in the Summer term (after SATs).

Work plan

**a)Ensure the teaching of phonics and reading is effective to support increased challenge for pupils – KM, AB to observe lessons.**

**b)Consistent good and better teaching that supports the most able disadvantage pupils effectively – MLC will look at books and discuss with core subject leaders (ICT/Science, English and Maths).**

**c)Ensure effective use of assessment – will be reviewed during governor visits.**

**d)Further embed and develop growth mindset across the school – KM, AB and MT**

**e)Ensure greater challenge for HA pupils – MLC will review during a visit.**

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**f) Raise attainment and progress in spelling and writing** – KM will look at phonics and spelling books and discuss in conjunction with book scrutiny by MLC.

**g) Raise attainment in reading** - Linked with Pupil Voice/Rights Respecting ethos (see below).

All agreed that during visits it would be most useful for governors to spend some time in class then to talk to teachers outside of class. KM added that it would also be useful to observe a book scrutiny.

**Action: PAW/ governors to agree when suitable times for governor visits would be.**

**Action: KM to check whether she's available to attend the next SIP visit (22<sup>nd</sup> March).**

**Action: PAW/MT to set up an on-line parent survey on homework at parents' evening. MLC to assist if required.**

PAW reported that the school's 'Rights Respecting' gold award assessment on 6.3.18 had been very positive; the assessor had made no recommendations for any further actions needed and seemed very impressed. The outcome of the assessment will be known in approximately two weeks. PAW commented that it was helpful to have had external feedback on how the school is promoting pupil voice and embedding the 'Rights Respecting' ethos.

PAW thanked staff who have led the scheme's implementation in school and who provided evidence for the assessment. MLC congratulated the school.

**Q: Does the school have a designated charity that it supports?**

A: MT replied that the school supports various charities; generally one per month.

KM suggested Franciscan could also consider supporting a school project in Domenica to link the school's charity work with education.

### SDP priorities

#### Ensure the effective teaching of phonics and reading

PAW explained that she will be reporting on the teaching of phonics and reading in her Head's report to governors but highlighted the following:

Reception pupils are showing effective use of phonics in their writing and

Year 6 teachers are using their assessment data effectively to identify which pupils need more support.

PAW reported that Franciscan had taken part in moderation of book scrutiny with 5 schools. The moderation verified that Franciscan's EYs pupils make good progress in writing. The school has also modified its marking, so in the books there is more indication of whether a child's work has been carried out independently or with support. The moderation also identified that the school needs to give pupils more opportunity for longer pieces of writing.

#### Growth mindset

PAW explained that the school had been using the 'Rights Respecting' framework to reinforce the growth mindset. PAW added that some pupils have low self-esteem and

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face some additional barriers to learning; the school will be developing ways of changing their mindset over time.

## **Q: Do these pupils receive learning mentor time?**

A: PAW replied that they do, but there are often other associated barriers which hinder learning. PAW added that subjects like music and dance are very important, so that pupils can demonstrate their abilities in areas other than the core academic subjects.

## Year 6

PAW reported that Year 6 pupils have access to an on-line grammar and maths programme at home and school. PAW reported that the children enjoy using the programme and that it reinforces learning; the school would like to be able to use it more in school.

PAW added the school uses editing slips in children's writing books which allow them to overwrite their work to improve it.

PAW explained that Year 6 pupils are being encouraged to take more ownership of their learning and that WILFs ('what I'm looking for') are no longer included for every piece of work.

PAW reported that the school has a qualified KS 1 moderator and MLC confirmed that she is a KS2 moderator.

## **5. Autumn term assessment data**

Governors reviewed assessment data that was circulated prior to the meeting.

PA clarified that attainment and progress was tracked each half term, but that a whole school report is produced half way through the academic year. PAW highlighted the following:-

### **Foundation Stage**

Nursery attainment is very good.

Reception - Literacy 60% are at Expected Standard

- Maths 54% are at Expected Standard

White British girls' attainment has been affected by attendance issues. Reception leaders will identify the actions that need to be taken to support underperforming groups; pupils will be given more opportunities to demonstrate their ability. Target tracker has been used to assess steps in progress in EYs. Progress of children with SEN has been identified as an area where action/development is required.

### **Years 1 to 6 attainment and progress**

PAW explained that the school would expect pupils to be at 'W' – 'working within' at this stage in the year.

### Reading

In Years 1, 2 and 3 Spring 1 attainment has remained at roughly the same level as at the end of the Autumn term.

Year 4 children at Expected Standard has increased to 74%

Year 5 children at Expected Standard has increased to 84%

Year 6 children at Expected Standard has increased to 74%

Areas for development:-

Differentials between PP and non PP pupils in Years 1, and 6; White British children in Year 4 and Somali children in Year 6 (possibly with some issues around SEN).

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## Writing

Year 1, 2 and 3 attainment has remained roughly the same, but there are more children at W+

In Year 1, 15% of children are at W+

In Year 2, 24% of children are at W+

In Year 3, 25% of children are at W+

## Maths

There was a large gap in attainment between girls and boys, especially in Years 1 and 2. At the end of Autumn 2, in Year 2, 68% boys were at Expected Standard and 89% of girls were at Expected Standard. There is now increased challenge and expectation for boys in Year 2.

In Year 4, 76% of children are at Expected Standard.

In Year 5, 80% of children are at Expected Standard.

In Year 6, 67% of children are at Expected Standard.

End of spring 2 tracking will be available at the end of term.

## 6. Review Pupil Progress

PAW reported that progress has been strong and there had been at least 2 steps made by most children at the end of the Autumn term.

RP reported the following:-

- Children with SEN (who may not be at ARE) have made at least 2 steps in progress across all year groups.
- Year 3 SEN pupils are working on literacy and numeracy in small groups along with Year 2 children.
- In Year 5, children with SEN are making more progress than non SEN pupils because of additional support.

**Q: Why is there been -6.0 steps in progress of White British children in Year 2, in Reading?**

A: RP replied that one of the Year 2 pupils has SEN and some of the children have become looked after which has been a barrier to learning.

## 7. Quality of Teaching and book scrutiny

PAW tabled quality of teaching and book scrutiny data and highlighted areas for development

**Differentiation in work** - 11% of teaching requires improvement.

**Marking** - 14% of teaching requires improvement – there is not always enough feedback in the marking and more written support needs to be given those who need it.

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**Responses to marking by pupils** - 25% of teaching requires improvement; teachers need to allocate enough time for children to respond.

**Assessment** - 12% requires improvement – this may be because children are not doing the required work or targets are not being reviewed consistently.

PAW commented that she had observed peer to peer marking in books. Comments have been positive and the system is working well.

**Observations** - PAW reported that the school will be focusing on high ability pupils to ensure that they are appropriately challenged. PAW added that since September she had observed much more mastery and mastery at greater depth in Maths; this includes additional challenge for lower ability pupils.

**Use of additional adults** - 18% requires improvement – in some cases support staff need to be more proactive in deciding where support is needed most.

**Q: What support is provided for teaching that requires improvement?**

A: PAW replied that it depends on the subject area; Literacy and Maths mentoring is given by subject/phase leaders. Feedback on the areas that require improvement is given to teachers and is followed up with additional lesson observation or book scrutiny.

## 8. Review attendance and exclusions

PAW tabled data for attendance and exclusions 1.9.17 to 2.2.18

PAW highlighted that 10 children were persistently absent and had punctuality issues. The school has sent out letters to parents explaining that they will be fined for lateness. The lowest punctuality record is 97.3% in Year 5 and the highest is 99.7% in Year 6.

**Exclusions** – PAW reported that there had been one exclusion this term – the exclusion had resulted from behavioural issues related to SEN. The child has been offered a place in a specialist setting, but remains at Franciscan.

**Q: Is the child being taught in class?**

A: PAW replied that the child attends the PRU part time and is taught outside the classroom by MT.

PAW reported on SEN pupil data, numbers on roll and the number of children with medical needs.

## 9. Policies

**SEN Policy** - RP reported that the policy was unchanged apart from the inclusion of Rights Respecting Articles.

**Governors agreed the policy for approval at the FGB on 26<sup>th</sup> March.**

## 10. Any other Business

None.

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

**Thursday 10<sup>th</sup> May 2018 at 6.00pm**

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The meeting closed at 7:05 pm.

Minutes of C&SEN Committee meeting 8.3.18 approved: \_\_\_\_\_  
Chair

\_\_\_\_\_  
Date

**A summary of meeting actions is below**

Action	Minutes ref.	Action Details	Date
1	4	<b>PAW/ governors to liaise to agree when suitable times for governor visits would be.</b>	Next meeting
2	4	<b>KM to check whether she's available to attend the next SIP visit (22<sup>nd</sup> March).</b>	22.3.18
3	4	<b>PAW/MT to set up an on-line parent survey on homework at parents' evening. MLC to assist if required.</b>	