



Harbinger Primary School

Curriculum and Standards Committee Meeting
Thursday 18th May 2023 at 5pm

Members: *Rebecca Abrahams* (RA) (Executive Head), *Lawrence Houldsworth* (LH), Caroline Hurley (CH) (Chair), Eddi Miller (EM), Vaughan Pilikian (VP), and Kiran Rahman (KR).

Also in attendance: Nimesha Nagahawatte (NN) (Head of School) and Sabrina Begum (Clerk)

**Italics denotes absent*

No	Subject
1.	<p>Welcome, Apologies for Absence and Declaration of Pecuniary Interests</p> <p>Apologies were received and accepted from Rebecca Abrahams.</p> <p>There were no declarations of pecuniary interests.</p>
2.	<p>Minutes of the Curriculum Committee Meeting of 9th March 2023 and Matters Arising</p> <p>The Minutes of the previous meeting held on 9th March 2023 were confirmed as a true record of the meeting and would be marked as signed by the Chair via GovernorHub.</p> <p>There were no matters arising from the Minutes and were not discussed elsewhere in these Minutes.</p> <p><u>Matters Arising:</u></p> <p>Item 3 – Nimesha (NN) would share the recording of the training with Tom Sherrington.</p> <p style="text-align: right;">Action: NN</p> <p>Item 3 – There had not been any learning walks organised since the last meeting. The Chair had suggested that this should take place after the exams.</p> <p>NN reported that she had spoken to the Senior Leadership Team (SLT) about a couple of open afternoons for parents to visit and see the curriculum in the classrooms. Governors could also visit during these afternoons. The pencilled</p>

	<p>dates were Wednesday 5th July & Thursday 6th July. The Chair replied that it would be a busy period for her and if most Governors could not make it then it would have to be organised for the next term.</p> <p>Item 7 – Kiran (KR) would contact the Sports Advisor and include Nimesha to the email.</p> <p style="text-align: right;">Action: KR</p>
<p>3.</p>	<p>Curriculum Update</p> <p>NN reported:</p> <ul style="list-style-type: none"> • There had been a lot more work around the lesson structure in the classrooms and another round of peer observations also took place. • The peer observation included leaders from other Tower Hamlets Schools and some of the feedback they provided was improving the modelling aspect. • The peer review was shared with staff so during this half term and next half term, there would be another round of peer observations. • Teachers in the school have also organised informal observations amongst each other with a focus on the modelling aspect. • Last week was the end of Key Stage 2 SATs and all the mark schemes were released. • There was a day where one child would not attend the exam and after communicating with the parents, they were not persuaded to bring the child in. The school was also unable to make a timetable variation for that one pupil. Otherwise, attendance was positive across the board. • The Year 2 team were administering the end of Key Stage 1 SATs and the set up for this would be a slightly relaxed. Key Stage 1 would be doing this week and next week. • After the May half term, Year 4 would be taking their multiplication times table test for three weeks. It would take place online and it would be a timed exam. NN would be meeting with the Maths lead and the Year 4 team to discuss preparation for those tests. • There would also be a phonics test for Year 1 after the May half term and Eddi Miller (EM) would be administering that. There would also be a Reception baseline taking place in June and other statutory assessments. • Teachers had also met with the Local Authority on the anti-racist curriculum project. The project leaders were chosen, and other members of staff would be involved to take on some training. The Oracy Lead had recently done some training on the philosophy for children (P for C) and

	<p>on PHSE (Personal, Health, Social and Economic) which she intends to teach in classes next half term.</p> <ul style="list-style-type: none"> • There would be training for subject leaders to develop their practice and the Chair was also involved in organising Key Stage 2 and Key Stage 3 subject leads to meet and share knowledge and practice. Subject leader would also be meeting Mary Jones, a consultant from THEP (Tower Hamlets Education Partnership), to talk about their subject and practice questions OFSTED inspectors might ask. • The Oracy Lead would be applying for the school to achieve a silver award for the Oracy project and as a part of that, she had organised an oracy learning walk that included pupil voice. • Another member of staff would be organising some reading sessions for parents to drop-in to classes and read with their children. • Next half term would have Daniel Burton from THEP to speak about OFSTED and prepare the school for the inspection and questions based on the last OFSTED report. <p>KR inquired if the school were still doing the NFER (National Foundation for Education Research) test for Year 5 and Year 6. NN responded that this would take place after half term and the work would be submitted to Tower Hamlets. There would be reading assessments and teacher would also submit their assessments of the pupil and other evidence from the classroom to reinforce this. Band D would be the highest and Band A would be the lowest. This information would be shared with secondary schools so they could sort out the application and offer places in secondary schools. NN would be working with the Year 5 teachers to carry this out.</p> <p>KR further inquired if this had a deadline. NN replied that it would be the Friday 16th June.</p>
4.	<p>Update on Quality of Teaching & Learning</p> <p><i>This was covered in item 3 Curriculum Update.</i></p>
5.	<p>School Development Plan</p> <p><i>This item was not covered due to the absence of Rebecca Abrahams.</i></p>
6.	<p>Progress and Achievement Update</p> <p>NN reported that she had pupil progress meetings each term with teachers to discuss the assessment of the pupil and as a year group altogether. If there were any children who were not making expected progress, interventions would be put</p>

in place. NN reported from the data based on the Spring term assessments which were completed before the Easter holidays. The children were assessed on reading, writing and maths. The APS (Average Point Score) would be given to the whole year group and ARE+ represent children who were working at an age-related expectation or higher. GD (Greater Depth) would be when a child had mastered the learning expected for their age and could delve more into the detail.

NN outlined each year group as follows:

Reception

- There were 45 children currently and the average result came to 56% for reading, writing and maths.
- Reception pupils have high level of undiagnosed SEN needs and the process for diagnosis and support takes time, so intervention was put in place
- The cohorts are full, but staff attendance was low during this time. One of the Early Years teachers experienced a family bereavement, and she took off several weeks of work. Staffing was rearranged to accommodate her absence until her return. The Higher-Level Teaching Assistants (HLTAs) covered other classrooms.
- Speech and Language interventions would be arranged for the summer as the staff who was running it before had now returned. She would be running the phonics group, guided reading, and maths group.

Year 1

- There were 36 children, and the expected overall APS was 18 but reading at 16.2, writing at 16.1 and maths 16.4.
- Groups that were underachieving were the boys who were also in the Pupil Premium category.
- A few children had also left the school. Two of them were ARE+ (Age Related Expectation) and two were Greater Depth but one child had joined working on a low level.
- The cohort were less in ARE+ so the APS was also less.
- There was also a new ECT who had joined in November 2022 after the half term, and she had to deal with a lot of challenging behaviours of the children. She was supported by staff and children were moved.
- The Key Stage 1 interventions include daily reading with volunteers from Canary Wharf and this was done online. There were also group reading to build up fluency as well as and phonic groups and speech and language interventions.

- A Learning Mentor had supported the Year 1 pupils struggling with the social and emotional side of learning.

Year 2

- There were 38 children and the APS for this cohort was 21 with reading at 19.9, writing at 19.8 and Maths at 19.8.
- The groups identified as underachieving were the boys. The gap between boys and girls was larger.
- Pupil Premium children performed well in their writing.
- EM and another member of staff changed the structure the English lessons which seem to be working better and meeting the needs of the children.

Year 3

- The APS was 24 with reading at 23.4, writing at 23, and Math at 23.2.
- The Pupil Premium group was underachieving.
- There were some staff absences, so this had impacted the continuity of provision for the children as a year group, but the situation was improved.
- There were some pupil absences for this year group with around 70-80% attendance.

Year 4

- The APS was 27 with reading at 26.2, writing at 26 and math at 26.5
- The underachieving groups were the White British pupils and the Pupil Premium children. Some fall into both categories.
- There were reading intervention put in place through 1-2-1 support or with a group.
- Year 4 had been using a reading progress tool which allows them to read independently, and the software would identify words that were mispronounced. The pupil would be also recorded so they can watch themselves. The Learning Mentor had been supporting them.
- The school had identified a need for writing support around sentence structure and grammar as some children were still not demonstrating the basic expectation from KS1 such as capital letters and full stops.

NN commented that the teacher assessments would be based on teacher judgement, and the pupils exercise books, but some teachers did not feel confident enough to make a higher judgment and inflate the data.

Year 5

- The APS was 30 with reading at 28.6, writing at 28.5 and maths at 28.7.
- This had been lower than the school had expected and there would need be a lot of preparation in place for Year 5 as they move into Year 6.

- The APS for boys was lower compared to the girls.
- A child joined this cohort and had been working towards ARE+.
- Attendance had been an issue for Year 5 with a lot of requests for leave during term time compared to other year groups.
- The interventions were daily maths, 1-2-1 reading, and writing with the Teaching Assistants (TAs).

Year 6

- The APS was 30 with reading at 31.9, writing at 31.6 and maths at 32.
- The White British and Pupil Premium groups scored lower in writing.
- Both Year 6 teachers were running booster classes after school for 1-2-1 reading, spelling, grammar, and maths as well as getting the support from TAs and HTLAs, to narrowly identify the needs of the children to prepare for their SATs exams.
- Based on the spring term data, the Year 6 cohort was lower than last year's Year 6. NN recalled that when they were in Year 5, five new children join the year group with four of them not knowing English. So, the teachers have worked really hard to close the gap for those children.

NN reported that one of the TAs have taken part in the national tutoring programme and so she could now do tutoring across the school so hopefully this would bring more impact. One of the HTLAs in Key Stage 2 was on maternity leave but she had returned during spring term and began supporting Year 3 and Year 6. The next steps would be to focus on the Year 5s and preparing them for next year.

KR inquired whether the Year 1 and Year 2 classes were still combined. NN responded that only class had the Year 1 and 2 pupils whilst the others were separate. EM would be the class teacher for the mixed year group. However, when tallying up the data, all the Year 1 pupils were counted as a cohort which would be 45 children and Year 2 would also be a separate cohort. In total, 90 children altogether.

Vaughan Pilikian (VP) inquired what the APS indicated or how it compared to the national average.

NN explained that each year group would have a different APS for each term. For example, Year 1 in Autumn the APS was 17 but for Spring it was 18. The average for Year 1 would be 18. There were some pupils who were working above average, and some were below, but that would bring the average for the whole year group down. The data analysis was done internally, and schools would not have data on other schools to compare. Comparison could be made for the Key Stage assessments and when the Year 6 assessments would be published.

	<p>VP commented that the numbers appear to be low. NN agreed adding that the score was lower than they had hoped but contextually it was the middle of the academic year where the data usually drops. There should be an increase in the summer with all the interventions and teachers put in place.</p> <p>The Chair inquired on the reasons for the teachers' hesitation on the data input. NN responded that it could be the lack of confidence in applying the criteria or over-inflating the grades. Teachers want to be honest, and it would not be fair on the next teacher to find out certain pupils need extra support. Teachers could also feel that they had not gathered all the evidence to prove a pupil's progress. EM added that the pessimism also stems from the pupils who were on the cusp so teachers would most likely score them low.</p> <p>KR inquired if teachers have noticed the lack of grammar and punctuation with the children's writing and if there was a recommended reading list from the school.</p> <p>NN replied that the school exposes pupils to books that were relevant to their English curriculum which span a variety of genres such as contemporary, classic fiction, and non-fiction. Reading had become encouraged, and pupil would not know what good writing looks like until they had read. Especially with Year 5 and Year 6 where they were expected to use different types of clauses, grammar, and punctuation. For Key Stage 2 pupils, some had not secured onto the foundation knowledge in Key Stage 1 so there would be checks to see if they were secured on past learning.</p> <p>NN further added that children would always be drawn to illustrations and comics books which helps their imagination when it comes to writing and them exposing to different styles would help them understand the difference of informal and formal writing and the purpose of each.</p>
7.	<p>Attendance, Safeguarding & Inclusion Update</p> <p><i>This item was not covered due to the absence of Rebecca Abrahams.</i></p>
8.	<p>Policies</p> <p>The following policies were reviewed</p> <ul style="list-style-type: none"> • Phonics & Early Reading (based on Tower Hamlets policy) • Calculation Policy <p>The policies were agreed and would be referred to the full governing body for ratification.</p> <p style="text-align: right;">Action: Clerk</p>

9.	<p>Next meeting date– next academic dates to be agreed at the last GB meeting of this academic year.</p> <p>The Chair requested for Link Governors to be put forward on the agenda for the next GB meeting.</p> <p style="text-align: right;">Action: Clerk</p>
10.	<p>Any Confidential Items.</p> <p>There were none.</p>

The meeting closed at 6:26pm