



Harbinger Primary School

Governing Body Meeting
Curriculum and Standards Committee Meeting
Thursday 3rd November 2022 at 5:00pm

Members: *Rebecca Abrahams* (Executive Head), *Lawrence Houldsworth*, Caroline Hurley (Chair), Eddi Miller, *Vaughan Pilikian*, and Kiran Rahman.

Also in attendance: Nimesha Nagahawatte (Head of School) and Angela Henry (Clerk)

**Italics denotes absent*

No	Subject
1.	<p>Welcome, Apologies for Absence and Declaration of Pecuniary Interests</p> <p>Apologies were received from Rebecca Abrahams, Lawrence Houldsworth and Vaughan Pilikan.</p>
2.	<p>Election of Committee Chair</p> <p>Resolved that Caroline Hurley be Chair of the Curriculum and Standards Committee for the academic year.</p>
3.	<p>Committee Terms of Reference</p> <p>Governors received and reviewed the Committee Terms of Reference.</p> <p>Resolved to agree the ToRs without change and refer to the Governing Body (GB) for approval.</p> <p style="text-align: right;">Action: Clerk</p>
4.	<p>Minutes of the Curriculum Committee Meeting of 19th May 2022 and Matters Arising</p> <p>The minutes of the previous meeting held on 19th of May 2022 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 not discussed elsewhere in these Minutes.</p>
5.	<p>School Development Plan (SDP) update</p>

Governors viewed the SDP which is attached below:



Harbinger School
Development Plan 20.

Nimesha Nagahawatte (NN) stated that they had reviewed the previous SDP and identified the key following key objectives:

Objective 1 - Development of the School's Curriculum

Objective 2 - Develop use of data and assessment to improve pupil outcomes.

Objective 3 - Improve pupils' personal development, behaviour, and attitudes.

Objective 4 - Ensure all leaders take decisive action to improve the quality of provision.

Objective 5 - Maximise the school's use of its resources.

6. **Standards Update**

Noted the following key points:

Early Years Outcomes

- Girls achieved higher than boys in terms of Good Level of Development (GLD) and had exceeded the national average however the overall percentage of children achieving GLD was below the national average.

The children who did not meet the national average had Special Education and Needs Disability (SEND) or had started school mid-year.

An area for development for Early Years staff was communication and language due to the high number of children with speech and language needs.

- 79.1% of all Year 1 pupils passed the Year 1 Phonics Screening test, exceeding the national average. 72.7% of pupil premium (PP) pupils also met the threshold mark.
- EAL (English as an additional language) pupils achieved above the national average. Three new children had joined during Year 1 and if they had been discounted the overall pass rate for Phonics would have been 85%.

Eddi Miller (EM), staff governor added that the results were higher than predictions and those that had joined the school in year had little or no

English or had high SEND needs.

Governors recorded their congratulations to the staff and everyone involved for their hard work and contributions towards the good outcomes.

Key Stage 1 (KS1)

- Governors were informed that the school was moderated by the borough.
- The percentage of children achieving the expected standard or higher in Reading, Writing, and Maths outperformed the national average; however, 13 new children joined between the start of Year 1 and the end of Year 2, skewing the data. This included children who were home-schooled and were working towards the expected standard when assessed at the point of entry.
- The children who had been at Harbinger since Year 1 achieved better in Writing.
- NN stated that there are areas for development and the school aimed to improve percentages of children achieving greater depth in Writing and Maths.
- EM added that the school focused their national tuition program on KS1 and Year 2.

Key Stage 2

57.1% of all Year 6 children achieved the expected outcomes in Reading, Writing and Maths combined. Outcomes were in line with the national average but lower than the local authority average.”

78.6% of pupils achieved the expected standard in Reading; 67.9% achieved the expected standard in Writing and 67.9% achieved the expected standard in Maths. The Reading outcome was higher than the national average; Writing was in line with national figures and Maths was below the national average.

Reading outcomes were strong. Overall girls were attaining higher than boys.

The school was pleased with Destination Reader, and it has had a positive impact on Reading with the Year 6 cohort being the first throughout KS2.

Writing was an area of development in Year 6, and the school was considering how to raise attainment in Writing.

	<p>Attainment in Maths was slightly lower than national, and some pupils' grades were appealed but were unsuccessful.</p> <p>The school suspected that some of the KS1 results were inflated, as some students were marked as greater depth did not achieve this in Year 6, which could explain the negative progress. As a result, the school will monitor progress in KS2.</p> <p>A governor inquired whether the school's progress was comparable to that of other local schools or if it was due to Covid/undiagnosed needs. In response, NN stated that this was the first SATs since 2019 and that they were unsure of other schools' progress, but that the school was pleased with their attainment. She added that there were other factors that could have influenced KS2 progress, such as Covid, which was two years of disrupted learning, and that some of the KS1 data may have been inflated. She concluded by stating that the school recognised that they needed to work on their progress.</p> <p>EM requested to be included in future discussions about inflated KS1 data because he was the KS1 leader and could help to clarify some of the cases or some of the pupils' data.</p> <p>The Chair commented that Writing results were not unexpected given previous discussions about the difficulties of providing children with writing opportunities online and how success depended on how engaged parents were.</p> <p>A governor asked what Maths scheme the school was using. NN stated that the school was currently using White Rose.</p>
7.	<p>Behaviour Update</p> <ul style="list-style-type: none"> • NN reported that the school participated in a peer review with other Tower Hamlets schools to focus on learning behaviours, which was extremely positive. Peer review feedback indicated that there were too many reward systems, so it was suggested that their behavioural systems be streamlined. As a result, the school was now implementing class Dojo points across the entire school, using virtual points and physical tokens. • This week, a staff meeting on behaviour was held to share updates on government guidance on confiscation and suspension. They took advantage of this opportunity to consult with employees about behaviour policies and expectations, as well as to update the policy. • The school had a Behaviour Champion group working on restorative practice. This group of staff supported other teachers and led on behaviour initiatives.

	<ul style="list-style-type: none"> • There had been 5 racial incidents this term, and the actions would be to do racist language classwork, reinforce these messages through circle time, and train other members of staff, including midday meal supervisors, to ensure consistency. <p>NN further stated that these incidents involved the children using racist language in a very casual way and adults have been discussing with children where they hear this language and the use of inappropriate language was further discussed with children’s parents.</p> <p>The Chair stated that she had noticed an increase in racist language as well, and that her school used software to detect language on student-borrowed devices. She added that this language may be more prevalent as a result of social media and wondered if this could be discussed with the Tower Hamlets anti-racist group with which the school was working. NN agreed and stated that the school could support with that work and help to educate the children.</p>
8.	<p>Attendance Update</p> <p>An attendance team meeting would be held on 18th November 2022 and NN would share highlights from the attendance report.</p> <p>Last academic year the school’s overall attendance from Year 1 to 6 was 94.1% and the school was ranked 37th out of 65 primary schools in the borough but were 3rd in the Ise of Dogs area.</p> <p>Attendance in nursery had improved by 17.8% from last year.</p> <p>The key issues affecting attendance were high levels of sporadic illness, hard to reach families and the DfE guidelines in terms of the new attendances codes.</p> <ul style="list-style-type: none"> • The following were some of the strategies the school employed to promote better attendance: • Calling families whose children were not in school on the first day of absence. • Working closely with the welfare and attendance officers to examine absence patterns, identify attendance issues, and contact parents. • Sending half-termly letters to families highlighting attendance and punctuality issues • Collaborating with the attendance welfare officer regarding parents being issued penalty notices.

	<p>When speaking with parents, the Chair inquired as to whether attendance was discussed in terms of percentages or actual days. NN clarified that it was presented as percentages. The Chair made the observation that it was hard for children to quantify the percentages and what that actually meant in terms of learning time.</p> <p>Resolved that NN circulates the attendance report.</p> <p style="text-align: right;">Action: NN</p>
9.	<p>School Projects/Enrichment Update</p> <p><u>Oracy Award</u></p> <p>NN reported that the school applied for the Oracy Award and was awarded a Bronze Award. The school was aiming to achieve Silver this year therefore a named member of staff was attending training and leading meetings for staff and governors.</p> <p>Some of the oracy work happening or that had happened included holding oracy assemblies, appointed oracy ambassadors and organising oracy learning walk from other schools to observe.</p> <p><u>Anti-bullying Alliance Project</u></p> <p>The project had helped to guide anti-bullying policies.</p> <p>The school had achieved silver award status as a United Against Bullying School in July.</p> <p><u>Microsoft Showcase School</u></p> <p>Harbinger continues to use the technology used during lockdown for remote learning. Teachers and staff share files and communicate via Teams. This work was documented and the school applied to become a Microsoft Showcase School, which they did in September and were the first state school in Tower Hamlets to achieve that recognition.</p> <p>The school was also part of the Anti-Racist Curriculum Project. They made deliberate choices to ensure the literature is diverse.</p> <p>The school expanded its enrichment offer and include After School Clubs such as the Newspaper Club, table tennis, netball, and Maths clubs.</p> <p>NN outlined upcoming enrichment trips in KS1 and KS2.</p> <p>Governors expressed support for the enrichment on offer and congratulated the school for receiving the Microsoft Showcase School Award.</p>
10.	<p>Policies for Review - None</p>

11.	Any Other Business – None
12.	Date of Next Meeting - Thursday 9 th March 2023 at 5.00 p.m.

The meeting closed at 6:05pm