

**Harbinger Primary School**

**Governing Body Meeting**

Curriculum and Standards Committee Meeting

Thursday 12th October 2023 at 5pm

**Members of Committee in Attendance:** Caroline Hurley (Chair), Nimesha Nagahawatte (Acting Head Teacher) Edmund Miller

**Members of Committee absent:   
Also in attendance:** Fiona Keogh, Jubeda Ahmed, Rochelle Clark **Clerk:** Naomi Barnes

*\*Italics denotes absent*

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| **No** | **Subject** |
| 1. | **Welcome, Apologies for Absence and Declaration of Pecuniary Interests -**    The Chair welcomed the group to the meeting. No apologies were noted and no interests declared. |
| 2. | **Minutes of the Curriculum Committee Meeting of 18th May 2023 and Matters Arising**  The Committee reviewed the draft minutes of the previous meeting held on 18th May 2023 and confirmed that they were a true record of the meeting. The draft minutes will be marked as signed by the Chair via GovernorHub. |
| 3. | **Curriculum Update**  NN presented the three key priorities for the school which have been in place since last year.   * Oracy project * Trauma-informed approach * Anti-racist Curriculum project   NN confirmed that the projects align with the school values and are particularly relevant to the school community.  JA presented the trauma-informed approach project and confirmed the trauma-informed approach policy has been used in school previously. The school has recognised itself as an emotionally intelligent school and that every action is proceeded by a feeling, and every feeling is proceeded by a thought. Harbinger, in the same way, recognises that every behaviour a child presents is a form of communication.  In December 2022, the school began an informal piece of work called “working on themselves as members of staff”. This was based on staff experiences and relationships, and at the end of each term, a staff meeting was focused on togetherness at Harbinger. The aim, to identify harm and healing within staff which in turn would make it easier to identify harm and healing in the children. Within this, Playfulness, Acceptance, Curiosity and Empath (PACE) was discussed.  When a child who presents with challenging behaviours enters a classroom, staff have been trained to determine what their ‘gaze’ tells you. JA **recommended** staff watch the video below which helps adults learn how to support each other, whilst demonstrating to children how this can be done. Lessons from Gesse: Line of one <https://www.youtube.com/watch?v=-TBwdLG4ljc>  Trauma-informed approach outcomes:   1. Jubeda has completed the Senior Mental Health lead training. 2. Harbinger are working towards the bronze level for trauma-informed practice school. 3. All staff have completed a full day of training. 4. JA is completing a portfolio of what the school do to evidence out trauma-informed practice. This has highlighted what the school has done and does in practice. 5. As of Wednesday 11th October 2023, Harbinger has been accepted as a Tower Hamlets Education Well-Being Service (THEWs) school and/or will begin on this during the next half-term. 6. Harbinger applied and been accepted to become a Nurture UK school. The Learning Mentor will now undertake specific training for this. 7. There are 4 trained mental health first aiders in the school.   The Chair thanked JA for the presentation and **commented**,all the continuous work is further enhancing of the work that has already been done and staff benefits from the training that has been delivered and supporting staff.  FK **delivered** a recap and the current status of the Oracy Project. The application for the silver award opens in June and Harbinger intend to apply as they feel they are now in a position to do so.  The school regularly highlight good Oracy and expect all children and adults to use the Agree, Build and Challenge (ABC) model. This is to be applied with speech and hand gestures which are visualised around the school.  FK **noted** the discussion guidelines available in every classroom, and language science, technology, engineering, and mathematics to support any conversation. It was **noted** that the majority of the adults have been using the basic STEMS in all areas across different subjects and in assemblies. All classes have two Oracy Ambassadors who will be representing their class in with Oracy skills. **FK** intends to produce a video next half term which will be published on the school website.  This year, the school are committed to different configuration of talk in different groups. In particular, Key Stage 1 (KS1) has progressed well and has helped drive the trauma-informed help agenda with the children working in pairs and of groups of three.  Teachers are providing children with stand-alone talk sessions in the classroom. On Tuesdays a big question is given for the week which comes from an SLT focus during school assembly. Twice every half-term, children are given the opportunity to attend an Oracy assembly which is delivered on a bigger scale with more children, and are able to learn from each other, This provides the younger children with a model from watching and listening to the older children.  FK **confirmed** the bronze criteria has already been met and additional work will be delivered to achieve the silver award.  A session has been planned on parent engagement for next year and a separate one for EYFS. A guide will also be added to the children’s homework so the parents can better engage in oracy.  The Chair **confirmed** that she would be the school’s linked Governor for Oracy and will engage in the research and provide support for the school |

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|  | Anti-racist Curriculum Project.  NN **updated** the committee on the school’s commitment to the anti-racist curriculum project, led by Global Learning London. The project looks at a holistic approach and for schools to develop an anti-racist practice. The project consists of seven pillars:   1. Staff of colour. 2. School policies. 3. Dealing with incidents and issues raised. 4. Diversifying and decolonising the curriculum. 5. BAME pupil and parent support. 6. Racial Literacy for school pupils. 7. Training for staff.   Harbinger started implementing and delivering the Anti-racist Curriculum Project in January. During the first academic year, the school began with a whole school staff inset day and since then there have been project leads who have attended training. There is now a working party group across racial groups and staff have started attending additional Continued Professional Development (CPD) training.  The school are working with the consultants of the group. and Surgeries have been held to audit the work and review the progress made against the seven pillars. NN **confirmed** this is an on-going activity and the aim is that staff are confident in approaching and managing racist incidents, whilst empowering children and staff to talk about racism and anti-racism approaches that the school should be using.    Work has started on the curriculum and subject leads are looking at their respective areas through an “anti-racist lens”. The school has been looking at how it deals with incidents and issues and, the work around restorative practices has complimented the anti-racist approach.  The school are in the early stages of exploring racial literacy and FK will share the experience and data following training.  Training for staff will be ongoing. The next steps will be to review all school policies to make sure that they reflect the approaches for both the anti-racist and trauma informed. |
| 4. | **Update on Quality of Teaching & Learning**  The Chair advised this item was combined with items 5, 6, 7 and 8 so the Committee agreed that NN would provide key highlights only and the full review will take place at the next GB meeting.  **School Development Plan**  NN **shared** information on attendance. Since half term, overall attendance at school for Years 1-6 is 91.7%. This placed the school in 55th position out of a total of 65 primary schools in the borough. This is below the schools’ expectation of 96% overall attendance.  Harbinger’s Reception class finished the year on 84.9% placing the school in 55th position out of 63 schools. The keys issues affecting attendance this year:   1. High levels of sporadic illness. 2. A core number of hard-to-reach families with poor school attendance/engagement and complex family issues. 3. Change of MIS software affecting the reporting and capturing of accurate data. |

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|  | NN **agreed** to share a more detailed report which analyses attendance in subgroup categories. Children in receipt of free school meals had an average lower attendance. In terms of gender the difference in both was negligible, year on year this fluctuates.  Attendance was also compared by ethnicity with Bangladeshi making up the overall majority in the school population. Their attendance was 93.1%, in comparison with the White ethnic group who make up the second largest group in the school. These figures fell significantly raising concerns.  Strategies:   1. First day absence calling. 2. Early identification of punctuality and attendance issues and contact with families. 3. Letters sent to parents highlighting attendance/punctuality concerns. 4. Attendance certificates and reward schemes for excellent and best improved attendance. 5. Extracurricular activities such as after school clubs and breakfast club.   The school calls parents and families of children who are absent, the Attendance and Safeguarding Leads also follow up with families. Letters are sent home to parents with attendance concerns and children are awarded with improved attendance at the end of half-term. Clubs and morning breakfast club also promote attendance, and a new Health and Welfare Officer has recently joined the school.  The Chair **asked** if the extracurricular activities were free for all students. NN confirmed that they were all free.  **Progress and Achievement Update**  Report regarding the impact of interventions.  **Attendance, Safeguarding & Inclusion Update**  NN shared the data analysis on pupil outcomes from the last academic year, with the identified areas for strength and analysis.  Strengths:   1. The GLD was maintained from last year and in line from achievements from the previous year. 2. Boys outperformed the girls. 3. Pupil Premium (PP) performed equally as well as non-PP children.   The areas for development:   1. To raise the percentage of girls achieving GLD to diminish the difference between boys and the national average. 2. To raise the percentage of children achieving the Early Learning Goals in Word, Reading and Writing.   Phonics:  Strengths:   1. The percentage of children attaining the required standard is broadly in line with the national average. 2. PP children attained higher than the national average. 3. The difference in attainment between PP and their non-PP peers is lower than the national gap.   Areas for development:   1. To further raise outcomes to above national level. 2. To monitor the performance of boys. 3. To put appropriate interventions in place to support the children. To catchup and keep up in response to in-year assessments. 4. To put appropriate interventions in place for children who did not achieve the Y1 phonics check.   EM **confirmed** that a robust set of interventions had been put in place for Year 2 and Year 3. Members of staff have completed training and the Phonics Lead of Tower Hamlets will be attending a meeting on Monday to provide additional advice.  KS1 Attainment shows that children at the end of Year 2 reached the expected standards and greater depth standard for reading, writing and maths.  Strengths:   1. Outcomes at EXP+ are broadly in line with national levels. 2. Attainment at GDS in reading and writing are slightly above the national. 3. The percentage of PP children attaining at EXP+ is broadly in line with their non-PP peers for writing and maths and above in reading.   Areas for development:   1. No boys attained at GDS in writing. 2. Raise the percentage of pupils achieving GDS in maths. This would then increase the GDS combined measure. 3. Diminish the gap between boys and girls in reading and writing.   Year 4 MTC children have to take timetables check online. Comparing with the national area from 2022:  Strengths:   1. The percentage of children attaining 25 out of 25 is broadly in line with national data. 2. The average score is above the national. 3. Boys attained higher than girls and higher than their peers nationally. 4. PP children attained higher than non-PP and higher than their peers nationally. 5. Although the percentage of non-PP children attaining the full 25 mark was lower than the national, the average score was higher. 6. The percentage of English Additional Language (EAL) children gaining full marks was impressive.   Areas for development:   1. Interventions to be put in place for Year 5 children who did not achieve above 20 in the timetables check. 2. To consider girls attainment in the current Year 4 cohort for the end of year check. 3. To consider girl’s knowledge of multiplication facts in the current Year 5.   **Action: NN to share the report with the group.** |

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| 5. | **Policies •** Harbinger ECT Induction Policy **•** AUP Staff Governors Volunteers **•** KSI AUP **•** KS2 AUP **•** Harbinger Teaching & Learning Policy **•** Assessment Marking & Feedback Policy  **•** Harbinger Online Safety Policy  EM **confirmed** that he reaches the end of his term of office in December. The Chair thanked Eddie on behalf of the Committee for his contributions to the Governing Body.  **Action 1:** The Chair confirmed she would email the remaining group members to confirm any questions, suggestions, or queries by Wednesday 18 October 2023. The policies would be referred and presented at the next Governing Body meeting to be ratified.  **Action 2:** Chair to follow up with Martin regarding terms of office and recruitment of application for vacancies. |
| 6. | **Date of Next Meeting –** Thursday 29 February 2024, 5pm |

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| 7. | **Any Confidential Items**  The Committee agreed that there were no confidential items to be included. |

The meeting closed at 6:04pm