

**Harbinger Primary School**

**Governing Body Meeting**

Curriculum and Standards Committee Meeting

Thursday 29th February 2024 at 5pm

**Members:** Nimesha Nagahawatte (Headteacher), Caroline Hurley (Chair)*,* Vaughan Pilikian, and Kiran Rahman.

**Also in attendance:** Jade Ellis (School Teacher), Sultana Begum (School Teacher), Naomi Barnes (Clerk)

*\*Italics denotes absent*

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| **No** | **Subject** |
|  | **PART 1** |
| 1. | **Welcome, Apologies for Absence and Declaration of Pecuniary Interests -**    The Chair welcomed committee members and guest presenters to the meeting. |
| 2. | **Minutes of the Curriculum Committee Meeting of 12th October 2023 and Matters Arising**  The minutes of the previous meeting of 12th October 2023were confirmed as a true record of the meeting and would be marked as signed by the Chair via GovernorHub. There were no matters arising from the Minutes and were not discussed elsewhere in these Minutes. |
| 3. | **Curriculum Update– Golden Threads update (Jade Ellis & Nimesha Nagahawatte)**  NN **presented** updates on the three golden threads started back in the Autumn term which are also in line with the school values and wider community impact. These are: *The Oracy Project, Anti-Racist Curriculum Project, and The Trauma Informed-Approach.* Following the departure of Jubeda Ahmed from the school, Jade Ellis, schoolteacher is now leading on the Trauma-Informed Approach project.  JE **talked** through training held at George Green school which discussed, children that attend the school, any previous trauma they may have had or experienced and how the school can support all children particularly, the most vulnerable. As a result of the work the school has been doing to support children in this area, the school has received the bronze award. Feedback from the assessment panel confirmed, the school had over met in some of the areas and were progressing toward achieving the silver award. JE **confirmed** the work is important to the school not just to show for evidence. The **Chair** congratulated the school on receiving the award noting, the difficulties with evidencing the work despite staff changes in the school and, the committee **thanked** JE for the presentation and update.  A Governor **asked** for a summary of what the work involved. JE reiterated the work includes, looking at the children who attend the school, previous experience with trauma, training all staff to know what previous trauma could be, what the signs of trauma are, working out the best strategies to support children and ensuring they are not then retraumatised. JE provided an example of what the assessment panel looked for which included, a view of how classrooms were set-up to ensure, safe spaces were present, and an area for which to reflect which explored ways of enabling children to self-regulate and individual plans.  A Governor **asked**, what proportion of children are reflected by this? JE **explained** this was likely to be a high number in Harbinger, and the approach was to observe which of the children across the school showed signs of trauma and to provide support to all affected and ensuring effective relationship with the children and parents.  NN gave an **update** on the other two threads: *The Oracy and Anti-Racist Curriculum Project.*  Oracy Project:  The school has been involved with for over a year and is led by Fiona Keogh (Deputy Head). The school recognises there is a need to improve children’s oracy skills as some may not have a model outside of school, demonstrated through conversations in the classroom.  In all the classroom, the school teaches the children to articulate their thoughts, ABC system to encourage discussion.  **A -** is for Agreeing  **B -** for Build On  **C** **-** is for challenge  This began as destination reader lessons and has now expanded its reach across all lessons. As part of the assembly rota the school now has weekly oracy assemblies which includes a question of the week, this is linked to one of the school values or a school or national event that is happening. These are to encourage debate and discussion so children are preparing for talking to audiences and projecting their voices, to grow their confidence.  The lead for this is attending oracy hub meetings across a group of school and are working towards the silver award with a deadline in May 2024, having already achieved the bronze. The school also has a group of children who are oracy ambassador’s who represent their classes to lead tours for visitors and present in assemblies.  Anti-Racist Project:  This project was also started just over a year ago and was initiated by the Borough of Tower Hamlets. Harbinger is in the second wave of schools, so far, the school has had training a year ago to understand, what it means and what it might look like. Since then the school has formed a working party and have sent individual teachers on continued professional development (CPD) training. There is now representation from the Arts and Philosophy areas.  NN **reminded** the group of the different pillars the school will focus on, one of these are training for staff. There has been a lot of work on diversity on the curriculum and the English leads have looked at the text used and the school are now choosing text that represents different background’s written by diverse authors.  History and geography was also being looked at to ensure a wide range of countries and continents were included when exploring and promoting anti-racism. A staff audit was conducted to gather thoughts and opinions around the work in anti-racism, this followed a staff meeting which looked at the racial literacy framework and progression in areas such as, early years and the key learning stages. This went onto include gaps in learning for the children and what new things could be introduced.  During the autumn term the anti-racist implemented reflected in school policies, and a parent workshop is scheduled for the upcoming half-term to update the parents on the golden threads. A Governor **asked** the staff not in leading roles how they have an opportunity to feedback? NN **explained** this was challenging for the school and would be incorporated through organising protected time through staff meetings or insets. A Governor **commented** the good work that oracy is having and the positive effect on the school children. |

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| 4. | **Presentation – Maths and Humanities with (Sultana Begum)**  SB **updated** and informed the committee that part of her role as year 6 lead is to support teachers gain confidence in their respective roles and develop their skills. Ensuring the curriculum is well resourced and the delivery and staff have what they need to deliver the best lessons. OFSTED feedback was good and highlights were noted, and SB provided reflections as to the visit and assisting during the first day of inspection.    SB **reported** on data from last year KS1 and KS2, which showed when compared with national achievements across the school and is aware that in some areas the school is not far behind, but greater depth is needed as there is a larger gap and the school is working to address this. The general expectations at the end of KS2 needs to work in increasing the numbers, particular in maths and will continue to be a priority. |

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|  | SB **explained** the intent is for pupils to develop resilience in each lesson by trying out a variety of methods, being exposed to a broad and balanced maths curriculum, and exploring their own ideas and strategies. And leave Harbinger feeling confident; several strategies are being used; Whiterose maths scheme, Nrich, Third Space maths hub, MathsBot, TTRockstar, classroom secrets, maths mastery which is further supported with interventions.  The humanities curriculum, the intent is for children to develop their geographical and historical skills and be able to communicate their learning in a variety of ways. Harbinger want the children to enjoy and love learning about geography and history both inside and outside the classroom. The school are in line with the national curriculum and support learning journeys for each unit. The children have opportunities to retrieve and consolidate their learning and have opportunities to do this. Assessments are focussed and teachers have an adapted teaching and learning plans for all lessons, alongside knowledge plans to match against all units.  The areas for development are;   * Develop expertise of all teachers. * Raise attainment across all subjects (Maths is one of the main areas) * Diversify the curriculum further. * Increase active learning to counter passivity.   The Chair **thanked** SB for the comprehensive and clear presentation. NN **commended** SB on the work to support during the OFSTED inspection. |
| 5. | **Monitoring and Evaluation of Quality of Teaching**    NN **updated** the committee on the activities since the last meeting. It was noted, a visit from OFSTED had taken place and the report that followed had previously been shared and is available on the school website.  During Autumn 2 the school discussed its priorities against the development plan. This followed on from lesson observations in Autumn 1 which then became the schools’ priorities.  One of these were redefining the pedagogy in lessons. NN **explained**, the school has undertaken work to improve the curriculum and, noted the comments by OFSTED in that, “*there is a lot of strength in the curriculum intent*”. NN went on to further **explain** the need for active learning in class following the observation of children who were passive in class and ways around this.  The second, was around modelling sufficiently in lessons, for example, displays or writing this on class boards during lessons and emphasising the need to show children clear signs when modelling, making sure they then have a go and work towards building their independence.  The third issue identified was deployment of teaching assistants in the classroom. It was observed that in some lessons the teaching assistants (TAs) were deployed in effectively, however some more passive, with the aim to explore how this could be improved. As a result peer observations were organised into groups, mixed across the phases and class learning from each other to share good practice and would continue into next year.  An internal data review looking at maths to raise attainment and in writing, particular children at a higher level. Research was conducted and the school recently subscribed to a learning resource, “Grammarsaurus” to help improve this. Progress scores were low, down to children leaving and through the curriculum. This was collected from 2023 data children in year 6 last year from KS1 and KS2.  NN further **shared** data from the Autumn term and summarised into the different year groups, including an analysis undertaken by NN. Report is available here:  The Chair **commented** on the progress from the previous year’s report and expressed an interest in the results from the new learning tool. |

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| 6. | **Progress of School Development Plan**    This was combined and delivered with item 5 above. *To note* the keys areas across the SDP are listed below.   * Develop Teaching & Learning and the Curriculum. * Develop use of data and assessment to improve pupil outcomes. * Improve pupils’ personal development, behaviour, and attitudes. * Ensure all leaders take decisive action to improve the quality of provision. * Maximise the school’s use of its resources. |
| 7. | **Review of the use of Pupil Premium (PP) & PE Sports Premium**    NN **reported** from the PP 23-24 strategy statement available on the school website which confirms, a total of 279 of which, 124 are eligible for PP 44% higher than average. The report is broken down into three areas:  *Teaching:* Harbinger has enhanced speech and language provisions through a service level agreement (SLA). The SLT attends the school weekly and works with teaching assistants (TAs) who are delivering speech and language assessments. When compared against other SEND needs, speech and language accounts for the highest area of need. The school is also investing in continued professional development (CPD) related to language development and the Pedagogy.  *Mentoring and Coaching:* A form of support for teacher professional development is mentoring and coaching, particularly for early careers teachers and staff working in the specialist provision class.  Recruitment and retention of teachers the school has invested in CPD in teachers and many teachers have taken up CPD particularly around the National Professional Qualification - NPQ. These courses are fully funded, and Harbinger provides cover for these teachers to be released to attend training.  The second reflection is around targeted academic support, the school has two TAs who work closely with the speech and language therapist and they run children intervention from early years through to year 6. Money has also been invested to employ three HLTAs; one working with year 1, the second year 3 and 4 and the third is working with years 5 and 6.  Wider strategies, money has also been invested in learning mentors, meeting once a week for the most vulnerable children in the school, which is also linked to the trauma approach policy across the school and will have an impact on well-being and behaviour for the children.  Extra -curricular activities for before and after school clubs show increased motivation for children. The school is continuing to work with the Boroughs attendance and welfare officer, with an officer attends half a day a week who works closely with the data and admissions officer and the school’s attendance lead. The Chair **commented** the strategy links into all the work the school is trying to achieve.  The school has also invested in swimming classes for Year 6 and attend competitions with other schools based in the Isle of Dogs. As part of their PE curriculum will have half a team of these lessons. A Governor **commended** this initiative and its importance. |

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| 8. | **Staffing Update**  NN reported as follows:   * Last half-term Jubeda Ahmed, Deputy Head left the school at the end of January 2024, since then an internal recruitment took place and Fiona Keough is now acting deputy head and is in post until the end of the academic year. At which point NN will advertise external for a permanent role. * SENCO role in the interim is an SLA working 3 days a week, this went to advertisement for a full-time post to start in September 2024. * The school business manager, Mai-Anh also left and currently there is no one in post. The role is being advertised to appoint in the summer term. In the interim finances are being handled by the local authority (LA) through a service level agreement (SLA). * The current DSL is NN, with the plan for Fiona Keough taking on this role following training in March. * Since Christmas 5 TAs have been appointed to work with SEND children. * The school has also internally appointed an HLTA to increase capacity in KS2 to run interventions and additional support with leaders. * A casual mid-day meals supervisor is now appointed to TA. |

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| 9. | **Policies to be reviewed;**  The Chair confirmed these were ratified last year and these will be fully ratified at the next Governing Body meeting.  **Action: Clerk** |
| 10. | **Date of Next Meeting –** 16th May 2024, 5PM |
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|  | **PART 2 – CONFIDENTIAL SECTION** |
| 11. | **AOB** |
|  | NN to organise a learning walk for Governors during the Summer Term. |

The meeting closed at 18:47pm