

## London Borough of Richmond upon Thames

Minutes of the meeting of the Curriculum and Standards Committee of Windham Nursery School held at the school on Wednesday 15 June 2016 at 9.30 a.m.

Present:

Governors:	Cherry Baker (Chair)	Anne Fouché
	Sarah Brodie (Headteacher)	Alex Hardy
	Jess Craig (Teaching Staff)	

Associate Members (Staff):	Jo Berry (Jigsaw)
	Carole Johnson (Mainstream)
	Louise Munton (Two year olds)

Also attended: Beryl Hawkins (Clerk)

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- 1. APOLOGIES** Apologies were received from Verna Prodrick.
- 2. DECLARATIONS OF INTEREST** There were no declarations of interest.
- 3. DATA SUMMARY 2015/16** The Committee received the data summary report for 2015/16 showing strengths, areas of development, group data and impact for practice as at June 2016 for the mainstream (3yo - N2), two year olds (2yo - N0 and N1) and Jigsaw (copy in the minute book).
- 4. JIGSAW** Jo Berry presented the data summary for Jigsaw and answered governors' questions.

The Committee was pleased to note the progress made by pupils in the unit. In answer to questioning, the Committee learnt that:

- The local authority had recognised the positive impact on two children of a mid-year move from St Richard's with St Andrew's CE School to the unit and was developing similar provision at St Richard's with St Andrew's so that the pupils could return there.
- Due to staff absences it had not been possible to organise reverse inclusion.
- The larger size of the group had been better able to meet the particular needs of the cohort.
- The unit no longer had a need for additional volunteers.
- The later start to the EHCP (Education, Health and Care Plan) process and lack of capacity at local authority had left four out of six pupils waiting for a place for the new school year. The school was doing as much as possible to support the families involved, by linking them to independent supporters, in order to mitigate the negative impact. No SCIP (Social Communication Intervention Project) packages had been allocated in Richmond. The school would review timing of the EHCP process for future years.
- Good feedback had been received from the parent workshop; the modelling had been particularly effective in crossing the language barrier. In future the school would plan to run the workshop earlier in the year.

- Eight pupils had been accepted for September 2016; when staff had met the pupils they would be able to decide whether any more could be offered places.
- The school intended to recruit to the post currently being covered on long term supply.
- The speech and language therapist had met with four out of five pupils in the spring term and three out of five in the summer term and had helped to group the pupils.

The Committee congratulated Jo and her team for the successful outcomes achieved in spite of staff absences, issues with the EHCP process and the need to accommodate late arrivals in difficult circumstances.

*Jo Berry left the meeting at this point.*

- 5. FUTURE USE OF THE CROFT CENTRE** Alex Hardy read out the letter he had received from Simon James, Head of SEN and Disabled Children's Services. Alex reported that he had discussed the options with Jo Berry, who was enthusiastic about possible expansion of the existing provision in Jigsaw. Sarah Brodie reported that she had tried unsuccessfully to arrange a meeting with Simon, but would continue to pursue this. Sarah was enthusiastic about the opportunity presented, but warned that recruitment had become difficult and that if the unit was to double in size an additional teacher and two full-time teaching assistants would need to be recruited.

The Committee agreed that Jigsaw could serve a useful role in helping children with special needs access mainstream provision. It was agreed that the governing body needed to put forward a specific proposal to the local authority.

*Louise Munton arrived at this point.*

- 6. 2YO** Louise Munton presented the data summary for 2yo provision and answered governors' questions. The Committee noted the overall high rate of progress made by individuals. It was also noted that:
- It had been difficult to track progress over the year because of movement to the 3yo (N2) provision and between morning and afternoon sessions and statistically some of the data was not reliable due to the small size of groups – three counted as a group.
  - There were currently 20 pupils in the cohort.
  - Children had been working in small groups for particular areas of need and almost all had made accelerated progress.
  - Achievement was better than when the report was written and all children were expected to be in a strong position to transfer to N2 in September 2016.
  - Three pupils would be staying on in the provision because they were not old enough to move to N2 and two had already moved to the N2 morning session.
  - There was a guarantee for eight children to transfer from the 2yo to the 3yo provision; to date all except one had been offered a place.
  - It had not been necessary to alter the curriculum for the 2yo. All the materials were available for the younger cohort and staff took them at their level.

Louise was congratulated on setting up the provision so successfully.

Asked about lessons that had had to be learnt on ways of working compared with the 3yo provision, Louise stated that unsurprisingly there was a marked difference in social and emotional skills and it was important for children to bond with an individual key worker to ensure their well-being.

It was noted that the school was recruiting for one vacancy and that all other staff in the provision were happy to continue to develop their roles.

*Louise Munton left at this point.*

Asked by a governor about the physical resource for the provision, Sarah stated that the area was suitable and had already been in use by children, but that in the longer term the school might wish to replace the polished floor with a non-slip surface.

Sarah added that staff were keen to consolidate provision.

It was noted that for 2016/17 places would be funded per pupil at £7.65 per hour, instead of a lump sum and top up, and that all 2yo would be funded when they turned three.

- 7. 3YO (N2 Cohort)** With regard to funding of pupils with special educational needs (SEN) it was noted that the school would receive the standard SEN grant calculated termly and that although requests to the local authority for additional funding had not been refused a maximum of 9 hours a week support would be funded. The school expected to be able to accommodate a child who was unable to transfer back to their current school.

*Jess Craig and Carole Johnson arrived at this point.*

Jess and Carole presented the data summary for 3yo and answered governors' questions. It was noted that:

- Children who began significantly below the expected standard often continue below whilst making progress.
- The data for groups related to the whole school.
- The data would be scrutinised in discussion with Charis Penfold, School Improvement Partner.

#### **EAL**

- Good progress had been made by many of the children with English as an Additional Language (EAL).
- A particular strength was that development areas had been identified at the start of the academic year so that appropriate support could be provided for longer.
- Unusually, data was stronger for EAL pupils than non-EAL pupils. The trend had always been the reverse of this at Windham, but the school felt that the change was due to the children registered as 'EAL' having some English in place on starting school.

#### **Special Educational Needs (SEN)**

- There were 83 children in the group with no identified special need, 4 children were being observed, 14 were receiving SEN support, and 4 children in Jigsaw and 3 in the mainstream had an EHCP.
- Outcomes for pupils with SEN were not unexpected.
- Helen Montgomery Smith's role had changed from delivery to teaching other staff so as to ensure continuity of provision in the future.

- Two pupils would be continuing in the mainstream for one to one support and would remain a year behind their chronological age throughout their schooling.

### **Ethnicity**

- The many small groups for ethnicity made it difficult to make meaningful judgements from the data.

### **Session**

- The school used the Ages and Stages document, but this was not designed for assessment; staff were working hard on moderating to ensure that their views were similar. (See also Impact for Practice)

### **Term of Birth**

- The focus for the year had been on summer term boys: because the other groups were so small comparisons had not been possible.
- The group had made good progress, particularly in the last half term.

### **Impact for Practice**

- The speech and language therapist (SALT) visited for one day each half term to see all 14 3yo requiring input; a follow up visit was usually required to complete the work; in addition the SALT was employed for work related to EHCPs.
- An occupational therapist (OT) should visit Jigsaw every two weeks, but there was currently no OT available and no one assigned for September 2016.
- The school was not obliged to follow programmes of work given by private SALTs and it had not always been practical to do so.
- Four 3yo currently receiving one to one support would be transferring to their next schools and would shortly be starting the transition process.
- The school aimed to hold meetings with parents once a term.
- The school was starting to consider the use of a different assessment system to Ages and Stages, which was being used in response to Ofsted EYFS curriculum guidelines, but was not intended as an assessment tool.
- The local authority preferred all schools to use the same assessment system so that they could work together, so the school would be working with AfC to look at the systems available.

The Committee was pleased to note that all pupils had made good progress and was satisfied that action was being taken to address any areas for development. Sarah was thanked for her very comprehensive report.

The Committee agreed that Sarah should produce a one page summary of the data to be circulated to all governors along with a key to abbreviations for the 17 curriculum areas.

### **ACTION BY: Sarah Brodie**

- 8. MINUTES** The minutes of the meeting of the Committee held on 2 March 2016 were confirmed and signed (copy in the minute book). Matters arising were covered elsewhere on the agenda.
- 9. TERMS OF REFERENCE** The Committee reviewed its terms of reference and agreed that no changes were needed.

**10. MEMBERSHIP** The Committee noted that there had been no membership changes and recommended that the term of office for the associate members should be four years.

**ACTION BY: Governing Body, Clerk**

The Committee agreed that Cherry Baker should continue as chair of the Committee and that Beryl Hawkins should continue as clerk.

**11. POLICY REVIEW – Governors’ Visits** The Committee noted that governors’ were now visiting the school more frequently; and that reports had been positive and had provided useful evidence for the school to include in the school development plan and school self-evaluation document.

The Committee reviewed the Governors’ Visits Policy and recommended it to the governing body for approval without change.

**ACTION BY: Governing Body**

The Committee agreed that more staff training sessions should be open to governors.

**ACTION BY: Sarah Brodie**

**12. VISITS** Cherry Baker reported that she had attended the School Development Plan INSET day on 6 June 2016 and would provide a written report for the governing body. Cherry stated that she intended to follow up the day with an internal visit before the end of the summer term.

**ACTION BY: Cherry Baker**

It was noted that INSET was on the subject of continuous provision and that staff spent the afternoon session on school development planning for 2016/17, reviewing the school’s mission statement and ideas for development of the new school website.

It was noted that Anne Fouché and Alex Hardy had arranged to join visits to Pensford Fields.

Verna Prodrick stated that she would be visiting the 2yo provision before the end of the summer term.

It was agreed that it would be useful for a governor to attend the meeting for new parents and that current parents should be encouraged to complete the parental survey.

The Committee agreed that Sarah Brodie should draw up a list of suggested governors’ visits linked to the school development plan with a view to all governors completing at least one visit during the year. It was further agreed that Alex Hardy should discuss with Sarah appropriate timings for SEN visits during the year.

**ACTION BY: Sarah Brodie, All non-staff governors, Alex Hardy**

**13. CONFIDENTIALITY** The Committee agreed that no matters needed to be recorded in confidential minutes.

## 14. FUTURE MEETINGS AND PLANNING

14.1 The Committee proposed dates of meetings for 2016/17:

Meeting date:	Reports to Clerk:	Agenda Despatch:
Wednesday 23 November 2016 at 9.30 a.m.	15/11/16	16/11/16
Wednesday 8 March 2017 at 9.30 a.m.	28/2/17	1/3/17
Wednesday 21 June 2017 at 9.30 a.m.	13/6/17	14/6/17

The Committee agreed that the proposed dates should be checked with the associate members.

**ACTION BY: Clerk**

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The meeting ended at 11.40 a.m.

Windham Nursery School Curriculum and Standards Committee Action Sheet		
Minute reference	Action required	By whom and when
<b>7 Impact for Practice</b>	Produce data summary for governors and key to abbreviations	Sarah Brodie Immediate
<b>10 Membership</b>	Approve four year term of office for associate members Notify AfC of re-appointment and new term of office for associate members	Governing Body Autumn 2016 Clerk Immediate
<b>11 Governors' Visits Policy</b>	Approve Governors' Visits Policy on recommendation of Committee Consider inviting governors to INSET where practicable	Governing Body 28/6/16 Sarah Brodie Immediate
<b>12 Visits</b>	Prepare written report for governors on staff INSET day visit Draw up a list of suggested governors' visits linked to the SDP Commit to at least one visit during the year. Discuss with Sarah Brodie appropriate timings for SEN visits during the year.	Cherry Baker For 28/6/16 Sarah Brodie Immediate All non-staff governors Immediate Alex Hardy Immediate
<b>14 Future Meetings and Planning</b>	Check proposed dates with associate members	Clerk Immediate