

London Borough of Richmond upon Thames

Notes of an inquorate meeting of Curriculum and Standards Committee members of Windham Nursery School held at the school on Wednesday 8 March 2017 at 9.30 a.m.

Present:

Governors: Cherry Baker (Chair)
Sarah Brodie (Headteacher)
Jess Craig (Teaching Staff)

Associate Members: Anne Fouché
Carole Johnson (Staff -
mainstream)

Also attended: Beryl Hawkins (Clerk)

1. **APOLOGIES** Apologies were received from Verna Prodrick, Alex Hardy, Jo Berry and Louise Munton.
2. **QUORUM** It was noted that the meeting was inquorate and agreed that policies for review by the Committee should be reviewed by the Committee members present and referred to the governing body for approval. It was also agreed that the membership and quorum of the Committee should be reviewed when Verna Prodrick knew her future availability.

ACTION BY: Governing Body, C&S Committee

3. **DECLARATIONS OF INTEREST** There were no declarations of interest.
4. **MINUTES** Committee members present agreed the minutes of the meeting of the Committee held on 23 November 2016 and recommended them to the next meeting of the Committee for approval (copy in the minute book).
5. **DATA SUMMARY 2016/17** The 2016/17 data summary, showing mid-point attainment and progress for all pupils in the nursery, the two-year-old provision (2yo) and Jigsaw, and the impact for practice was received (copy in the minute book). Sarah Brodie highlighted key findings in the report, supported by Jess Craig and Carole Johnson, who enlarged on the impact for practice. Staff Committee members answered questions from other Committee members. Arising from the report:

5.1 3YO It was noted that:

- Speaking was a priority and the school was trying to keep to Core 4 staffing, even if this involved some additional costs, in order to maintain Additional and Different provision for the high percentage of children with English as an Additional Language (EAL). Good progress had been made in this area through the use of repetitive stories and matching stories to children's interests.
- Self-confidence and Self-awareness was a strength of the cohort.

5.2 Groups It was noted that:

- There were some differences between groups in attainment in Technology, but this was not a cause for concern and the school would address it by introducing more resources during the course of the year.
- Although girls were working broadly at a higher level than boys in terms of the percentage working at or above the expected level, it appeared that there was a slightly higher percentage of boys working above the expected level.
- There were no issues with the Special Educational Needs (SEN) Group.
- Many of the pupils with EAL had little or no English.
- There were no issues with the Ethnicity group.
- Progress was as expected for the Term of Birth groups; some of the data was affected by pupils starting in November and January.
- For future data summaries, the school intended to compare groups that had Prior Attendance at a Setting with the group that had no prior attendance at a setting.
- Following a visit by Jess Craig to observe Helicopter Stories (Story Scribing) in use, the school would be starting to use this approach from 13 March 2017; sessions would take place once a week initially; Jess would provide some INSET for staff; if successful the approach might be used from September in future.

In response to questions from Committee members:

- Carole stated that some EAL groups stuck together initially, but were making relationships with others now that they were able to communicate.
- Sarah stated that 8 2yo places were reserved for pupils eligible for free places and 16 were offered as 'paid' places; for 2016/17 all 16 paid places had been taken up; offering more free places would not be financially sustainable and would tend to take children out of their geographical communities; places were offered on a 'first come first served' basis, but pupils could be put on an internal waiting list if they wished to move from the afternoon to the morning session – there was always a higher demand for morning than for afternoon sessions.
- Jess stated that 2yo children visited the 3yo provision for half an hour each day during the summer term to help their transition and to enable 3yo staff to get to know them; the school would focus more on transition in the future.

Carole Johnson left the meeting at this point.

5.3 2YO It was noted that there were no particular issues relating to attainment and progress of 2yo.

Sarah reported on two pupils with significant needs in the morning session and one in the afternoon session, and the action being taken to address their needs.

Jess Craig left the meeting at this point.

5.4 Jigsaw Committee members received a report on Jigsaw from Jo Berry (copy in the minute book). Sarah highlighted aspects of the report. Arising from the report:

- It was noted how inclusion was benefitting both Jigsaw and mainstream children and how the mainstream nursery pupils were benefitting from the introduction of resources from Jigsaw – this had been facilitated by a one-to-one learning support assistant from the mainstream working three afternoons a week in Jigsaw to support the pupil.
- Committee members were pleased to note how fortnightly visits by an occupational therapist since the beginning of the spring term had been enhancing provision.
- It was noted that a planning meeting had taken place with Hannah Webber (ASD and Speech & Language Lead, AfC Richmond), Sarah Brodie, Jo Berry and headteachers of other specialist settings; appropriate placements had been offered for all children in Jigsaw; if parents accepted these they would be guaranteed a place for September 2017 whether or not they had an EHCP by that time.

Committee members were pleased to note the improvement in the place planning process – the process had begun for some, but for others would start later in the year, allowing more time earlier in the year to meet the needs of the children and resulting in more accurate EHCPs.

Sarah stated that it was hoped to hold the planning meeting earlier in the year in future.

Committee members were impressed with the creative way in which the school was able to adapt its approach to meet the needs of the current cohort and enable pupils to make progress.

Committee members agreed that Sarah should produce a one page summary of the data, including the impact for practice, to be circulated to governors.

ACTION BY: Sarah Brodie

6. PROPOSED EXPANSION OF JIGSAW It was noted that ongoing revenue funding for the expansion of Jigsaw had been agreed; the school was preparing a staffing structure and recruitment adverts and was waiting for agreement on capital funding before adverts could be placed; if there was any delay in securing funding, the school would look for a January start date.

7. VISITS Committee members noted that the visit of Anne Fouché had been postponed to 21 March 2017 and that Verna Prodrick had arranged to visit on 23 March 2017 to look at use of and impact of the Early Years Pupil Premium.

Sarah reported that Alex Hardy visited the school to meet the local MP, Sarah Olney. In answer to questions from a Committee member, Sarah stated that: Sarah Olney's visit related to a national campaign to secure long term funding for maintained nursery schools; Sarah would email the communication she had given to Sarah Olney and include links to further information in her report to the governing body.

ACTION BY: Anne Fouché, Verna Prodrick, Sarah Brodie

8. POLICY REVIEW Committee members reviewed the following policies and agreed that they should be referred to the governing body for approval:

- Characteristics of Effective Learning
- Literacy
- Mathematics

It was noted that the changes to the policies were minimal. It was noted that the EYFS Policy had been reviewed by the school, but would be further reviewed in the light of guidance issued by the Department for Education on 3 March 2017 before being submitted to governors for approval.

Committee members **agreed** that:

- The separate learning area policies were helpful for parents, clear and concise.
- When governors visit the school they should be looking for evidence of the policies being put into practice.

ACTION BY: Visiting governors

9. CONFIDENTIALITY It was agreed that no matters needed to be recorded in confidential minutes.

10. FUTURE MEETINGS The date of the next meeting of the Committee was noted:

Meeting date:	Reports to Clerk:	Agenda Despatch:
Wednesday 21 June 2017 at 9.30 a.m.	13/6/17	14/6/17

The meeting ended at 11.20 a.m.

Windham Nursery School Curriculum and Standards Committee Action Sheet		
Minute reference	Action required	By whom and when
2. Quorum	Review Committee membership and quorum.	C&S Committee/GB Summer term 2017
5. Data Summary 2016/17	Produce one page summary of data for governors	Sarah Brodie Immediate
7. Visits	Complete visits and report to governing body Report to governing body on visit of local MP	Anne Fouché Verna Prodrick For meeting on 16/5/17 Sarah Brodie For meeting on 20/3/17
2 & 8. Policy Review	Approve policies reviewed by the Committee Look for evidence of policies being put into practice when visiting the school	Governing Body 20/3/17 Visiting governors Ongoing