

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 7 March 2018 at 9.30 a.m.

Present: Cherry Baker (Chair) Carole Johnson (Associate Member, 3YO)
 Jess Craig Louise Munton (Associate Member, 2YO)
 Alex Hardy Julia Neumann (Associate Member, Jigsaw)
 Katy Heale

Also attended: Beryl Hawkins (Clerk)

1. **APOLOGIES** Apologies were received from Jo Berry.
2. **DECLARATIONS OF INTEREST** There were no declarations of interest.
3. **MINUTES** The minutes of the meeting held on 22 November 2017 were **confirmed** and signed. Arising from the minutes:

Nursery Intake (Ref: Minute 2.3) Jess Craig **agreed** to check whether a statement had been included on the school website to the effect that children who have attended Little Learners make better progress in the nursery.

ACTION BY: Jess Craig

4. **EXTERNAL MONITORING OF TWO-YEAR-OLD (2YO) PROVISION** The Committee **received** a monitoring visit report from Helen Gillespie, AfC Lead School Improvement Partner for Early Years (copy in the minute book).

The Committee **congratulated** staff on the positive nature of the report, with interactions between children and staff effectively supporting the development of communication, and language being judged as outstanding.

It was noted that Louise Munton was working to improve communications with the health visitors – the only issue raised in the report – and would speak to the health visitor if there were concerns when the 2YO check was completed.

5. **STAY AND PLAY** Cherry Baker reported on her experience of a Stay and Play session at the Croft Centre. Cherry stated that the quality of this free provision was not in question and the service met a need, but compared to Little Learners it was less well resourced and staffed.
6. **DATA SUMMARY** The Committee **received** data reports and a summary showing mid-point attainment and progress for the current cohort for the nursery, 2YOs, Jigsaw, and mainstream SEN, including reference to special educational needs (SEN), Additional & Different (A&D) provision, English as an Additional Language (EAL), Pupil Premium Grant (PPG), and funded 2YO groups. See also Minutes 7, 9 and 12.
7. **NURSERY** Carole Johnson and Jess highlighted key findings in the data reports and answered governors' questions. Arising from the reports:

7.1 **Impact for Practice** The Committee noted that:

- In the 3YO group Health and Self-care was an issue, with children moving in at a younger age and staying for five terms, and the number of children with EAL; children needed more help with toileting and recognising danger.
- Having to work with Core 3 staffing had had an additional impact – but the school had been fully staffed since spring half term.

Conclusion: The Committee **agreed** that impact on teaching and learning of staffing levels should be kept under review and Cherry agreed to raise the issue with the governing body. See also Minute 9.4.

ACTION BY: Jo Berry, Cherry Baker, Governing Body

It was noted that:

- Many children had made progress since the data was produced and performance was currently typical for the time of year.
- The number of children with EAL was smaller than in the previous year, but those that had EAL were generally less confident and started with very little English.
- One child was attending full-time for four days a week and one had full-time one-to-one support for a physical disability.
- The attainment gap between the most and least able was more marked in the am group than the pm group – though some with SEN and quite low ability were now almost ready to move up a stage in their progress.

7.2 **N2 Attendance** The Committee noted that poor attendance and lateness, apart from affecting the data, was severely detrimental to the progress and achievement of individual pupils. It was noted that the importance of regular attendance was discussed on home visits and was included in literature.

Question: Does Ofsted take account of attendance when looking at data?

Answer: Yes, but the responsibility lies with the school to provide education. There has been a change of attitude nationally in recent years to Early Years education, with the emphasis on child care to enable parents to return to work. When communicating with parents, the school emphasises that children will not feel secure or make friends if their attendance is not regular. In some cases parents will be shown data to support this.

Question: Does the issue relate to the distance a child lives from the school?

Answer: In some cases distance is a factor in children arriving late. Distance is not an issue for the pm group.

Jo Berry has been advised by Charis Penfold that if a child does not attend school for four weeks they can be taken off roll. Jo will be seeking clarification on how this could work in practice for nursery age pupils.

Cherry Baker **agreed** to ask Jo to check with Charis whether Jigsaw children have to be included in the data for the mainstream.

ACTION BY: Cherry Baker

- 7.3 **EAL** It was noted that pupils with EAL were making progress and that an assessment was due. It was **agreed** that a report on tracking of EAL pupils should be made to the next meeting of the Committee.

ACTION BY: Jo Berry

- 7.4 **Early Years Pupil Premium Grant (EYPPG)** It was noted that five pupils currently attracted the EYPPG – all attended either full-time or the pm group only. It was noted that the grant had not yet been received.

- 7.5 **N2 Children who attended the 2YO Provision** It was noted that there had been a few behavioural issues with children who had attended the 2YO provision, but that these were being resolved.

Question: Do the the children who have attended the 2YO provision stick together?

Answer: Two did at first, but have now made new friends. This is something to be aware of in September.

These children are making progress and most are at or above the expected levels: for those that are not there are reasons. The data is sometimes skewed because of the different sizes of the N1 and N2 groups.

8. **15 HOURS AND 30 HOURS** Jess and Carole reported on their experience of the 30-hour provision:

- 58% have EAL.
- Sessions end at 1.45 p.m. on Tuesdays and 11.30 a.m. on Fridays.
- Bean bags are available for when children are tired.
- Some do not wish to attend Rocking Horse Club.
- The provision has helped children to develop self-care.
- The better pupil/staff ratio means that there are more staff with whom children can interact.
- More activities are available and children have chill out time.
- Staff had been re-assured at an AfC course for 30-hours provision to find that Windham already had good systems in place such as lunch provision and consistent staffing compared to many other settings.
- **For all children:** The school is trying to organise more trips out, such as to the post box, and to Sainsbury's to buy ingredients for the next day's baking – because of the traffic environment a lot of adults are needed.
- There is a need to focus on The World – this could include nature trips, a visit to Kew Gardens, an activity involving technology.
- Staff obtained a useful questionnaire at a recent INSET session and this will be sent to parents to find out what ICT skills children use at home
- More could have been done in the areas of language and maths if the provision had been fully staffed.

Alex Hardy and Carole Johnson left the meeting at this point and Louise Munton joined the meeting.

9. **2YOs** Louise and Jess highlighted key findings in the reports and answered governors' questions. Arising from the reports:

- 9.1 **Data summary** Louise stated that:

- The data was a clear reflection of the reality
- Strategies, such as the 'people who help us' theme were beginning to work. There were still some issues, including two individually challenging pupils – a plan was working for one and in place for the other.
- There were 10 in the am and group, with an eleventh due to start, and 11 in the pm group, with one free place holder in each group.
- There had been an improvement in listening, understanding and attention.

9.2 N1 Attendance

Question: Is attendance an issue?

Answer: Yes. Reasons include the need for regular hospital visits or ill health of a parent. In the last two weeks about 8 children per session have attended. For a child receiving one-to-one support absences are expensive.

9.3 Boy and Girl Groups

Question: Is it true that boys are making faster progress than girls?

Answer: The boys are slightly older so they are making faster progress.

Question: When will they move to N2?

Answer: It is not ideal for children to move once they turn 3 in the year, but if there are vacancies parents are given the option to move at the beginning of the summer term. Parents are advised that children usually find it more difficult to settle if they move at this stage, but they often prefer their child to move in order to secure a place – currently those with a free place in the 2YOs are guaranteed a Nursery place but the others have to take their chance in the admissions process (based on distance from home).

Parents valued the arrangements for transition to the 3YO provision. All children visit the provision whether or not they have a place.

9.4 Staffing

Question: Is staffing an issue?

Answer: The staffing shortage has now been addressed. It is working, but difficult if a member of staff is absent. There is no pool to call on if staff are absent and calling in supply staff is often counter-productive.

Conclusion: The Committee **agreed** that the need for a pool of staff who could be called upon when needed should be referred to the next meeting of the governing body. See also Minute 7.1.

ACTION BY: Jo Berry, Cherry Baker

- 9.5 **INSET** The Committee **endorsed** a request for funding of £150 for Louise and a one-to-one support staff member to apply for a Portage course, involving three days of training in Chessington as well as homework, which had been recommended at the AfC 2YO staff meeting. Cherry Baker **agreed** to write to the Finance, Premises and Pay Committee asking it to consider the request at its next meeting. It was noted that the closing date for applications was the end of March 2018.

ACTION BY: Cherry Baker

Louise Munton left the meeting at this point.

10. DATA REPORTING FORMAT The Committee **agreed** that the increase in the various groups had made the data summaries too complex and unmanageable. It was **agreed** that the data was useful and needed for Ofsted, governors and staff, but that it should be in a simplified format from September. It was also **agreed** that a brief summary should be presented to the next meeting of the governing body.

ACTION BY: Jo Berry

11. VISIT REPORT The Committee **received** a report from Katy Heale for a visit to the school on 6 March 2018 to look at Managing Feelings and Behaviour, and in particular the High Scope Conflict Resolution (HSCR) method (copy in the minute book). Katie wished to record her thanks to Jess for giving her time for the visit and to all the staff for their work. It was **agreed** that the report should be submitted to the next meeting of the governing body.

It was noted that the possibility of a training session for parents on the HSCR method had been discussed.

Julia Neumann arrived at this point.

Question: There is an aide memoire for staff in the classroom on HSCR. Would it be useful to have one with pictures that children can see?

Answer: Children are not aware of the method. If they were the whole concept would be different.

Question: Do you still expect to meet the 75% target for the percentage of children achieving in the 40-60 month band for Managing Feelings and Behaviour?

Answer: Staff are still aiming to reach the target of 'towards 75%'.

12. JIGSAW Julia and Jess highlighted key findings in the reports and answered governors' questions. Arising from the report:

12.1 Mobility It was noted that there had been no staff changes, but pupil mobility during the year had made it difficult to group pupils according to need.

Question: In the nursery, some children start early once they are 3 if we have spaces. Can this work in Jigsaw?

Answer: That depends on the cohort. If a child is doing a repeat year, it could work if they move from the morning to the afternoon group, but it is not helpful if it becomes the norm.

12.2 Provision

Question: Is continuous provision being used this year?

Answer: This year's groups are better with structured activities. Two morning and two afternoon children from the mainstream nursery go to Jigsaw. This reverse integration has not happened before for the morning group. The story groups have been too large (13) this year for Jigsaw children to attend, but they may be able to go in the summer term. The morning group joins the mainstream every day for singing.

'Flex and change' life skills have been taught for the first time, for example: the shades are open a bit more; children are washing their hands in the

bathroom, carrying trays, and getting their own coats; children sit in a different location for collaborative play.

Question: Do staff from the two Jigsaw groups meet during the week?

Answer: There is no formal crossover time because there are currently few full-time staff in Jigsaw.

Question: What would help you?

Answer: More full time staff so that there is more continuity. The arrangements are not ideal: but they work because everyone works as a team and the whole Windham team goes above and beyond.

12.3 **Resources and Staffing** It was noted that because of the proximity of the two Jigsaw classrooms staff were able to share resources and observe good practice.

12.4 **Occupational Therapist** It was noted that the occupational therapist had left and a handover had been completed for her successor.

12.5 **Curriculum** It was noted that the curriculum had included sequencing, pouring from a packet, and using a toothbrush.

12.6 **Tapestry** It was noted that some parents had been unaware until the spring term that they could interact with the school about their child through Tapestry; now that parents were aware they were feeling more empowered. It was **agreed** that it might be useful to repeat the October Tapestry workshop in the spring term and nominate a member of staff to check that all parents are aware.

ACTION BY: Jo Berry

13. **FUTURE VISIT** Cherry stated that she would be arranging to visit an afternoon session in the summer term to look at using the environment.

Question: Is continuous provision being used in the mainstream nursery? Is it useful?

Answer: Continuous provision is still being developed. Adult interactions are positive, but staff need to be more aware of the impact. The initiative needs to be led by a headteacher who understands its benefits and is able to promote it; it is a fairly new concept so many school leaders may not know about it.

14. ACTING HEADTEACHER

Question: Is Jo able to spend time in the nursery?

Answer: Penny Cox, Jo's headteacher mentor recommended that Jo tries to spend 15 minutes a day in each area to get to know the children and practice.

15. **POLICY REVIEW** The review of the Literacy and Maths policies was deferred to the next meeting.

16. **CONCLUSION** Cherry agreed to write to Alex, Dan and the Finance, Premises and Pay Committee about the Committee's discussions and conclusions as appropriate and to copy her communications to Jo.

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

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

Meeting date:	Reports to Clerk	Agenda Despatch:
Wednesday 20 June 2018 at 9.30 a.m.	11/6/18	13/6/18

The meeting ended at 12.20 p.m.

Windham Nursery School Curriculum and Standards Committee Action Sheet		
Minute reference	Action required	By whom and when
Minute 3 Nursery intake	Check whether statement has been added to school website regarding impact of attending Little Learners prior to attending the nursery.	Jess Craig Immediate
Minute 7.1 Impact for practice	Review staffing for need and refer to governing body	Jo Berry, Cherry Baker Governing Body For FP&P (12/3/18) and GB (20/3/18)
Minute 7.2 N2 Attendance	Ask Jo to check with Charis whether Jigsaw children have to be included in the data for the mainstream.	Cherry Baker Immediate
Minute 7.31 EAL pupils	Report to GB on tracking of EAL pupils	Jo Berry For 20/3/18
Minute 9.4 Staffing	Refer to GB need for pool of staff to be called upon when needed	Jo Berry Cherry Baker For 20/3/18
Minute 9.5 INSET	Ask Finance, Premises and Pay Committee to consider funding request for Portage training	Cherry Baker Immediate
Minute 10 Data reporting format	Provide brief data summary for GB. Research ways to simplify data reporting format	Jo Berry For 20/3/18 Summer term 2018
Minute 12.6 Tapestry	Consider re-running Tapestry workshop in the spring term	Jo Berry Immediate