

Staffing and Curriculum Committee Meeting
Agenda for the Meeting to be held on Tuesday 16th November 2022
at 6pm at the Sherwood Hill Campus (Google Meet as back-up)



Eileen Bone (EB)	Foundation Governor (Chair)	Absent
Fran Boto (FB)	Co-opted Governor (Vice-Chair)	Present (to 7:30pm)
Gemma Davies (GD)	Co-opted Governor	Present
Claire Hadcocks (CH)	Co-opted Governor	Present
Vajeha Haq (VH)	Parent Governor	Present
David Murden (DM)	Ex-Officio Governor / Headteacher	Present
Natalie Taylor (NT)	Associate Member	Absent
Beth Brooks (BB)	Assistant Headteacher	Present
Steve Snook (SS)	Interim Deputy Headteacher	Present
Rosemary Viggiani (RV)	Clerk	Present

	Item	Action		
1.	<p>Welcome; Apologies for absence and quorum (3)</p> <p>FB opened the meeting 6:00pm and welcomed all to the meeting. No apologies were received from NT. Apologies were received and accepted from EB for personal reasons. The Governors wish EB all the best and they look forward to her return in due course. It was agreed that FB Chair the meeting.</p> <p>Declarations of Interest</p> <p>There were no declarations of interest regarding items on the agenda.</p>			
2.	<p>Minutes of the previous meeting held on 17th May 2022</p> <p>DECISION: The minutes of the meeting held on 17th May 2022 were approved as a true and complete record of the meeting.</p> <p>Matters arising:</p> <p>The actions are recorded and updated in the table at the end of these minutes.</p>			
3.	<p>Headteacher's Report (report circulated prior to the meeting)</p> <p>The Head was thanked for his report which covered the following areas:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> - Whole school targets - Ofsted next steps for the school - PLP Data - EHCP Outcome Data - Pupil Premium & Sports Premium - Assessment - Continued Professional Development - Staffing </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> - Safeguarding - Well-being (Behaviour) - Admissions - Therapy - Parent Involvement - Staff Involvement - Curriculum Developments - Finance </td> </tr> </table> <p>The report was taken as read; questions had already been asked and responded to at the FGB Meeting on 5th October.</p> <p><u>SEND Information Report</u></p> <p>This was approved at the FGB. Governors were offered the opportunity to follow up with any further questions.</p> <p><u>Safeguarding</u></p> <p>It was noted that the Safeguarding Governors are actively reviewing the areas likely to be of particular interest to Ofsted. BB reported on the training being undertaken in the school and noted that Ofsted are currently in the Borough; it will be of help to know the kinds of questions being asked.</p>	<ul style="list-style-type: none"> - Whole school targets - Ofsted next steps for the school - PLP Data - EHCP Outcome Data - Pupil Premium & Sports Premium - Assessment - Continued Professional Development - Staffing 	<ul style="list-style-type: none"> - Safeguarding - Well-being (Behaviour) - Admissions - Therapy - Parent Involvement - Staff Involvement - Curriculum Developments - Finance 	
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<p>It was noted that the Headteacher's report format is currently being reviewed and will make it easier to align the report to the school ethos and aims.</p> <p>FB reported that she had attended the whole school safeguarding meeting; she had learnt a lot and was very reassured by what she had observed.</p> <p>It was noted that the SCR has been updated and good progress is being made.</p> <p>SS reported that he is exploring matters around expectations with regards to attendance and how to support families to improve attendance. This has a significant link with safeguarding and wellbeing; he will feedback further at a future meeting.</p> <p>DM confirmed that there was nothing of concern to report re safeguarding.</p>	
<p>4. Literacy and Communications</p> <p>Beth Brooks (BB) was invited to present an update to the Committee. The slides used are available separately</p> <p>It was noted that the Ofsted webinar for Special Schools had emphasised that all Special Schools will have a deep dive with regards to Literacy and Communication. Some of those present had attended the recent webinar and found it very helpful.</p> <p>BB reported that, previously there had not been clear engagement in whole school literacy. Schemes of work were not speaking thoroughly enough to increase literacy; there was not clear sequential learning.</p> <p>The school have been looking to programmes in Australia and New Zealand (Jane Farrell) – countries that are ahead of the UK by about 18 months in terms of literacy in special schools. The school have staff from Australasia so this fits well for the school.</p> <p>This programme explores emergent writing; shared reading; phonics; making words etc.</p> <p>It was explained that phonics doesn't support learners to be able to join letters together into words – standard programmes are not best suited to our learners.</p> <p>BB explained how the changes are being implemented and structured in a sequential manner. She explained that all our learners have the capacity to learn to read and write at different levels and the key is enabling them to access these approaches.</p> <p>Makaton Briefings have been held for staff, linking to literacy.</p> <p>BB explained how children's names are being used to relate them to the Word Wall (e.g. the Word Wall relates H for Home etc).</p> <p>There are links to effective reading strategies and the school are exploring online books.</p> <p>The scheme of work is being developed and rolled out and will be embedded in classes from December.</p> <p><i>Governors asked whether the approaches are being applied appropriately on both campus noting the very different cohorts at the Park and the Hill?</i></p> <p>Beth confirmed that it was being rolled out appropriately and gave a range of examples of how literacy is being used in action to link with activities across the curriculum – for example linking literacy with practical activities such as cookery through the recipes etc.</p> <p>The Ofsted-ready folder is being developed and maintained demonstrating how targets encourage the development of cognition and communication.</p> <p>For the PMLD cohort there is a working party exploring how this can be further developed and made relevant to all pupils.</p> <p>Progress is being monitored through Lesson Observations and Learning Walks</p> <p>DM noted that Challenge Partners had picked up Literacy Programmes in their last review noting that responses were vague re the programmes being used. The school is now working to get this in place across all staff including trans-disciplinary learning ensuring that meaningful learning is taking place across the curriculum for all students.</p>	

Item	Action
<p>VH shared some of the experiences she had observed with her son noting that his targets are now the most ambitious that they have ever been.</p> <p>DM also reported that UCL are undertaking research in this area and are engaging with the school regarding our cohort. This is reassuring indicating that the government are signed up to this approach; pedagogically it also makes sense and aligns with the school's ethos of "Breaking the Mould".</p> <p>A number of questions were asked for clarification and how these approaches link with others within the school.</p> <p>ACTION: Beth to check links between the developments with Literacy and Communication and the school's Accessibility Plan.</p>	15
<p>Target Setting and Assessment</p> <p>Steve Snook (SS) was invited to present an update to the Committee on target setting and assessment.</p> <p>SS outlined the school's approach as regards the PMLD cohort, explaining how the starting point is before Reception with an EHCNA (Education, Health and Care needs assessment) which is the initial document submitted in the process which is then reviewed by the Early Years panel who look at the evidence to decide whether they agree to assess for the Education Health Care Plan (EHCP)</p> <p>The EHCP for older children is then developed through a trans-disciplinary team.</p> <p>SS talked through some case studies explaining the process and the importance of the Annual review where amendments are made with regards to the child's needs and impact on learning; this is used to create targets.</p> <p>SS explained how the school have moved away from using steps because the learning is not sequential for our children. Steps have been replaced by Components which can be achieved at any time and in any order. They staff will work with the learner and match the evidence – notes, photos, videos - to record the child's achievements.</p> <p>Skills are assessed to be Emerging, Developing, Achieved and Generalised.</p> <p>Generalised means that the child can apply the learning consistently and in different environments.</p> <p>This approach is being introduced and will be reviewed in February Half Term.</p> <p>Targets are set in September; reviewed in February and July – but with constant informal assessment / review.</p> <p>The PMLD cohort has slower progression; they take longer to progress and build up skills but can regress quicker. Medical needs / hospitalisations can have a great impact and are also recorded.</p> <p>DM explained how this new approach is also addressing one of the school's Ofsted targets - to embed new assessment processes; the school aim to be continually moving forwards, Breaking the Mould and being ambitious and the assessment process is designed in this ethos.</p> <p>Governors thanked Steve for his presentation and asked a range of questions.</p> <p><i>Is everything based on the EHCP or are other criteria used in school?</i></p> <p>The EHCP is used as the basis as this is what the pupil needs to focus on. If anything else comes up we will feed this in.</p> <p>Every pupil has a PLP for every lesson linked to the educational curriculum e.g. to recognise two letters; every lesson has a lesson objective but it is then personalised for each pupil.</p> <p><i>How do you structure the lessons for the whole cohort given the wide range of needs?</i></p> <p>Differentiation is used to identify different ways of approaching the learning appropriate to each individual's abilities and needs.</p>	

Item	Action
<p>It is also helped by the fact that we place children in cohorts of similar ability, rather than similar age.</p> <p><i>Governors noted this approach and how it is different from mainstream and very appropriate for our children.</i></p> <p>DM also explained how all lessons are sequenced with a clear purpose to the lessons.</p> <p><i>CH summarised to ensure clarity, noting that Ofsted is focused on sequencing and, in our school, this is based on having a clear understanding of each child's targets; reviewing them termly and noting that the individual steps that might comprise a target are not sequential but with overall goals that are clear and progress is noted relevant to each individual child's needs / journey.</i></p> <p><i>Governors asked how admissions are agreed?</i></p> <p>BB stated that the school look at learners who are ready to move on; shuffle the cohorts; identify gaps and match places to learners needs. The school works to fill gaps rather than taking children according to age.</p> <p>DM confirmed that the school say whether we are able to meet a child's needs and match that to vacancies. We do get a lot of pushback but we can't take a child even if we can meet their needs but, by doing so, it would have a significant impact on the school.</p> <p><i>Are the parents engaged with the targets? DO they recognise the PLP?</i></p> <p>SS explained how targets are sent home and then discussed.</p> <p>VH, as a parent governor confirmed that this is the case with a termly follow up.</p> <p>DM explained how a range of people are involved with each sentence in the EHCP being written jointly by three different people.</p> <p>The Vineland assessment approach was explained; it is a holistic assessment tool linked to a child's functional ability.</p> <p><i>Where a new child is admitted to the school and the school have had no input to the child's existing EHCP – how often do you find that the EHCP matches what you see?</i></p> <p>SS agreed that there are often differences in perceptions / assessments</p> <p>DM confirmed that we need to be massively realistic if we are to be ambitious.</p> <p>VH also noted that children can change significantly; this was particularly the case during Covid.</p> <p>It was also noted that the school are starting to see improved targets coming through from local schools. The challenges are often related to the limited training in SEND for mainstream teachers.</p> <p>The importance of getting the EHCP right was noted as the targets that flow from that.</p> <p><i>Governors noted that the changes have coincided with / resulted in improvements. It was asked whether the changes have resulted in the school making targets easier?</i></p> <p>DM explained how that was not the case. Achievement against the targets is being supported by better planning and better teaching that is now appropriate and relevant for each child.</p> <p>Moderation is used to check that targets are not too easy and there are reviews with the trans-disciplinary team.</p> <p><i>Governor asked about the comments made by the Challenge Partners when they look at assessment? It was noted that they could not understand how we work this way when other schools don't.</i></p> <p>ACTION: To put a further session regarding target setting and assessment to explore this further in a future meeting.</p>	<p>16</p>

	Item	Action
5	<p>Policies for review and recommendation to FGB in December 2022</p> <p><u>Designated Leads for Looked After Children.</u></p> <p>DECISION: Governors noted their approval for the appointment of the Designated Leads for Looked After Children as being: At the Park: Luka Koczon and the Hill: Beth Brookes Staff Appraisal Policy (Sue L)</p> <p><i>(Note: This will require noting at FGB as well)</i></p> <p><u>Pay Policy</u></p> <p>It was noted that this policy is for approval at FGB.</p> <p>Governors were invited to comment on the updated Policy</p> <p>The comments from SL included in the policy were noted.</p> <p>The advice from SL re consultation was also noted.</p> <p>DECISION: Governors approved the Pay Policy for referral to the FGB noting that:</p> <ul style="list-style-type: none"> - The three stage appeal process was agreed - The terms of reference (ToR) in the model policy should be incorporated in the SPS ToR for the pay committee. - Three governors on the appeals committee was agreed and this should become standard for all policies as they are reviewed. - The pay scales should be referenced rather than replicated in the text of the policy. <p>ACTION: DM to speak with SL re the need for, and appropriate approach to, consultation for the Pay Policy.</p> <p><u>Appraisal Policy</u></p> <p>It was noted that this policy is for approval at FGB.</p> <p>The Committee was invited to comment on the updated Policy</p> <p>DECISION: Governors approved the Appraisal Policy for referral to the FGB</p> <p><u>Medical Needs: Children with Health Needs who cannot attend School (Anna)</u></p> <p>It was noted that this policy is for approval at FGB.</p> <p>The Committee was invited to comment on the updated Policy</p> <p>DECISION: Governors approved the addition of the wording to the Medical Needs Policy re supporting the needs of children who cannot attend school for recommendation to FGB in December.</p> <p><u>Educational Visits Policy (Beth / Steve)</u></p> <p>It was noted that this policy is for approval at FGB.</p> <p>The Committee was invited to comment on the updated Policy.</p> <p>Some typographical errors were noted.</p> <p>DECISION: Subject to correction of typos, Governors approved the Educational Visits Policy.</p> <p><u>SEF</u></p> <p>Governors noted the progress made by the school with regards to the SEF.</p> <p>ACTION: CH / RV / DM to work towards the SEF being approved at the FGB.</p> <p><i>FB left the meeting at 7:30pm CH took the Chair.</i></p>	<p>17</p> <p>18</p>
6.	<p>Governor Visits and Training</p> <p><u>Training undertaken and learning points arising:</u></p> <p>Governors have been engaging in a wide range of training and they shared learning points.</p>	

Item	Action
<p>FB, VH and RV had attended the Ofsted webinar and had shared learning points by email prior to the meeting.</p> <p>CW and CH had attended the Leadership Briefing in school provided by DM.</p> <p><u>To note training opportunities:</u></p> <p>The opportunities available through the Key and Governor Hub; the Learning Link and Sutton Governor Services were noted.</p>	
<p>10. Confidential items</p> <p>Trustees agreed that there were no confidential items.</p>	
<p>11. Any other business / Dates of future meetings</p> <p>There was no other business.</p> <p><u>Forthcoming Meetings:</u></p> <p>Finance: 23rd November 2022; 25th January 2023</p> <p>FGB: 14th December 2022</p> <p>Premises, Health & Safety: 8th February 2023</p> <p>Curriculum and Staffing: 22nd February 2023</p>	
<p>The meeting closed at 7:35pm</p>	

Signed: 	Print Name: <u>EILEEN BONE</u>
Chair	Date: <u>22.2.23</u>



Action list

Item	Action point	Who	By when	Update
Actions arising from the Meeting of the 21 st October 2021				
1.	To agree membership of a working party to sample risk assessments	FGB	May 23	BB explained the work that has been undertaken updating the format to the new Sutton template; there is a need for training for teachers GB to pick up this up further in the Summer Term
Actions arising from the meeting of 9 th February 2022				
5.	EB to liaise with Karen Cunningham re a visit for an SCR review.	EB	March 22	FB noted that she is meeting Steve and Simon at the end of next week. Action ongoing
7.	DM to report back to the next meeting re Uniform.	DM	S&C Spring 23	Ongoing – push back to the Spring Term
Actions arising from the meeting of 17 th May 2022				
8	DM to include percentages within the HR statistics e.g. re vacancies.	DM	Spring 23	To be included in future SLT reports Action ongoing
9	AR to share Sleuth reports on an ongoing basis including factors such as how often restraint is used, injuries to staff and students etc. Governors are invited to define what they would like to see included in these regular reports.	AR	Spring 23	DM will include information as an appendix to his headteacher's report in the spring term. This will link well with the revised format for the SDP and key goals. Action remains open.
10	AR to provide anonymised reports for governors from both My Concern in the new academic year. Governors to confirm what is needed from the report. (c/f action 9)	AR	Spring 23	For the agenda at a future meeting with a Safeguarding item on the agenda; action ongoing
11	DM and AR to liaise with the LA with regards to the response to the Green Paper.	DM/AR	July 22	Responded; action closed
12	CH to include discussions on MATs into the Strategy Day agenda.	CH	FGB Spring 23	Action ongoing - moved to FGB; action closed
13	AR to provide dates for the in house safeguarding training as given to staff for governors to participate.	AR	July 22	Dates provided; some governors attended; action closed
14	Action transferred from FGB: To put a discussion on the agenda for the next C&S meeting to review and triangulate the data regarding target setting and assessments to ensure that governors understand the processes and achievements. Anonymous case studies will be helpful.	RV	Autumn Term 2022	On the agenda – action closed

Item	Action point	Who	By when	Update
Actions arising from the meeting of 16 th November 2022				
15	Beth to check links between the developments with Literacy and Communication and the school's Accessibility Plan.	BB	Spring 23	
16	To put a further session regarding target setting and assessment to explore this further in a future meeting.	RV	By July 23	
17	DM to speak with SL re the need for, and appropriate approach to, consultation for the Pay Policy.	DM	Dec 22	
18	CH / RV / DM to work towards the SEF being approved at the FGB.	CH/RV/ DM	Dec 22	The SEF was approved at FGB; recommend action closed