

PART A

Staffing and Curriculum Committee Meeting
Minutes for the Meeting to be held on Wednesday 9th February 2022
at 6pm at the Sherwood Hill Campus (Google Meet as back-up)



Eileen Bone (EB)	Foundation Governor (Chair)	Present	
Fran Boto (FB)	Co-opted Governor (Vice-Chair)		Absent
Claire Hadcocks (CH)	Co-opted Governor	Present	
David Murden (DM)	Ex-Officio Governor / Headteacher	Present	
Eva Prieto Arbour (EPA)	Co-opted Governor		Absent
Stephenie Shvern (SS)	Parent Governor		Absent
Tracey Townsend (TT)	Staff Governor	Present	
Rosemary Viggiani (RV)	Clerk	Present	
Simon Gale (SG)	Deputy Head	Present (to 7:04pm)	
Jessica Baldwin (JB)	Acting Deputy Head	Present (by remote) (to 7:04pm)	

	Item	Action
1.	<p>Welcome; Apologies for absence and quorum (3)</p> <p>EB opened the meeting 6:08pm and welcomed all to the meeting.</p> <p>Apologies were received and accepted from SS and FB for personal reasons. No apologies were received from EPA.</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 20th October 2021</p> <p>DECISION: The minutes of the meeting held on 20th October 2021 were approved as a true and complete record of the meeting. <i>(Note change of name from Gillard to Townsend)</i></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 <i>(report circulated prior to the meeting)</i></p> <p>The Head was thanked for his report which covered the following areas:</p> <ul style="list-style-type: none"> - Whole school targets - Ofsted next steps for the school - Pupil Progress <i>(paper also circulated)</i> - Assessment - Continuing Professional Dev't (CPD) - Attendance - Staffing - Safeguarding - Well-being (Behaviour) - Admissions - Trans-disciplinary Working & Liaison - Curriculum - Finance - Diary dates - Transition - Operations - Leadership <p>SG and JB were invited to talk through the progress data and student achievement. Their presentations had been circulated prior to the meeting.</p> <p>SG fed back on the data from the Sherwood Hill campus.</p> <p>The governors asked a number of questions, including:</p> <ul style="list-style-type: none"> - Can you clarify how you measure achievement? What is meant by "70 and above"? - How confident are you that the targets set are the right ones and that they are sufficiently challenging? How do you test that? 	

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Item	Action
<p>- <i>Can you moderate the way you set targets and measure achievement by comparisons with other similar schools?</i></p> <p>The ensuing discussion was wide-ranging and some of the key points arising included:</p> <ul style="list-style-type: none"> - it has been a challenging time, a time of transition with many changes; - the results for the Secondary students (92%) reflect the fact that the school has not had to close classes due to covid which has been the case for other stages; the results are encouraging as we are preparing these young people for adulthood; - as regards the Complex Curriculum (62%) this is a good result in the circumstances given the disruption and complexity; - there have been some attendance issues in Primary (79%) <p>The importance and impact of improved trans-disciplinary working was discussed. . Teachers and therapists coming together through the tough times, supporting students, has had a very positive impact on performance as shown by the data.</p> <p>Targets have also been set in a trans-disciplinary way resulting in realistic targets being set together with teachers and therapists challenging each other. There has been moderation through the SLT sampling targets and data for each class, asking whether the evidence reflects what is happening. There has been moderation between the corridors, encouraging reflective practice and providing robust quality assurance. All have been involved in the moderation of the achievement scores. We are doing a data drop at the moment and are seeking to identify what needs to happen to achieve targets by the end of the term.</p> <p>The use of media evidence was discussed; this is developing with students involved in developing media clips and pictures that will be needed by Ofsted. A case study to demonstrate this will be brought the a future FGB.</p> <p>In terms of moderating across schools, SG explained how they are working with the Sutton Education Trust (SET); the school is similar to Addington Valley and others have been approached such as the Priory.</p> <p>JB fed back on the data for the Sherwood Park campus.</p> <p>JB acknowledged that the results for the Sherwood Park campus are not as encouraging as those for Sherwood Hill but the team are beginning to understand why and that is a positive step. The data has been low during the pandemic and the teachers used to work on rota basis meaning that the children missed a lot of school; staff were also missing.</p> <p>However, last term was uninterrupted by Covid and yet the results are still low.</p> <p>Having looked at the data with DM and SG and spoken with the staff team and therapists the following reasons have been identified:</p> <ol style="list-style-type: none"> 1) Attendance has been low (60/70%) but it has all been authorised absence due to illness, hospital admissions, surgeries, appointments etc. When setting targets the school did not taking account of likely absence but they were set hoping for 100% . 2) At the Park campus staff are further behind in their journey of trans-disciplinary working than at the Hill. We can see the benefit but there are still things to iron out. Both teachers and the therapists agree that the targets have been set too high – too aspirational for the timeframe, not taking into account absences etc. They had not gauged the achievability for one term. The targets were heavy with jargon which neither the teachers nor support staff understand; there were communication errors in understanding. 3) The Hill are good at adapting – at the Park we have not had historic flexibility – at the mid-term reviews we did not make the adaptations we could have. 	

Item	Action
<p>Further discussion was held regarding the differences between the ASD, PLMD and SLD results noting that the PMLD results are very low suggesting that there must be something bigger wrong. There is no correlation between the quality of teaching and learning and the outcomes. Very good teaching has been observed but this does not correlate with the outcomes.</p> <p>Target setting for PMLD does not match the pre-formal curriculum ethos – it is trying to fit into the predictive target setting world where the curriculum being delivered does not support that world. We need to break this down and identify what is better for our cohort.</p> <p>A PMLD working party has been established; we have talked to all teachers and therapists working with the cohort and have a questionnaire re data target setting which has not worked for PMLD but has set it up to fail as it does not measure the progress actually made. It has not recognised that these children do not make fast progress in a linear way.</p> <p>We have analysed and collated the information and, at the Friday Inset we will work as a PMLD group to look at the data and target setting and barriers to PMLD learners, coming together to mind map other ways of working and relate this to the EnRoute assessment framework which is not linear.</p> <p>Our way of target setting has not fitted our PMLD cohort and we have not acted on this so can't celebrate their achievements.</p> <p>Governors thanked JB for her explanation and asked a range of questions including:</p> <ul style="list-style-type: none"> – <i>Regarding the 17% for PMLD – the present target setting is not working – what changed? Did it work in the past?</i> – <i>Will the same issues and approaches apply to ASD and SLD as they are also low?</i> – <i>Is the attendance always low at the Park Campus?</i> <p>The low attendance was noted and DM stated that he is wanting to ensure that the school have good data around this for safeguarding. Such low attendance will have a large impact. It will be helpful to keep linking attendance and progress moving forwards.</p> <p>JB stated that, previously, teachers were setting targets on their own and there seems to be a separation between therapy and teaching staff re beliefs around PMLD education; different views as to how to set targets. We are working together to find a middle ground.</p> <p>The therapists tend to set very specific targets, very measureable and specific; teachers set broader targets to capture more lateral progress; moving to working in a trans-disciplinary way has led to difficulties in reaching agreement on the targets.</p> <p>JB has been developing ideas re how to measure outcomes and will present these to the working party and see if they have other ideas. We will always have the EHCP outcomes but targets based on a linear progress assumption are not working. Instead one idea is to list all the development steps and work on the end of key stage target, marking off progress against the developmental steps. EnRoute assessment works in this way so, over time, we can track progress e.g. out of 25 steps we can aim to achieve 15 / 17 / 22 by year - not in a linear way.</p> <p><i>DM asked if this would match the pedagogy from the pre-formal curriculum?</i></p> <p>JB agreed – it is not a targets driven model. Other groups do work more in that way. In terms of maintaining skills, it can take five years to gain and maintain a skill. If we focus too narrowly on one area we may then neglect the maintenance of a skill or the broader range of other skills. It does not match how we teach.</p> <p>In terms of ASD and SLD, ASD is a small cohort with just six children; the therapists and teachers work more in synch as to how they think and target set. For this cohort we think we set the targets too high and did not adapt them at the mid-term review. We have had Covid and wellbeing issues to manage for that cohort.</p>	

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	<p>We have also created a “how to” guide – what to remember when writing PLPs. Targets were set without the prior knowledge of whether we would access to the community in place eg availability of the mini-bus for visits to ASDA.</p> <p>The ability to reflect and amend targets mid-term is important but it was noted that this process needs to be authorised to ensure that the reasons for the changes are justifiable. They must recognise such matters as going into hospital, having surgery etc. The process must be transparent for the parents.</p> <p>DM noted that there has been the broader issue re the leadership capacity – we have not had a full complement. But significant work is now being put in and JB will hear all sides and all evidence and research what other settings are doing, working as team with the SLT making a final decision as to how to move forwards.</p> <p>JB is fully confident that the teaching and learning is a good standard with elements of outstanding – the data does not correlated to the quality of Education in classrooms. There is holistic progress that parents are seeing and commenting on – fantastic and positive. But there is not enough evidence due to poor quality targets.</p> <p>The Chair thanked JB for her presentation noting that the data tells us we have to ask the questions in response to data that says things are not right. However it is clear that the leadership are thinking about this and taking action so the data is doing its job and the school will be doing the right thing. This is a strong step forwards.</p> <p><i>JB and SG left the room at 7:04pm.</i></p> <p><i>Governors asked about staffing.</i></p> <p>DM noted that there ate 17 vacancies covered by agency staff. It can be difficult to get good agency staff familiar with a special school setting but the situation is now settling with more regular staff interested in permanent positions. From a financial standpoint it is useful to have the flexibility.</p>	
4.	<p>Standing Updates: Safeguarding and GDPR</p> <p><u>Matters arising for Governors' information</u></p> <p>There was nothing new to report regarding Safeguarding or GDPR. Two existing GDPR cases are being dealt with.</p> <p>EB visited before Christmas to undertake a review of the SCR. A date will be arranged for a further SCR review after half term.</p> <p>ACTION: EB to liaise with Karen Cunningham re a visit for an SCR review.</p> <p><u>Update on children not attending school</u></p> <p>This item was discussed in the light of national concerns re students absent since Covid.</p> <p>DM noted that it is hard for a number of families for different reasons. Where there are concerns the school are liaising with the attendance officer from the LA.</p> <p>DM outlined two cases of concern, one at the Park campus and one at the Hill. All children are being managed on an individual basis in partnership with the LA where appropriate.</p> <p>Governors noted the impact this can have on the average outcomes and it is helpful to understand the situation and make comparisons with other settings where appropriate.</p> <p>ACTION: DM to bring more data regarding absence and children not attending school to the next Staffing and Curriculum Meeting.</p>	<p>5</p> <p>6</p>
5	<p>Policies to approve</p> <p>A policy planner is being developed by the Clerk to allow the prioritisation of policy reviews.</p> <p>DECISION: The Administration of Medicines Policy was approved; in future it should become an appendix to the Supporting Children with Medical Conditions Policy.</p>	

	Item	Action
6.	<p>School Uniform</p> <p><u>To review the new School Uniform Statutory Guidance to ensure compliance (to note in particular re costs and equality)</u></p> <p>Governors discussed the new guidance regarding school uniforms.</p> <p>DM noted that he would be consulting with both parents and staff re the school uniform. He already has a number of different views from the SLT.</p> <p>The challenge in a school like Sherwood Park is the wide range of issues that the uniform can pose. For instance, at the Hill campus some children cannot wear the uniform because it hurts. Uniform often also does not last long and therefore affordability is critical.</p> <p>DM would prefer not to move to two different uniform codes but will explore the options.</p> <p>Governors asked if FOSPS can help?</p> <p>DM agreed that would be helpful, especially for PP children where there are a number of very vulnerable children.</p> <p>ACTION: DM to report back to the next meeting re Uniform.</p>	7
7.	<p>Sexual violence and abuse</p> <p><u>To note recent DfE reports and consider the school's response</u></p> <p>DM reported that the Safeguarding Policy is due for review next month and this will be included; it is also in other policies eg Wellbeing and Behaviour re zero tolerance re peer on peer abuse. It is important to understand how this relates to a special school setting. It is already covered in the policies but worth another review.</p> <p>It is also built into the curriculum and dealt with in the moment where necessary. For instance children will touch inappropriately or hit someone and this needs regulation and communication in the moment.</p> <p>It is built into the pedagogy that is the Equals Curriculum. It means different things to different pupils; it is built into schemes of work and thoroughly embedded.</p> <p>The school are improving monitoring of these incidents using En Route, SLEUTH, My Concern data etc. As we develop those systems we can run reports, show wellbeing, communication can improve and challenging incidents reduce. The LA is very positive about the progress made and there are many comments from parents who want their children to come here because of this work. We want to improve how we measure and quantify this and not just rely on case studies.</p>	
8.	<p>Governor Visits and Training</p> <p><u>SAMS CPD Training – request all Governors login and update personal details:</u> www.samscpdonline.org</p> <p><u>To note training opportunities through Sutton Governor Services (SGS) & Learning Link</u></p> <p>It was noted that the clerk had circulated the full list of training being offered by SGS and the Learning Link prior to the meeting.</p>	
9.	<p>Confidential items</p> <p>Trustees agreed that these discussions should be recorded in the Part B Minutes.</p>	
10.	<p>Any other business / Dates of future meetings</p> <p>There was no other business.</p>	

Item	Action
<u>Forthcoming Meetings:</u> EGB: 23 rd February to review / approve the three-year draft budget. Finance: 16 th March 2022 FGB: 23 rd March 2022 Premises, Health & Safety: to be re-arranged; 11 th May 2022 Curriculum and Staffing: 17 th May 2022	
The meeting closed at 7:50pm.	

Signed: 	Print Name: <u>EILEEN BOND</u>
Chair	Date: <u>17.5.22</u>



Action list – Note: the following actions as greyed out are recommended for closure.

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 22	CH and EB and TT to review some risk assessments relating to individual children to confirm their consistency. Action remains open.
2.	Ms Boto to take refresher training in sleep counseling prior to offering her services to the school.	FB	Feb 22	Action remains open.
3.	Ms Richardson to look into the possibility of securing long term support and intervention	Ms Richardson	May 22	Ms Richardson has worked with CAMHS Tier 14 to bring in more support for the school – 1 day per week; DM will feedback next term
4.	To provide an updated policy on the Administration of Medicines in the spring term	DM	Spring Term 22	Action closed – on the agenda.
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	
6.	DM to bring more data regarding absence and children not attending school to the next Staffing and Curriculum Meeting.	DM	S&C May 22	
7.	DM to report back to the next meeting re Uniform.	DM	S&C May 22	



