



ALFRED SUTTON PRIMARY SCHOOL
Minutes of the Virtual Meeting of the Performance Enrichment Committee
Wednesday 11th January 2023. 7pm

Present: Attia Rafiq-Sharif (Chair); Dave Dymond; Robert Howell; Adedayo Benson; Andrew Burrell; Kate Gordon; Yota Dimitriadi (for part of meeting).

In Attendance: Rachel Lawson; Alice de Croos; Sarah Tweddle; Laura Kerr; Richard Watson; Jenny Musset; Steph Miles (for part of meeting); Christian Lim; Najma Hussain; James Taylor; Michael Kiedyszko.

Did not attend: Hajar Alami.

Clerk: Deborah Savage

Agenda Item	
	Section One: Procedural
1	Welcome and apologies. The Chair welcomed all to the meeting and took the opportunity to thank all the staff for writing the reports that had been circulated to the governors and for attending the meeting. There were no apologies apart from the fact that Steph Miles and Yota Dimitriadi had apologised that they would be a little late joining the meeting. Permission was sought to record the meeting and the meeting was recorded for the purposes of the minutes.
2	Declarations of Interest. There were no declarations of interest.
3	Minutes of the previous meeting: 16th November 2022. The minutes from the meeting held on 16 th November has been circulated in advance of the meeting and were accepted as a true record. ACTION: Chair to sign in GovernorHub as soon as possible.
4	Matters Arising/review of actions. The minutes from the last meeting were reviewed. There is one governor who has not yet completed Prevent training and one to finish the safeguarding module. There were no matters arising.
5	PEC TOR. The meeting was informed that the PEC TOR has been reviewed in the light of the work that has been done to update the policies. The only changes to the TOR are to the attached list of policies that the PEC is responsible for. The revised TOR was circulated in advance of the meeting.

	Section two: Reception/KS1/KS2 AHT Reports.
6	<p>Reception.</p> <p>There was no Reception report due to staff absence.</p>
7	<p>Year 2.</p> <p>A report from the Year 2 lead has been circulated in advance of the meeting and Christian summarised the main points. The focus in Year 2 now is preparing for the end of KS1 assessments and children have been streamed for maths and writing to assist with this. There are 4 classes for streaming purposes and a focus is the bottom 20% of children and on reading to improve fluency. Reading is a little complex as some children are still using the RWInc scheme. 15 Year 2 children are being prepared to take phonics tests this year – 3 of these children are new to the country and arrived with no English and the rest are re-taking phonics from Year 1. In maths, gaps are being plugged and some children are being helped with their fine motor skills to improve their handwriting. Support is being given at lunchtimes to several children who struggle with self-regulation and resilience.</p> <p>The Link Governor for Year 2 had sent a report on her meeting which was uploaded to the meeting folder.</p>
8	<p>Year 6.</p> <p>A report from the Year 6 lead had been circulated in advance of the meeting and Najma and Rachel summarised the main points. Year 6 is also preparing for SATS testing and are streaming children into 4 classes for maths, writing and reading. The focus is on filling gaps. In some cases, support from parents has been sought and maths and reading are showing improvement. For example, Year 5 summer data on reading was 68% and is now 90% and for maths year 5 summer data was 71% and is now 80%.</p> <p>Some children are heard to read 2 or 3 times a day, with the help of support staff, to help improve fluency and this is having an impact.</p> <p>Governor Question: How good are parents at supporting children with their reading?</p> <p>We do encourage our children to ask their parents to hear them read and to read with them – and we have spoken directly to some parents at parents’ evenings and open mornings about reading. Some children get 1:1 support and we can see progress.</p> <p>Governor Question: How can we support parents for whom English is an additional language and who might struggle to support their children? Where we know parents are not in a position to support their children at home, we step in and hear these children read more often and run an early reading group before school starts. In the past, via our FLO, we have pointed parents in the direction of online courses in English.</p> <p>Governor Question: Can we make any comparisons between data now and data pre-covid? No – the situations are too different, and no comparisons are possible - the government prefaces all data with this disclaimer. We are working hard to close gaps in learning that were caused by the covid disruptions.</p> <p>The Link Governor for Year 6 had sent a report on his meeting which was uploaded to the meeting folder.</p>
	Section Three: Year groups and SEND/Attendance reports.

Nursery.

A report from the EYFS had been circulated to governors in advance of the meeting and Jenny spoke about the main points. Governors were informed that intake figures into the Nursery were healthy which is good given the falling birth figures and that this year's cohort do not seem to be as badly affected by Covid as last years were. There are still issues with self-regulation and speaking skills, but these are more on a par with what is usually seen. There is an emphasis being placed on fine motor skills to ready children for Reception. It is now mandatory for children in the EYFS to have a "key person" and each key person now meets with their group of children daily giving them the chance to hold more bespoke activities suited to their group and to get to know their children really well. The new EYP's are enjoying this aspect of their work and we plan to offer them the chance to write reports on their children at the end of the year and meet parents at parents' evenings.

Governor Question: We know children's social skills suffered during lockdown, do you monitor children's behaviour and social skills at this young age? Yes – and we do have children that struggle with self-regulation and listening & attention skills. We hold carpet time sessions daily and small group sessions help to improve attention and listening skills. We use the same visual clues, language and sanctions as Reception, so this also helps with their transition.

Governor Question: Do you have fun in the day? – Absolutely - everything we do is child centred and we expect all children will meet expectations by the end of their time in nursery (unless they have SEN).

Governor Question: What differences have you seen from last year's cohort? Last year – the first cohort to arrive after lockdown, was quite challenging. The current children seem more grounded and calmer and less affected by separation anxiety. They seem more secure in their emotional development.

The meeting was informed that it has been a challenging year in the EYFS with the long-term absence of a staff member. The team have pulled together to cover this absence internally and Jenny and the whole team were thanked for their increased efforts during this period of absence which is ongoing.

Governor question: How do the EYP's feel about having a key person role? They took this role with consultation and are enjoying taking on the greater responsibility and they are taking on ownership of activities for their group, with lots of ideas.

The meeting also heard that the link governor met to discuss Outdoor Learning and talked about the curriculum that has been planned to allow children in all years to have teamwork opportunities and the chance to learn by experience and work with natural materials. The outdoor curriculum is taking a positive approach to risk taking and building resilience. Opportunities for art activities and learning to use tools are provided and assessment is practical with photos being taken. There has been positive feedback from children and staff.

	<p>It was noted that the outdoor curriculum only started this term, so two lessons have been held so far. Lots of planning work has been done by the two outdoor leads, Jenny Musset and Annabel Hawkins and the link governor plans to visit soon to watch a lesson in progress.</p> <p>Governor Question: Do you have need of additional resourcing or equipment? Could you use the modular space once it leaves? We are currently using the space next to the modular building and can also use the field in the future. We have collected equipment from a variety of sources and what is available already in school. We have ordered a den building kit for use by year 6 children.</p>
<p>10</p>	<p>Year 1.</p> <p>A report from the Year 1 lead had been circulated in advance of the meeting and Laura spoke about the main points. Phonics is a current focus and the RWInc programme is a useful tool to support Phonics knowledge and early reading. Improving fluency is a target currently. Ideas to help those readers who are “stagnated” are being tried but there is also a need to allow children to assimilate and apply their learning before they move on a step. Reading provision is monitored all the time and tweaked when necessary. The meeting was informed that staff are confident that this cohort is making progress.</p> <p><i>(7.30pm – at this point, Steph Miles joined the meeting.)</i></p> <p>Governor Question: Is it your intention to network with the phonic leads in other schools? Our contact at RWInc works with lots of other local schools and shares tips and best practise within the schools she works with.</p> <p>The Link governor for year 1 had met virtually with the year lead before Christmas to discuss how the year were settling in and a report on this meeting was uploaded to the meeting folder in GovernorHub.</p>
<p>11</p>	<p>Year 3.</p> <p>A phase lead report on Year 3 had been circulated prior to the meeting and Steph talked about the main points. Governors were informed that the transition into Year 3 and KS2 is always tricky but that this cohort has more marked problems with social and emotional behaviour and a lack of independence that gets in the way of learning. Work has been done to try to address this and progress has been made as children seem better settled into the spring term.</p> <p>Writing is a big focus for this year – writing is done every day in classes and high-quality texts are studied to encourage greater vocabulary and stronger use of grammar.</p>
<p>12</p>	<p>Year 4.</p> <p>A phase lead report on Year 4 had been circulated prior to the meeting and Michael talked about the main points. This year’s cohort are stronger in maths and reading than last year’s cohort and writing is an area of focus – especially trying to ensure a more consistent use of punctuation which will result in some children (a sub-group of 22) making accelerated progress. Children are streamed for maths and this subject has</p>

	<p>seen a significant improvement since September. Improving fluency in reading is a target for some children and external volunteers from ABC are used to support some children – reading is also streamed.</p> <p>Governor Question: Will this group of 22 catch up eventually or will they always lag behind a little? We are working with this subset of 22 children and expect that most of them will make accelerated progress. Grammar is the main area of weakness. Being a skilled reader supports good writing skills and we are currently focused on improving grammar in all children’s writing.</p> <p>Governor Question: Does the greater number of girls impact your writing figures positively? This might boost writing figures, but it is hard to make correlations and we will not change our teaching strategies.</p> <p>Governor Question: How can we involve parents in supporting writing skills with their children? Can we hold parents’ workshops for example? We do talk to parents at parent’s evenings but the best way to improve writing skills is to improve reading – and reading at home is a great help, specially reading quality texts with a wide range of vocabulary – this all helps with writing. Really, reading is the bedrock and needs to be the first focus.</p> <p>It was noted that the Year 4 lead and the link governor still needed to arrange a time to talk about the history provision in school.</p>
13	<p>Year 5.</p> <p>A phase lead report on Year 5 had been circulated prior to the meeting and Richard talked about the main points. There has been mobility in this year group with a number of the new arrivals needing additional support. Writing is the biggest concern. Children are not being streamed for writing currently and work is underway to fill in gaps. Children are enjoying the wider curriculum which provides opportunities for writing and some accelerated progress has been made. There are a number of external trips planned, including Winchester Planetarium and MERL.</p> <p>The Year 5 lead and Link Governor has also met to discuss Science provision within the school and a report on this meeting had been circulated in advance. The link governor informed the meeting that she was impressed by the rigorous planning that goes into the science programme for the school. Alice Boon had recently given some useful feedback on making the plans “Ofsted friendly”.</p> <p>Governor Question: Do we have science links with the University or AWE for example? No – but we are members of the Association of Science Educators which offers useful resources and information on lesson planning and assessment.</p>
14	<p>SEND.</p> <p>A report on SEN provision had been circulated prior to the meeting and Sarah talked about the main points. Numbers of SEN children had been more stable but there has been an influx of applications to RBC for an ECHP which there is not the funding for.</p>

	<p>However, children at ASPS receive the support they need regardless of diagnosis or ECHP. The school are also carrying out early interventions to support children who need it.</p> <p>There is a school-wide provision map which demonstrates the incredible amount of support that is provided across the school – including support given to children not on the SEND register. Our ELSA capability has been depleted in house with staff needed to support in classes, so the school have bought in some additional provision. This is helping with self-regulation, resilience and building self-confidence and will continue until the end of this academic year. The BFFC Mental Health Support team is working with some children and families who suffered parental bereavements and also to run therapeutic story writing sessions. We are using such external providers where we can. There are some extra interventions running to support some year 5 children with fine motor skills – although it is a balance as we try not to take children out of class too much.</p> <p>The Sunshine Room is used by several non-verbal children and has a high staff ratio. Looking at some of the nursery arrivals this facility will be needed long term. Funding is proving even harder to obtain this year.</p> <p>Unfortunately, in KS2, LSA’s are being pulled from planned provision to cover lessons which does impact the children who need support. The school is in the process of applying for more ECHP’s but there is a shortage of funding for these in the borough.</p> <p>Governor Question: If there is a shortage of SEND funding from the LA, then the school has to absorb the additional costs? The staffing model at ASPS is good and we are able to do this. Schools are expected to find the first £6K of SEND costs per child – we have 86 children, so it is a very difficult situation. We are lucky as a school as our LSA’s are very willing and flexible and always put the children first but sometimes specialist equipment is needed which impacts on the budget. It is also hard to recruit staff willing to work with children with significant needs as the rate of pay is so low. This is a national, political, issue. Schools now increasingly need a flexible workforce – we are lucky that our core group of LSAs are flexible and excellent at their job. This situation is not going to change, and we need to plan strategically for the long term.</p> <p>Governor Question: How do you plan the provision in the Sunshine Room? Staffing provision is now stable since we managed to recruit 3 new LSAs – staff stability helps the Sunshine Room run smoothly and also helps the children. The children are able to return to their classes for some sessions, so they are not in the room all day long. Staff get to know the children really well – who are making good progress from their starting points.</p> <p>The SENCO and Link Governor for SEND had met in school before Christmas and a report on this meeting had also been distributed to governors. It is hoped to arrange a further visit in the spring term to observe some support sessions taking place.</p>
15	<p>Attendance.</p> <p>James gave a verbal report on attendance issues to governors. The government now publishes attendance data every 2 weeks allowing schools to make comparisons with</p>

National and LA data. The latest published data is for the last week of the December term when the ASPS figure was 94.26%, National was 94% and the LA was 93.37%. There was a dip due to winter illnesses and holiday absences. Governors were informed that it is harder to counter holiday absences now it is possible to travel again after a few years when this was not possible.

Attendance at ASPS is still below where the school would like it to be, but the school's figures are still ahead of both National and LA ones. However, we know Ofsted will look at our attendance as it was a finding in the last inspection, so the school continues to do all it can to improve attendance rates.

Governors were informed that there has been a rise in the number of requests for term-time travel – particularly to Asian countries with parents resisting attempts to persuade them not to take their children out of school. There are a number of children/families who are persistently absent – they account for the majority of the absence figures. There is certainly a correlation between children who are persistently absent and those in the lowest 20% bracket. However, compared to the data coming from secondary schools, our data is not too bad.

Governor Question: Do you have a target/" golden" percentage attendance rate?

97% is our aspirational target but 94.5% is more realistic. Strep A did have an impact on our figures at the end of last term. The LA set us a target of 96%.

Governor Question: When children are away from school for holidays, do they do any work? An AHT reported to governors one example from his class where a parent spoke to him, worried about the impact of missing school for an overseas trip on her child. The staff member was asked to provide paper worksheets for the child to do whilst he was away – which was done. Only half of a single sheet was completed. In these instances, the school does rely on parental support to ensure children do some learning activities.

(8.30pm – at this point Yota joined the meeting.)

The chair thanked all for their contributions to the meeting and for the reports submitted which gave governors a sense of how lucky ASPS is to have the staff team they do have in place. It is clear that staff know the children and their needs really well and work hard to ensure the needs of all the children are met. Governors appreciate that the staff work under considerable pressures and as a GB we are impressed to hear about how child-centred your focus is. No one can ask more than that of you as a staff and the Governors are deeply appreciative of all you do – especially your willingness to meet with us at the end of the busy autumn term.

The chair then asked Governors to arrange with the phase leads a time, before the Easter break, to go into school to look at books, observe some lesson time and talk with children. Governors should continue to look at subjects with phase leads.

	<i>At this point, teaching staff left the meeting.</i>
16	<p>Section Four: Subject Feedback from Governor Monitoring visits.</p> <p>Several reports had been written by Link Governors about subject discussions with phase leads and these were uploaded to GovernorHub prior to the meeting. Not all Governors had managed to hold a meeting, however. Some meetings were discussed during items covering specific year groups.</p>
17	<p>Section 5: Safeguarding.</p> <p>A link Governor for Safeguarding informed the meeting that a number of meetings are held during the year to audit safeguarding and look for opportunities to learn lessons and address weaknesses. New threats, such as food poverty are arising that could have implications for safeguarding. There has been training in mental health first aid undertaken by a number of staff since the new academic year started. The other link governor for safeguarding recently spent time in school looking at the system used to record and track safeguarding issues. An annual NSPCC audit on Safeguarding is completed and sent to Reading</p>
18	<p>Section Six: Monitoring Subjects 2022-2023.</p> <p>ACTION: Governors are to arrange a time to visit phase leads to discuss specific subjects and look at books, talk to children and observe lessons. This is to be done before the Easter break.</p>
19	<p>Section Seven: Policies for approval.</p> <p>Four policies had been circulated prior to the meeting for governors to approve.</p> <p>DECISION: The SEND Policy / Assessment Policy / Curriculum Policy & EYFS Policy were all approved by Governors.</p>
	Section Eight – Other Business
20	<p>Well-being & Equality updates.</p> <p>There were no specific updates – wellbeing was discussed as part of other agenda items.</p>
21	<p>Issues for Parents/Confidentiality.</p> <p>There were no issues to inform parents about and no issues of a confidential nature.</p>
22	<p>Any Other Business.</p> <p>Governor Question: Do all the subject specialists have TLRs? Many of our subject leads are AHT's so are rewarded in another way, but yes, all are rewarded for taking on a subject to lead.</p> <p>Governor Question: And we have some new Governors to join us? Yes – two people have expressed an interest in joining us – one has an interest in wellbeing.</p> <p>Governor Question: How are the staff feeling about Ofsted? We have worked really hard as a school on our curriculum and staff do have some concerns but the important thing to prepare is to ensure that staff know their subject area really well and can explain the sequencing of lessons. We hope we are in a good place.</p>

	<p>Governor Question: Do we have any wellbeing representative here who can report on staff wellbeing? Six members of staff recently undertook Emotional Wellbeing First Aid training and wellbeing is a focus in our SDP.</p> <p>Governor Question: It was mentioned by some staff working in younger year groups that they were having to work with children at lunchtimes who were having difficulties with their social skills. Is this extra demand having a big impact on staff? There is a team of staff doing this work at lunchtimes and they are managing it well between them. This is a common problem in all schools now since lockdown. Staff feel that it is better to invest effort to address this to avoid disrupted afternoon lessons as children fail to settle back down to learning after the lunch break. We have an open staffing model here and staff are encouraged, and do, speak up if they have any concerns.</p> <p>Governor Question: Do you have any plans in place to move out of the modular? Not yet – we are focussed on SATs, writing and an Ofsted Inspection at the moment. RBC did say that they would keep us informed of their plans, but we have heard nothing. It may well be that it will not be removed.</p>
23	<p>Date of Next Meeting: There was some discussion about the best timing of the next PEC meeting – which concluded that it would be held in the Steering Meeting slot in the meeting programme on March 29th, 2023.</p>

Actions:

Action:	Owner:
Chair to sign minutes from 16 th November 2022 PEC meeting in GovernorHub as soon as possible.	ARS
Governors & phase leads to meet to discuss specific subjects and look at books, talk to children and observe lessons before the Easter break.	ALL
Prevent training to be completed	YD
Safeguarding training to be completed	DD

Attendance at PEC Meetings 2022/2023 – two meetings to date:

Robert Howell	2 of 2 meetings
Adedayo Benson	2 of 2 meetings
Dave Dymond	2 of 2 meetings
Yota Dimitriadi	2 of 2 meetings
Attia Rafiq-Sharif	2 of 2 meetings
Kate Gordon	2 of 2 meetings
Andrew Burrell	2 of 2 meetings
Hajar Alami	1 of 2 meetings