

Meeting of:	CHB Curriculum, Standards and Welfare Committee
Date/Time:	20.01.2025, 4:30-18:00
Location:	Connaught Road
Distribution:	Full Management Committee, and website once approved.
Quorum:	The meeting was quorate throughout.
Present:	<p>Members (voting) Simon Boden SB – CSW Chair Tim Self TS – Headteacher Jo Black JB Lorraine Myles LMy Cassie Hoffman-Kazlauskas CHK Luke Sherry LS (online)</p> <p>Other Craig Nicholson CN – Head of Primary Sammie Lea - Clerk</p>
Apologies:	Amanda Meier AM
Absent:	

MINUTES AND ACTIONS

1. Welcome, apologies and absence

SB opened the meeting and thanked everyone for attending.
 Introductions were made.
 Apologies were accepted from AM due to a work commitment.
 LS joined online due to illness.

2. Declarations of interest

No declarations of interest were made in any agenda items.

3. Approval of previous meeting minutes and matters arising

The minutes of the last CSW meeting 23.09.2024 were approved. There were no matters arising. It was confirmed that MC members safeguarding training is complete, with the exception of CHF who has recently joined. It was confirmed that the committee doesn't have a subscription to The Key.

4. Educational Performance

CN gave an overview of how behaviour and attainment data is assessed and collected in Primary.

The two main aims that are shared with parents and carers during induction at Primary are for the children to understand their behaviour better in terms of neuroscience, and to have more strategies to help them manage their behaviour in a better way. And secondly, for them to re-engage in their learning and see themselves as learners.

Behaviour data was explained – the day is split into ten sessions and children get either a high grade or a reflection grade for each session. High grades are 3, 4 and 5. Reflection grades are 0 or 1. Each session they begin on a 5 and at the end of the session they are asked what grade they are. If they have stayed on a 5, they have had a really good session. If they have had to be spoken to about their behaviour once or twice, they go to a 4. Any more times than that, they go to a 3. They're also able to get a bonus grade. If they get a 1 or a 0, the children will complete a reflection sheet at breaktime. We talk about the behaviour, what happened, why we think it happened, and how we can hopefully avoid it happening again or manage it better next time. Any behaviour like swearing or throwing a pencil, they are straight

down to a reflection grade. The expectation is arguably higher than you would get in a mainstream classroom. That's because the children here have got more support around them and are being observed all the time.

With that system it is possible to see what percentage of the ten sessions ended on a high grade. An example was shown. It is possible to track over time very closely, and compare to significant life events occurring during the same period.

CN shared that a child who is getting about 96 or 97% high grades probably has a good chance of making it in mainstream. The ability to get these children back into mainstream is often impeded by lack of transport or funding for transport, or lack of TA support that would enable a soft landing in mainstream. CN shared that it is essential moving forwards that this is brought to the attention of local authorities. There currently isn't a temporary package of support that can be put in for those initial weeks. CHB can't resource it.

There is data similar to this available for the last ten years at Primary. Of 110 children during that time, 70 of them were at 90% and above high grades, which is 64% of pupils. 90% of pupils over this time have been successful for 75% of sessions.

CN – in terms of the line of what works or not, I say we can help 85% of children that we might get through these doors. That leaves 15% that we need a different provision for, an alternative package for those whom being in a school is too stressful. If we could offer something different for these children, that frees space for children who it would be the right provision for. At the moment there are 3-4 children here who we can't meet needs for, we need something else as they aren't coping. It's not healthy but there isn't anywhere else for them.

CN moved on to discuss attainment data, which is done through WRAT testing (Wide Range Achievement Testing). This gives a small snapshot every six months in reading, spelling and maths, and gives a percentile – comparing pupils to children of the same age.

CN described the SEMH curriculum, which measures pupils progress in things like resilience, self-esteem, social skills. It is still fairly new but twilight sessions have been used to put time aside to assess the pupil. Richard Enticknap has made an excel so each child can be RAG graded in all areas of the curriculum, and progress can be tracked over time. The SEMH curriculum should be at the core of everything we do.

Primary has joined 'Insight' for National Curriculum assessment. CN will be getting training on this on Monday. It looks to be a simple tool and will give data on National Curriculum levels.

	<p>There have been a couple of Year 6 pupils over the last 5-6 years who have sat their Year 6 SAT tests. Whether a child will be able to cope is determined case-by-case. This year there will likely be some Year 6 who will be able to give SATs a try.</p> <p>MC member asked if parents and carers are able to access this data? A report is sent at the end of every term which contains the behaviour data and the academic data. CN shared that supporting parents and carers with their difficulties and strategies to use at home is something we would be working a lot closer with in an ideal world.</p> <p>MC member asked how classes are group. It is largely done by cognition and learning needs and what they can manage academically and socially, but it isn't a fix formula as children join part way through the year.</p> <p>Behaviour is easier to contain in the Connaught Road building as classes are more separated from one another, reducing the domino effect when someone is dysregulated.</p> <p>There was a discussion around development plans for Primary PRU and challenges in the planning to become a 24-place PRU in September. The need for clear communication was highlighted and for a local authority member to brief the committee on the provision plans.</p> <p>MC member asked what the MC can do to support.</p> <p>➤ ACTION: MC Co-Chairs to be invited to SOLT meeting on 29th January. - TS</p> <p>➤ ACTION: Request for Yvonne Ely or a member of the LA to visit and brief MC about plans for the offer of Primary and Secondary PRU. - TS</p>
5.	<p>Safeguarding Policy</p> <p>The Safeguarding Policy was reviewed. It is the Local Authority's policy, which was late from the LA, but is now complete. There was discussion regarding whether it is preferred to have a separate policy for staff, or a small section of the same policy. MC member asked if the policy is giving staff the degree of protection they need. TS confirmed.</p> <p>The committee approved the Safeguarding Policy.</p>
6.	<p>Safeguarding Report</p> <p>The safeguarding report was discussed. Actions on it are linked with outcomes of the safeguarding audit, which AM supported on her last monitoring visit.</p> <p>Safeguarding training for new staff was unusually high, with 15 new starters.</p>

	<p>Attendance continues to be an ongoing priority. It has improved when compared to data from 12 months prior. TS described students being referred who have not been to school in several years. This is rarely successful and blocks a place for another student. TS pushed for one student who didn't attend to be put back on roll at the referring school, and for them to send someone else, which they did.</p> <p>Challenges around reporting attendance figures for The Connected Hub were shared, as students are offered part-time timetables and thus cannot achieve full time attendance.</p> <p>The committee agreed to continue to monitor attendance closely.</p>
7.	<p>Monitoring Visit</p> <p>AM's safeguarding visit was reviewed. High numbers of Child Protection plans was discussed.</p> <p>LMy will visit the Primary site at the end of January during the children's Chinese New Year celebration.</p>
8.	<p>School Development Plan</p> <p>MC member asked if there was anything the committee needed to take to the Full Management Committee regarding the School Development Plan.</p> <p>TS shared that an on-going long term focus is making the curriculum more vibrant. For SEMH students to engage, there needs to be hooks and they aren't always there. It was thought to be more of an issue in Secondary than Primary. One reason is because the GCSE curriculum is dry and there is a limited amount of time to cover it. It can also be lack of confidence to take risks. Teaching practices can be safe but dull sometimes. It is not by any individuals but an overall way of working. There are pockets of a vibrant curriculum happening and it needs building on. New staff starting has had a positive impact.</p> <p>MC member asked how best to move forward. Linking with Subject Leads in other schools was suggested, to develop links and adopt best practice. Varndean and Cardinal Newman are close by. SB shared that there are 28 English and 25 maths teachers at Cardinal Newman.</p> <p>➤ ACTION: SB to bring a member of Cardinal Newman staff on next monitoring visit. - SB</p>

	<p>Being across three sites is a challenge for sharing good practice across the CHB teaching team.</p> <p>CHF suggested the home ed curriculum for ideas of active learning, which was welcomed.</p>
9.	<p>MC Training Review</p> <p>No training was discussed.</p>
10	<p>AOB</p> <p>JB raised a staff wellbeing issue at Connaught Road regarding staff parking. Spaces and permits are limited, and the current system results in some staff having free full time parking and some staff having no days of permitted parking. Street parking is £11 per day.</p> <p>TS confirmed that permits will continue to be paid for, but that it is not possible to secure any more.</p> <p>JB described the impact on staff wellbeing as being severe. The knock-on effect has become stressful for non-driving staff members too. The consensus appears to be that staff feel understanding of having one day of a more complex journey or one day of paying, but that permit use should be shared.</p> <p>A rota was made to try and make the system fairer. However, not all staff were included which amplified a sense of unfairness. There are different needs – living far away. Having school drop offs. There is concern that the issue will amplify with further recruitment next year.</p> <p>As a non-driver JB was thought to be in a good position to try and resolve the issue.</p> <ul style="list-style-type: none"> ➤ ACTION: JB will invite all staff to complete a survey on parking needs and propose a new, fairer system. - JB ➤ ACTION: Information on parking constraints to be communicated during Year 8 recruitment. - TS
11	<p>Confidential items</p> <p>No items were deemed confidential.</p> <p>SB closed the meeting and thanked members for attending.</p>

Summary of Actions:

- ACTION: MC Co-Chairs to be invited to SOLT meeting on 29th January. – TS
- ACTION: Request for Yvonne Healy or a member of the LA to visit and brief MC about plans for the offer of Primary PRU. – TS
- ACTION: SB to bring a member of Cardinal Newman staff on next monitoring visit. - SB
- ACTION: JB will invite all staff to complete a survey on parking needs and propose a new, fairer system. – JB
- ACTION: Information on parking constraints to be communicated during Year 8 recruitment. - TS