



AVANTI HOUSE

**AVANTI HOUSE PRIMARY SCHOOL
MEETING OF THE
SCHOOL STAKEHOLDER COMMITTEE**

At Avanti House Primary School on 12 December 2018 7.00pm

Chair: Bhavana Chauhan

In Attendance	Bhavana Chauhan - chair Shriti Pandya – Principal Nina Patel – Trust Appointed Sharla Gorsia –parent member Shruti Bhimjiyari – parent member Hari Patel – Trust appointed member Riju Kapoor – Staff member
Also in attendance	Bhavana Peshawaria Richard Halliday
Apologies	Arushka Sakadavan

RESOLUTIONS*

SSC 3.1	Minutes of the SSC meeting of the 12 July 2018 were approved by the SSC members and signed by the chair BC
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*All resolutions are unanimous unless otherwise stated)

Actions arising from the SSC meeting of 12.December 2018

Ref	Action	Lead	Status
3.1	JB will check whether the Trust require any formal induction	JB	Pending
6	SP to arrange for half Termly	SP	Pending

	curriculum updates to be sent out to parent with a reminder on the website.		
7	BC to circulate date for coordinated SSC members visit to AHPS	BC	Completed

Actions arising for the SSC meeting of 12 July 2018

Ref	Action	Lead	Status
SSC4.4	SP to confirm whether or not the Health and Safety Audit is to be circulated.	SP	Completed
SSC5.2	The actions arising relating to the Sports Premium would be carried forward to the next SSC meeting.	BC/SP	Completed
SSC 8.1	To arrange a day for SSC members to attend the school together and to incorporate a training session during the day.	SP	Completed
SSC8.2	BC to speak to Usha about formal training for the SSC members	BC	Completed
SSC 8.2	BC to speak to SA and Usha about extending Educare training to SSC members.	BC	Completed
SSC 9	SP and AH to review the plans to accommodate Year 6 parking and then communicate decision to the SSC members.	SP	Completed
SSC 9	BC/SP/NP to review previous SSC minutes to ascertain the current position relating to uniforms	BC/SP/NP	Completed
SSC 9	JB to take advice on the correct procedure for the procedure for the preparation of the draft minutes.	JB	Completed

Actions arising from the SSC meeting of 1 May 2018

Ref	Action	Status
Actions arising from meeting on 4 December 2017	1. SSC3.2 – Speak with Usha Sahni regarding FTT training for SSC members	Pending
	2. SSC5.2.1 - SP to provide AS with list of books to enquire with Macmillan	Completed
Actions arising from previous meeting	SSC6 (4) – Training on use of Social Media to be completed in Spring 2018	Completed
SSC4.1	SP to report to SCWG regarding improvements to Year 3 progress in light of extra teaching facilities provided	Completed
SSC4.4	SP to speak to AG regarding the collation of the data relating to pupil premium applications and report back to the SSC.	Completed

Actions arising from the meeting of 18 April 2018

Reference	Action	Lead	Status
FPPA2.4	RH to speak to Avanti Secondary School regarding Sports Leadership Program	RH/SP	Completed
FPPA2.4	RH to look into opportunities in Sport for girls	RH/SP	Completed
FPPA3	Safety Excellence in Schools to be reflected on school header		Completed
FPPA3	SP will report on the Progress of implementation of Improvement Plan at all future meetings of the FPPWG until further notice	SP	Completed

GENERAL MINUTES

1. Opening Formalities

1.1 Welcome

BC opened the meeting at 7.05. BC welcomed all the new members and introductions were made.

1.2 Apologies

Apologies and absences were noted as above.

2. Declarations of Interest/Conflict

No declarations of interest in items on the agenda were made and no changes to existing Declarations/Register of Business Interests were put forward. BC reminded all members that if potential issues of conflict were raised during the meeting, members should excuse themselves from that part of the meeting.

3. Minutes and Actions

3.1 Minutes

No matters were raised from the Minutes of from the meeting on 18 July 2018. Therefore, the Minutes were formally approved and signed by BC.

BC said that in light of the fact that there were a number of new members joining the SSC, an outline of some “house rules” would ensure that everyone understood how the meetings would be run:

- The primary purpose of the SSC is to be a supportive friend of AHPS.
- The term of office is 3 years
- The Accountabilities Framework has been circulated and every member should familiarise themselves with the content.
- There will be 3 meetings of the SSC over the Academic year, one each term. JB will circulate the dates of the next two meetings. If a member is not able to attend, they should notify either BC or JB as soon as possible.
- If closer to a meeting or on the day of an actual meeting, a member is not able to get to the meeting, they should notify either BC, SP or JB by email; text or telephone call so that it is known who is attending.
- JB will send Agenda and documents for forthcoming meetings about one week before the meeting
- If a member wishes to raise an issue under “Any other business” they should do so as soon as possible before the meeting to ensure that the matter can be added to the Agenda and sufficient time can be allocated to allow a proper discussion.
- The SSC does not provide copies of circulated documents so if members would prefer hard copies to referring to an electronic record they should bring the papers themselves
- Usually meetings will start at 6.00pm, held at AHPS and will last for about 1 hour 30 minutes, it is anticipated that as documents are circulated before the meeting, members will be familiar with their content with any questions prepared so that the meeting can be an open table for discussion rather than a reading of the documents.
- Occasionally, guest speakers will be invited to assist the SSC.
- During this first meeting, members will be given a position to act as a link SSC member to look at key areas within the school. This will enable all areas to be covered with the SSC member looking at the area generally, subject, any problems and achievements. All members will be expected to visit the school for discussions with the lead teaching staff; look at books; observe lessons and talk to both teachers and children about the area. There is then some paperwork which allows them to report back on their findings. It is also hoped that they will also present at the SSC meeting on their visits. Initially, there is a plan to have a day for everyone to come to the school together on one day so that members can become familiar with the process and not feel isolated or unsure as to what is expected. SP explained that there is a specific format set out in a template document which includes key questions to ask both teachers and children. The templates are very informative and should be of assistance to the new members. BC said that she would circulate some suggested dates.
- Confidentiality is essential. The SSC needs to be objective and not biased to personal interests or other people's views.

ACTION: JB will check whether the Trust require any formal induction

3.2 Review of Actions arising

Any matters still pending would be discussed in this meeting

4. **Principal's Report** *(Documents previously circulated)*

BC suggested that as this was the first meeting for a number of the SSC members, it might be a good idea for Shriti to briefly go through the papers at this meeting.

SP explained that the circulated School Improvement Plan (SIP) is derived from last year's data analysis and monitoring throughout the year. It follows key areas of development and is written in conjunction with colleagues at the school who do the data analysis which then feeds into the report.

There are a number of *Key priorities*:

1. *To raise the standards in English and Mathematics so that all children achieve and make good progress which meets the school's high expectations of all learners. –*

- This continued the work from last year focusing on stamina in writing. An improvement in quality and quantity can be seen especially in Year 2 but continuing with it to Year 6 and into Secondary School.
- Reading is above national averages but it is felt that pupils are not engaging so well particularly with inference and analytical skills, looking deeper into the text. Therefore, this is a focus point.
- Maths is a bigger focus than last year. It is not that pupils are underachieving, in fact the results are above the local averages but looking through books and speaking to children it appears that the teaching is not providing enough opportunities for the children to work at a higher level. The school has made close links with Harrow and invited in an Improvement Manager working to work with SP and SP had a very encouraging morning with her. The outcome was very positive. Her role is not to tell us what is wrong but rather to ask deeper questions about the way forward. The school has invited her back to look at Key Stage 2.
- Work has also been done with Belmont School to moderate the work in years 2 and 6. Again the findings are very positive showing a higher number of children working at Greater Depth than other local schools. This approach also helps forge closer links with other schools. Therefore, the aim is for deeper achievements in maths using the White Rose teaching resource and already an improvement in problem solving and reasoning can be seen.

2. *Quality of teaching is at least good or better none that is inadequate, RI improving to Good within a term.*

- The aim is to have all teachers to be good or better. Most are already there but there are a few that need some help. By spring term the hope is to have good teaching throughout the

school. The approach to reach this is by looking at books; children's engagement and articulation and not just observation of the teachers.

- SG asked how the SP hoped to get all teaching staff good by spring term.
- SP replied that there are a variety of methods - mentoring; dropping into lessons; subject and Senior Learning Team having weekly management team talks; support and mentoring. SP said that it is important to encourage the teachers to stay.

RK added that CPD is done with teachers and every Tuesday observations are carried out. There are also learning walks and there is a push to help each other. Immediate feedback is given and discussions as to what has been found. Pupils' voices are also taken into account. It is important that the teachers know that this is not targeting people rather constant mentoring.

3. *To have a thoughtful and wide ranging promotion of pupils spiritual, moral, social and cultural development.* There is an emphasis on PHSE to recognise that children need not just maths and English. The school tries to provide the children with opportunities such as productions. It is up to the children to develop leadership skills.

(7.27 NP arrived)

RK said that it is embedded in the children that children take leadership of the work and this is what teachers try to build up in the pupils.

SP continued

4. *To increase GLD at the end of Reception with a particular focus on PSED and communication and language.*

- Previously, Early Years have been in a separate section with a focus on personal and social development and English. Now it is incorporated into this report. This data relates to the previous year where we were not so happy with the achievements.
- The report shows that when children enter Reception we observe interactions between the children and adults. Our approach is different. The teachers talk to the children on their own and with others and through this, conclusions are drawn as to their level of development and level of involvement in the classroom. With this data we start teaching. This information is needed before so that there can be directed teaching. With this planning in place children who need extra help can be nurtured in groups.
- The tracking system used is different to the rest of the school, which is a Trust requirement. It allows the teacher to see the progress of a child at that point and at that age. Therefore can see the information specific to the child but this can change as the child's age changes.
- From the Report it can be seen that there is an improvement in language from last year – 91% have improved and with the 5 who have not shown the improvement, work continued into year 1.

5. *Ensure that leaders at all levels demonstrate a deep and accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. Leaders should utilize this knowledge to keep the school improving through robust tracking and monitoring of progress and attainment.*

- We are a school that looks at enthusiasm and talent look for the teachers we can nurture into leadership roles. We have 4 for whom we have provided stepping stones to move up. We have put support around these people so that they can grow within the school.
- We also continue to work with the parents – it has not always been positive so more opportunities are being provided for parent community to come in and feedback is becoming more positive.

SP said that from the SIP key leaders form action plans to work towards; teachers and senior team have action plans working to the accountabilities framework which feeds into the key leaders plan which feeds into the key leaders plan and through this the key data for the SIP is created.

BC asked if there were any questions arising out of the SIP.

SG asked whether any work was being done around retaining staff.

SP said that the ethos of the school was growing their own talent and support teachers. Performance Reviews have recently taken place. Whilst SP was undertaking the appraisals she asked what she can do to help the teachers to help in their development. She accepted that people always leave but all steps are taken to create opportunities within the school or the Avanti Trust if they would like to move to another school which would mean that the development and assistance that has been given is not wasted.

SG asked how the retention rates at AHPS compare to other schools.

SP said that she did not know but was aware that some local schools are losing staff so she thinks that this is a trend in all schools but all steps she would be taken to retain good members.

BC referred to reading levels dropping and asked if there is any significant reason and what steps are being taken to motivate the children.

SP said that from the data boys are outperforming girls which goes against the national data. With the boys, they are looking at texts being read and if they are not stimulating them they are being changed. This being done in a few of the year group. Teachers are also encouraging reading for pleasure, directing children to specific books asking them about their interests to find appropriate books. Also boxes are being put in place for each year group to provide feedback.

RK added that other initiatives included reading buddies; role models; cross curriculum so that if a child is interested in history, they are directed to history books to read. Also the school is working with Harrow to lend books to the school. Overall the work is very positive.

SP said that they have also reached out to the Secondary School English leader to arrange for some Year 7 pupils who had been reluctant readers but who have now realised the importance of reading to come to the school to talk to children to say that they have not always enjoyed reading but now understand that it is very important.

BC asked if any particular year group was lagging.

SP said Year 4.

HP added Year 3 as well.

SP said that it tends to be a few children in the year.

BC said that Buddying helps.

RH explained about how the school captured information about reading and the national curriculum. He said that the way they teach has changed over the last two years. They now use core texts so that if you go into the classroom and engage about key texts the pupils can now all talk at a greater depth. It was a question as to how to assess and capture everything. They used to have guided reading which meant that they could capture data but the children were not reading at any depth. Therefore it was a question as to how to show strengths not shown in the data. It is something that they are working with SP on over the next two terms. SP said that maths has moved on and this can be seen in the Trust Reviews as well as when the HMI reviewed the school.

RK said that in Year 5 they are liaising with Harrow library. The school is now part of a scheme where books by 5 authors are read and the children choose which is the best. So, by the end of next term they should be able to see how it is working. Feedback is given to the authors and publishers.

SP explained that she had invited lead teachers to come to present the data from the different key stages.

She continued that unfortunately, the EYFS teacher had been unable to attend so she would briefly go through the data on her behalf.

Looking at the *EYFS Phase Report* (previously circulated)

SP went through the report and said that this is always in progress.

- It shows that 87% of the children show a high level of Wellbeing and 77% had a high level of support.
- The school is moving forward with specific support and to help our understanding of what they need before they start at the school. Home visits are carried out by the Early Years Team to establish the levels of the child's engagement and involvement to establish specific needs for the children and plans can be made.
- Focused activities are begun in the classroom but then the children are left to continue on their own.
- There are 6-7 pupils who are concern some concern but plans are in place to support them.
- Focussed support can be established through nurture groups; phonics screening and maths screening. Last year 91% finished EYFS with good development.

BP reviewed the *Attainment and Progress Summary of Year 1 and 2* (previously circulated)

Going through the report she added

- The majority of pupils made average progress with a small number making accelerated progress.
- The current year 1 is a very able cohort. In reading, 8 pupils; in writing 14 pupils and in maths 7 pupils are all working at accelerated progress.

- In reading, boys are doing better than girls so it is a question of how to push the girls to do as well as the boys.
- Where pupils are making less than expected progress interventions are being put into place.
- BC checked that members knew that EAL stood for English as an Additional Language.
- BP continued that in Year 1, the school is above the national average and in year 2 86% made average progress. There is only a small proportion of children who are not at expected levels and interventions are in place to support the children.
- Booster sessions after school are starting in the Spring term and consideration is being given to the data to establish which children would benefit from these sessions and invitations will be sent to the parents.

SG asked if these places are taken up.

BP said that they were.

SP said that this was especially the case as the invitations are given before the afterschool clubs are sent out to avoid the parents committing to a club on a booster session afternoon.

BC asked if there were any Pupil Premium (PP) children in year 1.

BP said that there were no PP pupils in Year 1 or 2. In Year 1 there was only 1 SEN child who is doing very well in English and Maths – above the expected level. In Year 2 there are 4 SEN children of whom 2 are on track and two are below expected levels – but of these 2, one has severe speech and learning difficulties but work is being done alongside the SEN co-ordinator.

No further questions were raised.

RH reviewed the *KS2 Years 3 and 4 Report* (previously circulated). He explained that the areas in red in the report are areas of development and are areas of targeting.

- Year 3 are coming out of KS1 and the results are very strong. It is now a question of keeping them at that level. The leadership is looking at prior attainment – at the end of EYFS; Year 2 SATS and Year 6 SATs. The teachers track the data and look at the results of the SATs to see if children are working at expected or greater depth.
- In Year 3 reading is not so strong. Work is going on to provide support teaching and learning to provide support teaching and learning to provide support with working with specific groups and children to get them back on track. It is positive but need a larger number of adults.
- Maths is strong. Year 4 data is being looked at the moment.
- In reading girls are doing better than boys.
- The school has employed another member of staff and the work in maths has been very positive which it was not last term. The progress across Year 4 is very good so therefore need to attain the same progress in reading.

SG asked if the focus was, therefore, on reading.

RH said it was but also still in maths. Also a TA and RH have been working in this area.

RH continued

- In Year 3 there was one pupil on PP and 1 SEN all at the expected progress.
- In Year 4 there has been a fair bit of work with SEN and training of staff so that they can use the tracking system to capture the data. There is huge amount of teaching and support going on. They have a gap analysis which has helped with the faster progress for the 2 children still working below the expected level. 1 child will probably always be below expected progress but the other can get higher.
- There are no pupils with PP in Year 4.
- Initiatives being undertaken are similar to those across the school. They are working with the leadership team for monitoring and feedback so have an overview of the tasks for the week. Staff know as well to coordinate everyone. The methods used include – looking at books; looking at planning; specific aspects requiring improvement; moderation. These all provide support with pupil progress meetings with a suite of templates to help. All these ways help move teachers forward. At Year 3 meetings, teachers are much better informed and prepared. They know where there are gaps and what needs to be done with individuals.
- With regards to quality of teaching, in both Years 3 and 4 teaching is good and outstanding but a couple still need work and support is in place. Teachers are being held to account but in a positive way and they need to know that they are supported. There is regular feedback and we work with them and provide support for them. Both teachers are positive and engaged and want to move forward.

SP explained about the low levels of reading saying that although the figures are low for the school compared to English and maths, they are not low nationally. The figures on the right track and there is no reason why they will not be in the secondary school reading but want to know why they are low and how to bring them up.

RH continued

- The next steps are to address the gender gap, looking at quality and quantity of stamina in writing. He found that it was clear that stamina is there in English but not across other subjects. The aim is to see the extended writing across the curriculum. For example, there is a focus on artists, there is a new lead to provide opportunities for writing. Work is to be done on differentiated and targeted support for pupils that need help in Years 3 and 4. Focus on prior attainment and ensuring that children do not fall behind is also taking place.

20.05 BP left.

HP asked if children tend to lose interest in studies.

RK answered that they do not let this happen. Children at greater depth from the start.

RH added that teachers challenge children to work at a consistently high quality of writing. Therefore, targets take into account writing. All children are challenged in all subjects to make sure that there is emphasis on writing across the curriculum. With regards to reading, there has been a move towards key texts which is designed to challenge all children at different depths.

RK added that not all children have the vocabulary to write at such great depth so by using key texts this helps vocabulary and grammar. We can see good progress for both in high and low achievers.

No further questions were raised about this report.

RK reviewed the *Year 5 and 6 Autumn Term Report* (previously circulated) and said that the work is very high.

- There is 1 PP pupil in Year 5 who is working above average. There are 2 SEN children in year 5 both of whom have special needs. Overall in the year, progress is good but attainment is low. Therefore, they are trying to narrow the gap with specific support. Of the EAL pupils 69% of 42 are made good progress. From Year 4 there has been a 19% increase in attainment.
- In Year 6 – this is the first Year 6 of the school. RK said that she has previously worked with Year 6. She liaises with the team every day. Consequently, attainment is above average. By Spring, more pupils will be seen working at Greater Depth.
- There are 2 Pupils on PP and 3 SEN pupils of whom one is working below average and 2 at the expected levels. Progress is at 100%. There are 4 EAL children of whom 2 are doing well and their progress is 100% which has been achieved through constant monitoring and every week she goes into the class to look at the work and talk to the children. She asks teachers and support staff how she can help and also coaches individuals children with teachers shadowing. Some of the SEN children are not achieving in reading so they are now being given a comprehension piece of work to take home every day to be returned so that progress can be monitored.
- Teachers and LSAs are doing well and they have started reading buddy groups. She discussed how well the children do with helping around the school; welcoming visitors and acting as ambassadors. There has been very positive feedback.
- BC said that it had been good to see at the Nativity play the previous day now well the Year 6 children had helped and mentored younger children. She said that this practise helped all the children, boosting the younger children and motivating the Year 6 children.

SP confirmed that Booster classes will be starting for Years 5 and 6.

BC asked how teachers coped with the developing emotions of the Year 6 pupils.

RK said that this was something that was monitored and teachers try to discuss the this matter everyday resolving issues and implementations in lessons. The school is also thinking of calling in the police to address the children. Overall, these changes are addressed as part of the curriculum.

SP said that she had noticed attraction between some children and it was a question as to how to keep them focused at school. She said that there had been a number of open conversations with the children themselves. She said that children do come and talk to her about the issues and she would like to so some PHSE sessions , especially were there the teacher is male.

BC asked how the issue of menstruation is handled.

SP said that in the Summer term of Year 5 there are relationship lessons as part of the science curriculum which allow no opting out option.

HP asked how the school partners with parents – for example with the SEN children and the daily comprehension exercises that are sent home. He felt that parents do not get much day to day feedback as to what is being taught that term.

RK said that it was school policy that if gaps are seen they will be immediately addressed.

HP gave the example where an emotional attraction is noticed, he asked whether any intervention was shared with the parents.

BC said that that usually with individual children, parents are included in the discussion where there are issues in the classroom or where there is to be an intervention.

RK said that if there is an emotional issue, the school will invite the parent and children to discuss the matter together.

SP said that all matters are discussed with parents and children if they arise and when it comes to the parents' evening there should be nothing surprising to the parents.

RK confirmed that she had dealt with or provided counselling with a few parents and children.

SG raised the question of parents being advised of the topics that are being taught that term. She said that they are told at the beginning of the term but it would help if they are updated more frequently so that parents can provide more support for the children.

SP said that she thought that there were half term reviews where the curriculum is mapped out for every subject area which are emailed out to the parents.

RH said that this was not the case and it is on the website and sent in a hard copy.

SP agreed that this might get lost and it would be better if this information is sent out in an email format.

ACTION: SP to arrange for half Termly curriculum updates to be sent out to parent with a reminder on the website.

7. Visits and Training

BC said that she will circulate dates to coordinate a general visit for all SSC members.

RK said that a safeguarding session is also required.

BC agreed and said that members also need to be given access to Educare.

RH said that once the level 1 Safeguarding session had been done, he will give out the login for Educare so that individual members can do level 2 themselves.

A discussion followed about different categories that SSC members should focus on. It was decided:

SEN – NP

English – SB

Maths - SG

Safeguarding – BC

Computing – HP

Science – AS

BC confirmed that the current Safeguarding policy is on the School website and will be updated as and when necessary.

RH said that regarding visits, the first coordinated visit will allow members to come in and meet the lead teachers and discuss with them the additional visits.

BC said enquiries need to be made as to any formal training or inductions that are required by the Trust. (See above action)

8 AOB

No issues had been raised

9. Closing formalities

9.1 Confirm Actions

3.1 ACTION: *JB will check whether the Trust require any formal induction*

6. ACTION: *SP to arrange for half Termly curriculum updates to be sent out to parent with a reminder on the website.*

9.2 Date of Next meeting

12 March 2019

9.3 BC formally closed the meeting at 8.30pm

Signed.....

Chair of the SSC

Dated.....