

# HARLOW FIELDS SCHOOL & COLLEGE

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Head Teacher: Ms. K Faherty

## Minutes of the Meeting of the Full Governing Body held on Wednesday 20<sup>th</sup> March 2024

Name		Category	Term of Office	Attendance
Paula Violet <b>Chair</b>	PV	Local Authority Governor	26 Sep 2024	Present
Linda Williams <b>Vice Chair</b>	LW	Co-opted Governor	9 Jul 2027	Present
Nick Young	NY	Co-opted Governor	21 Nov 2027	Apologies received
Catherine Beckett	CB	Co-opted Governor	15 Jun 2026	Apologies received
Simon Dewhurst	SD	Co-opted Governor	17 Mar 2025	Present
Penny Sutton	PS	Co-opted Governor	10 Jul 2026	Present
Vacancy		Co-opted Governor		
Vacancy		Co-opted Governor		
Chris Donno	CD	Staff Governor	21 Nov 2027	Present
Mira Pukalska	MP	Staff Governor	21 Nov 2027	Apologies received
Paul Ekperigin	PE	Parent Governor	21 Nov 2027	Present
Vacancy		Parent Governor		
Kathleen Faherty	KF	Head Teacher		Present
<b>ALSO PRESENT</b>				
Tracey Kiddell	TK	Deputy Head Teacher		Present
Annie Thompson	AT	Head of Sixth Form		Present
Janet Sherwin		Clerk		Present

### Action

#### 1 **Welcome and Apologies for Absence**

Everyone was welcomed to the meeting and introductions were made.

Students from the School Council were also welcomed to the meeting. They had been invited to talk to governors about their role on the school council.

Apologies had been received on behalf of NY, CB and MP.

#### 2 **Declaration of Business Interests**

Governors were asked to declare any new business interest or conflict of interest in relation to any items on the agenda.

**There were no other declarations made.**

#### 3 **Notification of Any Other Business**

CD reported that he had an item of any other business to discuss at the end of the meeting.

The Headteacher also reported that she had a confidential item for governors to discuss.

#### 4 **Presentation from the School Council**

AT introduced James, Luke, Theo and Hannah.

She told governors that there were 19 Student Council members across the school. There is a Councillor and Vice Councillor from each class. There have been six meetings since the beginning of the year.

She said that James had a very important role representing Lower school because Lower school pupils struggle to engage. They did come to the "Hello and greeting".

Luke told governors that they organised a campaign for those who wanted to be a candidate. They did a presentation in assembly and had a democracy vote in each class, and he got a badge and a certificate for being the candidate for his class.

He gets the paperwork from the class about what they would like changed, and what they want to do. The first meeting was introducing people and getting to know each other. Everyone has a voice and can put forward ideas and make changes that make a difference to the school.

One pupil has a communication aid. When asked questions he presses his buttons which was amazing.

#### **Question A governor asked do you think his ideas were heard?**

Luke said yes, they were.

Theo told governors that there is a meeting every 6 weeks. He asks his class for ideas, opinions and votes and gives them back to Annie.

They have an agenda, which is a routine otherwise it can get messed up.

They make sure that everyone is heard, and they have a voice.

They have an agenda for the meeting, and it is updated after the meeting and sent to staff.

They had ideas for lunch time because sometimes there are things they do not like. They are not allowed to moan or complain but come up with solutions. They had a solution for a menu, so they contacted Ashlyn's.

They have seen improvements; they get ketchup on two days now.

James said that they all bring ideas to the table. He goes round to every class in Lower school and then feeds back everyone's ideas.

They do research; they take it to the class and do a poll, which goes to middle leaders to work on. He is happy with the results of their ideas.

Hannah said that she lets people know about the School Council.

They created a display and everyone contributed with handprints and artwork.

They share their ideas with the Head of Department. They asked for a suggestion box in reception because it is about everyone.

#### **Question A governor asked why did you use everyone's handprints?**

Hannah said because it is about everybody.

She said in school council they talk about compassion, empathy, respect, and tolerance. They learn to take turns and make suggestions for positive change. They work hard and listen to ideas. They do not always agree so they take it to a vote which is democracy.

Luke told governors that they also say what they want to have and make a list of things.

- Lower School wanted a Santa's grotto - which did happen.
- 6<sup>th</sup> form had a disco.
- Lower school are going on a trip to Herts zoo (was Paradise Park)
- There are lots of new things to do in the playground.

Theo said there were lots of ideas and suggestions from today's meeting for the summer term:

- An Olympic themed week in July
- Euro week – PE
- World war week
- Water play day
- RNLI 200<sup>th</sup> anniversary

They took a vote and are going to have an Olympic themed week with water play and sand.

AT said that she had some quotes from other councillors who could not be here:

- Lily said she is developing communication skills and interviewing skills.
- Freddy said everyone is kind and they make feel part of it and they use solutions to decide
- Jack said it allows him to share ideas and ask others for their ideas
- Logan said he learnt to take turns and wait his turn
- Page said she likes the changes in the playground and going to meetings.

Governors thanked the pupils for being so brave and coming to talk to them.

## **5 Presentation from the PTA Representative**

Natalie was welcomed to the meeting and was introduced as the Chair of the PTA. She told governors that the PTA was formed in November. They held a cake sale which made £427 and are going to hold another one soon.

They have become a charity now which was finalised in February and are planning a summer fair in June. She said that they are hoping that staff and students will help at the fair and run some stalls.

They are raising money for a PPA room in the Upper school.

PV said that it is really good to know that they have such an enthusiastic fund-raising group who are working for the benefit of the school.

Natalie told governors that the fair will be on 29<sup>th</sup> June from 12pm until 3pm. They are trying to use a lot of the resources that the school use with the students such as pilates, dog training, reflexology and some of the school clubs. Pitches for the fair will be £25. They are also asking for donations from local businesses.

Natalie said that they also help with the Enterprise in 6<sup>th</sup> forma and have had a card reader donated to them which has been very helpful.

Governors said that they would try to help with the summer fair and suggested that it be advertised in the newsletter.

They told Natalie that the group have done really well in such a short space of time. They said that they were really grateful to her for coming and asked that she come back again to report back to them.

## **6 Chairperson's Action**

PV reminded governors that they should go on to GovernorHub to complete the various annual declaration forms.

**Action Governors to complete the declarations on GovernorHub.**

**All  
Govs**

## 7 Minutes from the Previous Meeting

The minutes from the meeting held on 22 November 2024, which had been posted on GovernorHub for information, were AGREED as a correct record.

### ***Matters Arising***

There were no matters arising.

## 8 Reports from Committees

Reports from Committees had been posted on GovernorHub for information.

### • ***Curriculum and Pupil Related Matters Committee – 17 January 2024***

PV reported that the committee had received a presentation on the draft HFS & C Curriculum Intent, Implementation, and Impact document.

There had been an overhaul of the curriculum after the Ofsted visit in September, which had highlighted areas of the curriculum that needed to be revisited.

Training had been planned on curriculum development and curriculum booklets were being produced for each department and area.

Governors had also reviewed the School Improvement Plan which had been RAG rated to show progress made on key priorities during the Autumn term.

A number of updated policies were also presented for approval.

### • ***Finance, Premises and Personnel Committee – 28 February 2024***

SD reported that governors had been presented with Budget vs Actual vs Committed budget monitoring reports for month 9.

He told governors that everything appears to be running to budget.

As of 12 February 2024, the bank account was £86,858.85.

At month 9, the year year-end estimator is showing a surplus of £34,971.98.

The Statement of Internal Control was noted and discussed, and a recommendation made to seek an external provider to provide an internal audit service.

Premises reports were discussed regarding the works being carried out on the main site and the 6<sup>th</sup> Form Building.

Personnel matters were discussed, and the main concern was around staff absence. Governors had recommended a statement be prepared and sent to staff regarding the impact this has on the budget and lack of resources for other areas. A number of policies had been reviewed and presented for approval including the Health and Safety Policy and Emergency Procedures.

A number of virements were approved by the committee.

The following virements, which were above the limit of £30,000 for approval by the committee, were recommended for approval by the full governing body:

<b>From</b>	<b>To</b>	<b>Amount</b>
Teaching Assistant Pay 0139	Other Education Support Staff Pay 0104	£30,671
Teaching Assistant Pay 0139	Agency Supply Cost Non-Teachers 0190	£75,000
Contingency	Teach Assist pay* - 0139	£54,000

### **The above virements were approved.**

The Schools Financial Value Standard (SFVS) is a checklist that schools are required to complete annually. It provides assurance that they are meeting the basic standards necessary to achieve a good level of financial health and resource management.

The completed form had been shared with governors prior to the meeting.

### **The SFVS was approved.**

## 9 Headteacher's Report

The Headteacher's report was noted and discussed.

Governors thanked the Headteacher and the Heads of Department who had contributed to the report. They said that it was good to get the pre-reads well before the meeting. They also said that they liked the format of the report, they could see that lots of work had gone into it.

The Headteacher said that the Middle Leaders are new to this, but the reports are of a very high standard. She said that there was a trend going through the reports, all departments were developing and starting to work together. In the 6<sup>th</sup> form there was a lot of work happening which was above and beyond, and it was a credit to the team.

The idea behind the style of the report and the handouts was so that everyone was armed with as much information as possible and there was a common script for everyone, including governors.

The Headteacher highlighted the following key items:

### **Admissions**

Number of pupils on roll	<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
	Reception	3	1	4
	1	3	0	3
	2	9	4	13
	3	13	3	16
	4	4	2	6
	5	7	1	8
	6	14	4	18
	7	7	3	10
	8	6	3	9
	9	15	3	18
	10	11	5	16
	11	6	1	7
	12	11	1	12
	13	5	2	7
14	9	2	11	
	<b>Total</b>	<b>123</b>	<b>35</b>	<b>158</b>
Number of new joiners	26			
Numbers of leavers	20			
	<ul style="list-style-type: none"> <li>• 13 - Students left at the end of last academic year</li> <li>• 2 - 6<sup>th</sup> Form students came off role in September to attend Harlow College</li> <li>• 1 - Student transferred mid-year to Mainstream</li> <li>• 4 - Students put on role in September did not attend and on role at other schools</li> </ul>			
Changes since the last report	<p>The west quadrant of Essex has now moved towards a 'panel' system which involves reviewing prospective new pupils on a monthly basis (process began in January 2024). HFS&amp;C are working very closely with SEND operations to reach our 'old PAN'. At the time of writing, we are undergoing a piece of work to officially increase our PAN with ECC.</p>			

### **Attendance**

Actual attendance	EYFS	4	88.32%
	KS1	16	82.97%
	KS2	48	83.91%
	KS3	37	88.03%
	KS4	23	86.67%
	KS5	30	83.13%

### **Safeguarding**

Number of safeguarding incidents	129
Number of pupils with a child protection plan in place	1

### **Behavioural Reports**

Number of suspensions since September 2023	4 (1 sixth form, 1 lower, and 2 upper same student)
Number of permanent exclusions	0

### **Pupil Premium Grant (PPG)**

Number of suspensions since September 2023	4 (1 sixth form, 1 Lower and 2 Upper same student)
Number of permanent exclusions	0

### **Staffing**

Changes to staffing structure	Annie Thompson has been promoted to Assistant Headteacher effective from 1 March 2024.
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### **Pupil Progress Monitoring**

The following data had been shared with governors for information.

<b>Whole School Data comparison July 22/23 – Feb 23/24</b>		
<b>Subjects</b>	July 22/23 Above or Expected Progress	Feb 23/24 Above or Expected Progress
<b>Reading</b>	92%	90%
<b>Writing</b>	89%	91%
<b>Number</b>	94%	90%

When comparing the July 22/23 and Feb 23/24 data, figures indicate that pupils across the school have made slightly less progress in reading but slightly more progress in writing skill areas. They have also made less progress in number. Virtually all “below expected” progress data can be found within the two upper school SLD classes. The current assessments do not capture the progress of pupils in these classes and from September 2024 these pupils will stop following a subject specific curriculum and follow an ASDAN Personal Progress accredited course.

<b>Pupil Premium Data comparison July 22/23 – Feb 23/24</b>		
<b>Subjects</b>	July 22/23 Above or Expected Progress	Feb 23/24 Above or Expected Progress
<b>Reading</b>	97%	91%
<b>Writing</b>	94%	89%
<b>Number</b>	97%	84%

When comparing the July 22/23 data and Feb 23/24 data, figures indicate that pupil premium pupils have made less progress in all areas of skill development. Most “below expected” progress data can be found within the Upper school SLD classes. The current assessments do not capture the progress of pupils in these classes and from September 2024 these pupils will stop following a subject specific curriculum and follow an ASDAN Personal Progress accredited course.

### **Parental Engagement**

<ul style="list-style-type: none"><li>• Parent view carried out and analysis shared with governors</li><li>• HT hosts a coffee morning with families each half term. Any issues raised are followed up on with feedback in the Family newsletter</li><li>• PTA presentation given to governors at the meeting on 20 March 24</li></ul>
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## ***Future Proofing***

- Adequately resourcing classes so that our children and young people are supported in their learning and colleagues better placed to fulfil their roles. This will involve generating additional streams of income.
- Inspection preparation - start with the leadership team.
- Marketing the school positively: plan some summer events that the wider community can attend, website developments and link with Pact for Autism (local autism charity)

## ***Leadership and Management***

Teacher mid-year reviews in progress. This has also involved a review of TLR responsibilities with staff.

SLT decided on the format and process for support staff - this will be in place for September 2024.

Ofsted parent and staff view conducted.

### **Staff survey summary overview with actions:**

- Lots of feedback on loving working with the children and colleagues
- Positive feedback on teams and colleagues inc middle leaders
- 'Love my job and the people I work with'
- 'Love my role whichever class I am in I get to stretch my creative muscles in a different way every time'.

### **To focus on:**

- Increase communication
- Increase classroom resources
- Reduce staff shortages, streamline the daily staffing process and reduce staff movement
- Increase consistency between departments
- Regularly review workload esp in 4 week half term
- Offer more support for new staff
- Working closely with SEND Operations to onboard pupils to get us to our old PAN of 165. Capacity audit and PAN review booked with ECC. Current priority is to plan classes for September (reduce staff and pupil movement and to increase NOR).

## ***Staff Development***

- Weekly safeguarding training is in place for all staff including key items such as online safety, prevent and cyber bullying, sexual abuse and sexual violence awareness
- The Leadership Team have also had detailed training on attendance as an aspect of safeguarding. Sam has had specific training in this area and all staff have been trained on the legal requirements around attendance to school.
- **Fiona Cuthbertson** the Lead for Partnership Delivery – trained the leadership team on what early help services are around in West Essex to support families and what support is around for professionals.
- The Leadership team has also had Mental Health, CAMHs training. All also have access to the weekly Early Help Drop In - a space for a professionals to raise a case and get support from a team of experts that include Attendance Specialists, Attendance Compliance, Housing, benefits, drug and alcohol services, 0-19 services and others.
- Tracey Kiddell has begun the DFE Senior Mental Health Lead training course.
- Annie Thompson has completed National College training on Annual Reviews and has received some DSL supervision.
- Craig Bailey-White and Keily Tomlin are about to embark on a bespoke programme of mentoring from an experienced HOD from Oak View (Loughton).

- All staff recently experienced an inspirational talk from Alex Manners (neurodiversity) at our inset day. Feedback from the inset day was extremely positive with staff liking the blend of input (curriculum for teachers and LSAs, teambuilding for admin and premises) and being given time to complete their work.
- There continues to be an ongoing piece of work with Tracey Kiddell leading leaders and teachers in the development of the curriculum.
- There is an on-going programme of Essex Steps training for staff

### **Staff workload and wellbeing**

- Due to long term absence, the previously formed SWG has not been in a position to meet.
- To support wellbeing, an Upper School PPA room has opened. This will be a space for the HOD to get staff together in support of each other.
- Colleagues recently raised concern about their workload and wellbeing. In response to these concerns, we have offered staff the space to talk to Tracey about their concerns around curriculum developments, arranged for targeted support for those new to teaching with us and our Middle Leaders will relocate back into their departments so that they are close to their staff and pupils (as / when support is required).
- To support staff wellbeing, class groupings and staffing is being arranged now (and with staff).
- We are planning summer drinks now so that staff have the date and venue in their diaries (to ensure it happens). Staff are currently completing a poll on their preferred venue.
- To support staff with their workload and wellbeing, I am proposing a change to the school day from September 2024 (this will be tabled on the 20th March at the FGB meeting).
- To support both workload and wellbeing, JH ran a consultation for 9 days over a fortnight for teachers. There was mixed feedback so we have decided to park this for teachers - may revisit this next year as the initiative picks up more momentum in other schools.

The Headteacher told governors that the Business Manager had run a consultation with staff about teachers having 9 days in school out of 10- and 1-day PPA time at home. But there was not appetite for that at HFS&C.

### **Safeguarding**

- Local Authority safeguarding audit to due to take place in the summer term
- Annual filtering and monitoring review booked in for the summer term.
- Annie Thompson has been promoted to the role of Assistant Headteacher with responsibility for Safeguarding. She has become a Deputy Designated Safeguarding Lead. She has access to supervision with the view to be DSL for the school and college in September, 2024.
- As a school, we have increased our safeguarding of our pupils during the day by having leadership supervision each break and lunchtime and we have introduced staff wearing high-viz when on their duties (so everyone is very visible).

### **Behaviour and Attitudes to Learning in the Lower School by Kelly**

<b>Overall Attendance</b>	<b>Authorised Absence</b>	<b>Unauthorised Absence</b>
83.83%	13.17%	2.99%

Lower School welcomed two new pupils and they have successfully transitioned into Mulberry and Hazel Class. I have also worked with SEND Operations to arrange an assessment placement for a pupil who has joined Willow Class.



Across the department, whilst there are pockets of difficulties, overall behaviour is good. The decision to move one pupil from Beech to Dahl will mean that they will be supported with an approach to help them then reintegrate with other classes. One pupil who was previously suspended in the autumn term has made fantastic progress.

The Therapeutic Thinking team (previously known as Essex Steps) have been working hard to deliver high quality training. They have delivered half a step on program to new staff and step up for pupils who need extra support. In the future there will be a refresher for existing staff to share changes and updates. To help ensure consistency, we are also providing staff with weekly reminders and updates.

With regards to safeguarding, I attend all the child in need meetings for pupils in lower school, ensuring that all actions are followed up. Through this I am building professional relationships with social workers, CAYPS workers, CLDS and CAMHS. This has led to CAMHS offering termly meetings where they can offer support to us which we have welcomed.

I am working on the behaviour policy and am hoping to share this with Joel before Easter. Once I have his feedback, it will be shared with the rest of the tutors, senior leaders, governors, and staff.

### **Personal Development in the Lower School by Kelly**

I have been working with TiEGr and we are hosting a maths course for parents at the end of May/June. The hope of this is to give parents more confidence when introducing the basics of maths and find ways to include this in play and day to day activities.

I have worked with John to make adjustments and support the planning of the lower school early years outside areas. They look fantastic and will be a great resource to support learning for Hazel, Willow and Oak. To improve playtimes on the main playground for all, there is now a rota in place where each class have different days to bring out equipment such as bubbles, chalk and bikes.

I continue to mentor the ECT who is doing well, and I am being moderated as a mentor this week so I look forward to getting some feedback to improve my practice.

As the school continues to grow, I have been overseeing admissions for lower school pupils. This involves reading paperwork, deciding if the school can meet needs, showing parents round, visiting perspective pupils in schools and communicating with SEND operations and providing information for tribunals.

Misty the school PAT dog also visits weekly. This half term she has visited Lea, Blake and Hazel Class. Using some new lower school resources I have created a box full of sensory resources which is timetabled and shared between all the classes in lower school. The sensory circuits that I set up in the autumn term have needed some monitoring but the feedback from teachers is positive, so I am keen to keep this going.

To promote positive practice and improving teaching and learning, I have been carefully reading and reviewing all the annual reviews in lower school. By ensuring the targets are appropriate and the report correctly written, this should have a positive impact on progress. I have also been dropping in to the ten teachers/HLTAs in lower school weekly and providing informal feedback to them individually and SLT. I am also completing planning moderation for lower school across all subjects.

In support of the new curriculum, I am working with Craig and Annie to create a PSHE handbook. I have also collected parental and professional feedback on topics to help shape the topics for September.

Lastly, to support my own professional development, I sent out an anonymous survey to all lower school staff. The feedback has been so insightful and on the back of it I will be completing an action plan. I will share this fully with Linda. Twenty-one out of twenty-two either strongly agreed or agreed that I support staff well with managing behaviour.

**Behaviour and Attitudes to Learning in the Upper School by Craig**

Upper School pupils continue to be settled in school. Upper school has seen one new pupil start in Thames class and they are beginning to get use to their new environment and routine. The pupils are engaged in their learning in a wide range of subjects including three classes taking part in the MyHappyMind programme which focuses on the understanding of emotions. The pupils continue to enjoy the weekly assemblies including music assemblies. Behaviour continues to be good in Upper School although, like any school, there have been behavioural incidents involving a number of pupils within the department including pupils of Upper School age in Dahl Class. Within Upper School there has been no exclusions or incidents of bullying.

**Attendance as of 1<sup>st</sup> March 2024**

	<b>Attendance</b>	<b>Authorised Absence</b>	<b>Unauthorised Absence</b>
Upper School	87.49%	8.93%	3.58%

These figures show an increase in attendance and a decrease in unauthorised absence since the previous governor’s report.

**Personal Development in the Upper School by Craig**

The pupils in Upper School at Harlow Fields continue to learn about fundamental British Values through their PSHE lessons and an assembly. This term the British Value that has/will be focused on is Democracy. Within Upper School, British Values are also taught in routines and expectations such as voting within classes, voting for a class school council representative and pupils attending school council meetings with the ideas of their peers. To help the pupils and their healthy living, the classes in Upper School are continuing to complete the Daily Mile up to three times a week as well as receiving weekly PE lessons that have focused on Fundamental Movement, Object Manipulation, New Age Kurling and Boccia. Upper School continue to have weekly Food Technology lessons that have focused on recipes and cooking techniques.

The teachers continue to develop the pupils Spiritual, Moral, Social and Cultural (SMSC) development in a range of ways. Through RE, the pupils are learning about different religions including Buddhism and Hinduism. They continue to teach the pupils about what is right and wrong through the classroom rules and expectations. Upper School has now got a selection of playground equipment to use during break and lunch times with some of the pupils in Chelmer class being responsible for getting the equipment out. Upper School has also taken part in a selection of events including Now and Beyond Day which involved each class taking part in a meditation and yoga session as well as Number Day where a non-uniform day was held, and the literacy and communication session focused on number tasks. Regarding careers, Chelmer class will be having a visitor from ASDA to speak about career opportunities in the shopping sector. The Year 11’s will also have the opportunity to have a mock interview in the summer term with Annie and Elaine Stokes (career advisor). An Enterprise Day will be held in the summer term as part of the careers offer towards the Gatsby Benchmark. Finally, Craig is applying for funding for a summer term trip to a local indoor zoo which will include an animal handling experience as well as an animal handling experience in school.

**Behaviour and attitudes in the 6<sup>th</sup> form by Annie**

This term Sixth Form Teachers have closely monitored how well students approach their learning.

Teachers have communicated engagement in lessons and adapted learning to meet the pupil's interest levels to encourage independence and ensure students are meeting targets and levels.

Examples of this include:

- Hawk Class - In Maths Jose is using objects of interest to achieve objectives. He is breaking up sessions with counting yoga and hunt the sum activities to support students to re-engage in the sessions.
- Kestrel Class - Katie is maintaining focus in English by allowing a treat in Willy Wonka's glass elevator (sixth form lift)
- Eagle Class - Chris and team have active involvement in pupils' attainment by on the spot 1-1 marking in place. To celebrate and motivate students they are often sent to Annie to praise and re-read and mark work. This has been very positive, and we have seen an improvement in independent learning.

The learning and education is seeing all students across sixth form achieve. There have had issues and concerns about behaviours in Eagle class. Most of these have been caused by outside issues but have had an impact on attendance and student emotional regulation. The school has arranged the delivery of the curriculum and pulled forward the E-safety learning to support the issues and fully educate pupils about good and bad behaviours online.

The school has worked with families and pupils to ensure that pupils that are displaying challenging behaviours are still in attendance. They have put in place measures to ensure pupils are supported with behaviours in class and around the sixth form building. As some of these issues are coming from outside of college, they have also put more staff outside of the building daily to monitor morning routines.

Pupil voice and student council are supporting staff to know what the pupils want, and this has really supported the continued development with the curriculum. The learning walks have been valuable and seen staff motivated to share learning and outcomes.

There are currently three students who need an Essex Steps RRP. All three are under outside agencies who are supporting the concerns the school and parents have within the home and community. These three pupils do have low attendance, however 2 of them are due to health reasons including mental health and regular seizures.

	<b>Attendance</b>	<b>Authorised Absence</b>	<b>Unauthorised Absence</b>
6 <sup>th</sup> Form	83.13%	13.48%	3.38%

We have seen one student who was not attending due to mental health issues rejoin the 6<sup>th</sup> form and attend every day since January. We have also welcomed a year 11 student from the main building who will be attending activities with 6<sup>th</sup> form with the hope she will be full time with us from September 2024.

### **Personal Development in the 6<sup>th</sup> form by Annie**

SMSC is covered through ASDAN qualifications. This term pupils have been developing a range of personal and social skills that will enable them to become responsible and engaged members of society. They have worked with the Butterfly project on 'Into Youth Working' project which has seen our students learn the role ready to deliver to other schools next year. Fundamental British Values have been taught and celebrated this term through student council elections, RE curriculum, community visits to local Buddhist temple, Essex air ambulance, voting for carousel topic, class assemblies and special days and weeks including Now and Beyond festival for mental health and well-being week, Caring for each other celebration and workshop (valentines), Local have your say elections from Essex youth service, Goodman group, Number day and internal speakers.

Work experience and careers for KS5 has achieved 100% in the Gatsby benchmark in sections 2-10. The feedback the school received from the Careers moderator was exceptional and they are proud to announce that Jules and Annie have been asked to present their careers and work experience set up to other special schools in May at the career's convention.

Jules has 10 pupils out at work experience placements. All sixth form students have experienced several work placement trips and jobs this half term including Essex air ambulance, careers jobs fair in Harlow, 1-1 interviews by Karen Stephenson from HRC, Life as a shop assistant (Homebase, Smyths toys and Home Bargains trips)

The school have started year 14 observations from HRC in house. Students have also had interviews and visited the college twice this term to sample sessions and college life. The school have been supporting students to look at courses and colleges for the future and collectively all classes have completed application forms for work, college and to apply for their new canteen job roles after the half term break.

### **Quality of Education at HFS&C by Tracey**

#### ***Intent***

All pupils access a full, broad rich curriculum which is tailored to their specific needs and requirements. New PSHE initiatives include the upper school MyHappyMind programme funded by Essex County Council. The one-year online course enables pupils to learn about their brain, celebrate who they are, build their self-esteem, appreciate themselves and others, build relationships and talk about their dreams. Participating pupils complete baseline questionnaires, then a second questionnaire at the end of the programme to compare data. Tracey Kiddell is currently in training to become the Senior Mental Health Lead (DfE funded). The aim of the role is to develop, with others, a cross curricular approach to promote mental health and wellbeing. The lead aims to recognise the links between physical and mental health and work across the school to promote this. All lesson planning now clearly indicates which SMSC/British value is being taught within a specific lesson, as suggested by Ofsted. HODs will be able to target lesson drop-ins and observe BVs being incorporated within learning tasks.

#### ***Curriculum design, coverage and appropriateness***

The curriculum handbook has been drafted in consultation with staff, pupils and families. This will be presented to governors at the next curriculum meeting. Staff are currently writing subject handbooks which explain how subjects are taught across the whole school and college. Handbooks follow the same template and describe what a subject looks like at HFS&C, how that subject is evidenced/recorded and contains a curriculum overview. Staff are also writing an engagement handbook to explain the engagement model of learning. PMLD classes are working on their own curriculum overview to support teachers working within that department.

#### ***Implementation***

Teachers have undertaken assessments to review pupil progress and are working closely with parents, carers and associated professionals to target the next steps in learning and development. PLTs are now recorded directly onto the annual review documentation. Teachers have received training and acknowledge that the new process saves time and reduces workload. Teachers are working together to compile their own department pathways maps. The process has focused their thinking on the learning characteristics of learners, which approaches to learning are best suited to each group and the range of assessments to capture progress for each pathway.

### ***Curriculum delivery***

Teachers' curriculum planning is moderated to ensure that it incorporates the individual learning needs of each pupil. Subject knowledge and skills may be selected from earlier or later key stages in order to enable individual pupils to progress and demonstrate achievements. Planning takes account of the differences that may occur in the rate of progress for each pupil. Many pupils require aspects of their learning to be reinforced and repeated in different settings and contexts, in order to generalise their skills. Observations were undertaken during the autumn term and a quality of teaching report compiled. The recommendations will then be incorporated into the next round of observations which will focus on the intent, implementation and impact of curriculum delivery.

### ***Teaching (pedagogy)***

Teachers are striving to meet the learning needs of each pupil on an individual basis, identifying and developing strengths, priorities and specific learning requirements. Teachers ensure pupils acquire a range of skills which are directly related to the aims and priorities identified within their EHCPs. The skills are broken down into small achievable steps and are implemented within the context of the National Curriculum. The approach ensures that teaching is relevant, progressive and always promotes pupil progress.

All teachers/HLTAs are part of a subject group and are compiling a subject handbook as suggested by Ofsted. The handbooks will act as a guide to clearly define how different subject areas are delivered across the school and college. The next step to underpin the subject handbooks, is to devise the HFS&C levels of achievement within each subject area. The aim is to create our own assessment scheme which will list the skills required to achieve a specific level. The scheme will replace B-Squared and support teachers with specific learning objectives on which to base their lesson planning.

### ***Assessment***

To be collated and sent on Thursday 7<sup>th</sup> March.

### ***Impact***

To be collated and sent on Thursday 7<sup>th</sup> March.

### ***Attainment and progress (national tests and assessments)***

All formal examination entries have been made. There are only five Year 11 pupils this year and only 2 pupils are achieving at sufficient levels to take English or Maths exams. Sixth form has 12 student entries for English or Maths, but only for 3 students for ICT. This is due to a change in the Pearsons ICT examination syllabus which only focuses on higher achieving students. As there are no other suitable ICT examinations for our students, we have decided to assess our students in line with the previous Pearsons' accredited course and create the Harlow Fields ICT Levels of Achievement. All students passing the course will be awarded a HFS&C certificate.

### ***Reading***

Teachers are using daily Literacy and Communication sessions to focus on pupils' specific knowledge and skills for reading and communication. This includes daily phonics and reading tasks, implementing SaLT plans and creating a language rich environment which permeates all lessons throughout the day. Upper school are trialing a new reading intervention called Reading Revival, Toolkit 1 to support pupils who are struggling to access the phonic approach to learning.

### **Question A governor asked whether any progress has been made towards having age-appropriate books for phonics?**

A reading scheme has been sampled but it is about the cost. There are a lot of books online to read. One teacher has created her own book which has been laminated.

They are also trialling a programme for pupils with dyslexia who cannot learn through phonics.

### ***Destinations***

Current applications have been made to Harlow College, Epping Forest College (early application) and Herts Regional College. However, these applications will not be confirmed until offers are set and funding agreed. This usually happens after the Easter holidays.

## **10 Governing Body Monitoring, Development and Training**

A number of monitoring visits had been carried out by governors. The full reports will be shared on GovernorHub for information

- ***PMLD Visit 4 March 2024 – Linda Williams***

The focus of the visit was to discuss current curriculum developments and future planning to meet the needs of PMLD pupils and progress since November 2023. The staff members involved were Rebecca Willers and Megan Trigg.

- ***Upper School Visit March 6 2024 – Paula Violet, Simon Dewhurst and Chris Donno.***

The focus of the visit was to discuss the developing role of the Upper School Middle Manager and the progress with the new curriculum in the Upper School. The staff member involved was Chris Bayley-White

- ***Careers Guidance Visit 19 March 2024 – Paula Violet***

The focus of the visit was to discuss the progress and development of the careers programme using Gatsby 8 benchmark, a careers benchmarking system. The member of staff involved was Annie Thompson.

PV expressed thanks to those governors who had carried out governor visits. Staff welcome the visits, and it gives governors a good insight into the school and what is going on. She said that, as governors, they owe it to staff to show that they are interested in what they are doing and that they appreciate what they are doing.

PV told governors that it is important that everyone keeps their training up to date. The remote training with Tracey was good as it was a later start and so easier to attend.

A programme of governor training sessions being offered by Juniper had been shared on GovernorHub.

PV told governors that the school has a subscription for the training and governors should contact Sam to book on to a session.

## **11 Any other Business**

CD told governors that prior to the meeting, he had emailed all staff to ask them if they had any points that they wanted him to raise. He had received the following responses:

- Staff had reported that there had been a lot of clarity and updates on the curriculum, thanks to TK.
- Staff also feel that they need to continue to reduce the workload for staff.

PV told governors that the next item should remain **confidential at this stage**, and until it is shared with staff.

Governors had received a document outlining a proposal for:

- a) *Changes to the working day at HFS & C*
- b) *An additional training day*

**a) PROPOSAL to change the working day at HFS & C**

The Headteacher told governors that, as a school, they want to ensure that pupils are happy, safe, and are receiving an outstanding education so that they are in the best place to move on when they leave the school.

She reported that Harlow Fields School and College teachers and LSAs (ELSAs & HLTAs) spend roughly 3 to 3¾ more hours, pupil facing per week, than colleagues in other special schools.

The cost implications of that are quite significant and the current model presents the following challenges:

- Recruitment and retention issues (more wellbeing friendly offers elsewhere)
- Class teams (teachers and LSAs) spend very little time together planning for pupil needs each week (they get approximately 30 minutes together which is not sufficient for effective planning and preparation)
- Spikes in incidents of poor behaviour since our children and young people cannot concentrate for such prolonged periods
- Extremely limited time for on-going training in the areas of teaching, learning, medical, Essex Steps and safeguarding

There is non statutory guidance for the number of hours per week pupils should spend in mainstream schools, but it does not apply to special schools. She told governors that there is research to support the proposal. Studies suggest that there will be benefits for pupils, particularly autistic children, who find it difficult to concentrate in the classroom.

If the school day was shortened the benefits to the pupils would include:

- class based teams will have time to plan and prepare for lessons together
- resources can be prepared and created to meet individual pupil needs
- the environment can be enhanced with displays of pupil work and engaging stimulus for learning
- the school and college road will have less morning traffic because the primary at the top of the road and the secondary school will have begun their school day (so considerably reduced traffic). The foot flow generated by the other secondary school to our right will also be removed
- HFS&C children can be collected before siblings so less rushed for families at the end of the school day this will also ensure a later morning start for pupils in transport and our pupils will be back home earlier in pm (resulting in a shorter day which will be better for their welfare and wellbeing)

A number of special schools with shorter days have had outstanding judgements, which she hoped would give governors confidence that this will not affect outcomes.

The proposal is that the school adopt the same school day as Shorefields School which is run by the Chair of ESSET (Essex Special Schools Education Trust) This would be as follows:

<b>9.10-9.25</b>	<b>Pupils and young people arrive</b>
<b>9.30-10.30</b>	<b>Lessons</b>
<b>,10.30-11.00</b>	<b>Break</b>
<b>11.00-12.00</b>	<b>Lessons</b>
<b>12.00-12.45</b>	<b>Lunch *</b>
<b>12.45-1.30</b>	<b>Structured play and social time</b>
<b>1.30-2.50</b>	<b>Lessons</b>
<b>2.50-3.00</b>	<b>Pupils and young people depart</b>

The school would continue to operate a staggered start and finish to facilitate pupil safety and minimise congestion around the school site.

### The working week could look like this:

- Monday Safeguarding, Essex Steps and notices teams for all staff 8.50
- Tuesday HOD available to teachers 8.39 onwards
- Wednesday HOD available to teachers 8.30 onwards
- Thursday HOD available to teachers 8.30 onwards
- Friday good practice sg=haring (teachers & LSAs) 8.50 am on Teams
- Monday evening 3.40 – 4.40 teachers meeting

Middle of the day presents opportunities for well being activities for our pupils.

### Teams working together

- Monday - Friday 8.50 – 9.10am (all attend safeguarding and notices and good practice sharing TEAMS meeting together)
- Tuesday - Friday 3.00 – 3.40pm each day
- Class teams work their own systems of discretionary comfort breaks as/when required. This means no fixed LSA morning break as they currently are. (More detail: LSAs would gain 25mins per week, as instead of a 30min lunch break, they would now get 45mins, therefore gaining an extra 5mins per day, which is approximately £5.43 better off).

### On a Monday:

LSAs work until 4.10pm – club night/displays/resources as directed by the class teacher.

### Question A governor asked, in regard to the Structured Play and Social time, would this still be separated by class in classrooms with their normal teachers or would there be other things planned for this time?

Structured Play and Social Time is counted in the 1265 calculation. Full-time teachers employed under the School Teachers' Pay and Conditions Document (STPCD) must normally be available to perform any activities or tasks specified by their employer or headteacher for 1,265 hours across the school year on days they're required to be available for work. Therefore, teachers will be accountable for the activities that their class engages in. To support this, SLT have put together a (very provisional list) of structured activities to support teacher planning of this time. -The selected activities will be dependent on the needs of the individual pupils in each class. With the support of Heads of Department, there is lots of scope for classes to work together during this time - we have some excellent models so far egg: 6th form wellness activities and PMLD cross-class work. Preliminary conversations have occurred around how other classes could work together eg Thames and Lea. If we progress forward with the plan, I have no doubt that that will open up further collaborative planning and activities across classes. In response to the Student Council (Autumn) and Parent View (Spring) more structure been added to our current lunchtime, and we have introduced this being monitored by Leaders, daily. This will act as a good springboard to develop the structured play and social time in the proposal.

To support staff, SLT have put together a list of activities to support. This will be shared with staff if the proposal moves forward AND staff will also have the autonomy to contribute their own ideas / suggestions.

Music and cheerleading with pom poms Walk a mile a day Getting the adapted bikes out on the red playground Having playground monitors to lead placing equipment in/out Buddy bench Karaoke singing Creating a sensory play area with sand/water/foam undercover outside old Lea classroom	Music and dancing dress up Victorian games hopscotch, mulberry bush, goose, skipping, hoop, beanbags target games story corner Pokémon club card games board games
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<p>Storytelling circle with the big books  Follow my leader sensory circuit  Soundboard play  Musical instrument band  Bubble wrap pathway  Pretend animal hospital with soft toys  Big outdoor art projects  Clapping games  Orienteering and trail hunts  Reflexology  Shake you silly's  Sensory walk  Running activities  Sensory box activities  Parachute games  bubble games/balloon games  Ball games/Rounders</p>	<p>Darts  Tennis  Walk a mile a day  Mindfulness  Soft play  Gardening  basketball  bowling  bocca  mini trumpets  Simon says  musical statues  tag games  mud kitchen  home area  Circle recall games</p>	
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**Question A governor asked: I note the final lessons of the day are 20 minutes longer than the morning lessons. Have you any plans for keeping student's concentration high during these lessons?**

Pupils will have had lunch and structured play, and social time, so should be fully re-charged for afternoon learning. Teachers continue to have flexibility to plan lessons around pupil needs and targets so planning can be tailored accordingly. The longer session does allow for opportunities that take more time e.g: creative, collaborative, and off-site activities, where appropriate.

**Question A governor asked If I have read the bottom of page 6 correctly, does this mean The Bridge and Richard Cloudily (and maybe others?) have no morning break at all? On that basis, what is the rationale for keeping a morning break at Harlow Fields?**

This consultation is proposing that we adopt the same model as the named schools. From my understanding, lots of Special Schools did have the morning break for LSAs but have (over the last number of years) moved away from it. The proposal is that we do the same at Harlow Fields.

**Question A governor asked; the lunch break is 12.00 – 12.45 with Structured Play 12.45 – 1.30 This is 1.5 hours of time that has to be structured/ planned and organised.**

**1. Who will be responsible for planning this time?**

Teachers will be responsible with HODs having oversight of this.

**2. Who will be responsible for planning a Rota system to support the pupils during this time?**

Currently, TK is responsible for Operational day to day (Duties and rotas)

**3. Will there be sufficient resources to enable pupils to fill the time?**

Whilst the practice of a more structured approach to play is beginning now in lower and upper school (in the purchasing of some additional resources to support this), we will require further resources for this session. The approach is more established in The College which proves it works.

**4. Will it be difficult to get pupils back into “learning” mode after such a long break?**

See above

**PV asked for a show of hands, and the proposal to change the school day was approved unanimously.**

**b) PROPOSAL for an additional training day**

The Headteacher asked governors to consider adding an additional training day to the Staff Training and School Calendar.

This is because HFS&C have more training than mainstream schools including Essex Steps, Medical alongside Safeguarding, Teaching and Learning.

**Proposed Training days:**

- 2 September 2024
- 4 November 2024
- 29 November 2024
- 6 January 2025
- 2 June 2025
- 28 June 2025

**Other key dates would be:**

- 3 September (6<sup>th</sup> form induction) All other pupils at home
- 4 September (meet the tutor morning) 6<sup>th</sup> form working from home
- 20 September new pupil induction (all other pupils at home)
- Steps training 1.30pm – 3.30pm for all staff

**End of term dates and times**

- 20 December 2024
- 4 April 2025
- 22 July 2025
- 1.30pm – 3,30pm medical training for all staff

**Question A governor asked, there is a request for six training days, could the additional day/time be fitted into the training time available during the working week as suggested with Essex Steps?**

Our school and college have experienced challenges over the years in ensuring adequate time is available for classroom practice training. The model proposed does ensure that there is a significant amount of time devoted to teaching and learning training throughout the year.

**Question A governor asked, there are also additional days for pupils to be at home:**

3 <sup>rd</sup> September	All children all home except for 6 <sup>th</sup> Form
20 <sup>th</sup> September	All children at home for Starters Induction

**so, in addition to the 6 requested INSET Days some pupils will have 8 home days. As odd days arising this will be difficult for families to manage.**

I understand Governor concern. Whilst putting together the proposal one of the key drivers was to find (creatively) as much time as possible for staff to be best prepared for our children. This proposal does mirror other school calendars to some degree, but I accept Governor challenge that it is not ideal for our families. In light of this, I would like to propose a compromise that still allows colleagues essential time at the start of the academic year - to get it right: 3<sup>rd</sup> September (6<sup>th</sup> form induction, am). All other pupils at home. 4<sup>th</sup> September (meet the tutor morning). 6<sup>th</sup> form = working from home. 20<sup>th</sup> September - normal school day. We can (internally) stagger our new intakes into school and college.

**Question A governor asked about the reduction in teaching time. The proposal is in line with statutory guidance and in line with many of our counterparts in special educational needs schools (including some who have recently been in receipt of an outstanding Ofsted judgement).**

The proposed model is the one that the Chair of ESSET runs in her school (Shorefields).

The system we currently have in place at Harlow Fields is not working since the quality of teaching is not where we would want it. It is not fit for purpose as we onboard unqualified and mainstream teachers (who require training). It is also not fit for purpose for established teachers as they cannot plan with their teams as LSAs currently arrive and depart at the same time as the pupils (except for Tuesday's when they stay for an additional 30 minutes). However, when staff have had a brief meeting covering key notices including regular safeguarding training - most of the 30 minutes have been used up resulting in little to no co-planning time available within teams. Colleagues do need time to plan and prepare for lessons with the LSAs. We all know there is a huge element of discretionary effort in the world of education but this cannot be relied upon solely.

**Question A governor asked about the well being/ play time?**

See above

**Question A governor asked about the impact on parents at a time when resources to parents with SEND pupils appears to be reduced?**

See above, plus there will be 'other' positive impacts such as their children will have more clubs to enjoy, the quality of classroom experience will increase and we are exploring the possibility of a wraparound club to support families. This proposal will also support families who have siblings in other schools since the proposed start times / end times will not clash and Tendering Road will be less congested due to the traffic and foot-flow created by: SFG, St Mark's and St Luke's. Families who use transport will also benefit because their child will have a shorter day (depending on where the children live, they could be picked up after 7am and arrive back home at 5pm).

**A governor asked, given that staff will now have more planning, preparation and assessment time will this be counted as PPA time. This would save money too.**

This proposal has been put together to optimise on planning, preparation and (where appropriate / possible) training sessions. The key principle behind the proposal is to bring class teams together (daily) so that they are planning, prepping and ensuring they are best placed to provide an excellent education to our children.

**PV asked for a show of hands, and the proposal for an additional training day was approved unanimously.**

**12 Date of the Next Meeting**

The date of the next Full Governors meeting is:

**Wednesday 3 July 2024 at 5.30pm**

There being no further business, the meeting closed at 7.30pm.

**Summary of agreed actions**

<b>Date</b>	<b>Summary of action</b>	<b>To be actioned by</b>	<b>Status of action</b>
28 Feb 24	Recommend approval of virements	FGB agenda	Actioned
20 Mar 24	Governors to complete declarations on GovernorHub	All gov's	