

## HUNSLET CARR PRIMARY SCHOOL JOINT REVIEW GROUP

Minutes of the meeting held on Monday 26 November 2018 at 4.00pm.

**PRESENT:** Kevin Birkin (Chair) Martin Lumb (Headteacher)  
Clare Krasinski Amy Paoli

**IN ATTENDANCE:** Liz Thornton - Clerk, Governor Support Service  
Jackie Reid - School Improvement Advisor  
Elisa Whitfield – Assistant Headteacher KS1  
Jon Hairsine – National Lead for Governance (Observer)

		<b>ACTION</b>
<b>1.00</b>	<b>WELCOME BY THE CHAIR</b>	
1.01	The Chair welcomed everyone to the meeting.	
1.02	Apologies were received and accepted from Claire Burgess.	
<b>2.00</b>	<b>MINUTES OF THE LAST MEETING AND MATTERS ARISING</b>	
2.01	<b>Resolved:</b> <ul style="list-style-type: none"><li>• that the minutes of the meeting held on 8 October 2018 were agreed as a correct record and that the Chair be authorised to sign them.</li></ul>	
2.02	<u>Matters arising</u> <i>Item 4.03.3:</i> The Headteacher reported that he had spoken to Donna Bedlow.  <i>Item 4.03.4:</i> The Headteacher reported that no questions had been received from governors on his report on actions since the first meeting of the JRG.  There were no further matters arising.	
<b>3.00</b>	<b>PRESENTATION ON THE CHANGES TO THE TEACHING OF READING AND WRITING</b>	
3.01	Elisa Whitfield presented a comprehensive update on the changes made to the teaching of reading and writing since the Ofsted Inspection in March 2018. The key points highlighted were: <ul style="list-style-type: none"><li>• Review of the current reading and writing practice.</li><li>• Learning from a visit to a primary school in London with a similar deprivation level as Hunslet Carr Primary where reading and writing outcomes were above 90%.</li><li>• Development of action plans, re-organisation of the existing schemes, drafting clarity documents and delivery of inset training.</li><li>• Monitoring the impact of the new scheme and monitoring progress.</li></ul>	

3.02 The Chair thanked Elisa for her detailed presentation and asked for more information about the outcomes from the initial monitoring of the new scheme.

The Headteacher explained that the new scheme had been launched in September 2018 supported by two days inset training for teachers and teaching assistants at the beginning of the Autumn Term.

Monitoring had taken place through the programme of Learning Walks in October 2018 which had shown that the majority of teaching of reading and writing was good, two members of staff had been assessed as requiring improvement. Clear feedback had been given to these individuals and a plan developed to enable the required improvements to be made.

Elisa Whitfield informed governors that Steve Dawson, School Improvement Consultant had also recently visited the school and reviewed the books and learning journals for children in Years 5 and 6 and noted that the scheme was having a positive impact, the learning behaviour demonstrated by all the children was excellent and the children engaged well in the tasks set in relation to reading and writing. Governors noted that more detailed feedback from Steve Dawson's visit was included in the report from the School Improvement Advisor which had been shared with governors in advance of the meeting.

In response to a question from a governor the Headteacher explained that the learning journals contained work produced by the children which were scrutinised by teachers to identify gaps in learning.

The Headteacher also reported that the plan was to introduce termly tests for reading which would also strengthen the monitoring regime and enable the children to be more prepared for the key stage tests.

The Chair welcomed the update and noted the positive progress but asked when hard data on outcomes would be available.

The Headteacher reported that a data analysis report would be available on Friday 30 November 2018 and he would share the report with members of the JRG. Questions on the report would be welcome via e-mail following circulation.

Headteacher/  
Governors

#### 4.00 **EXTERNAL SUPPORT AND COMMENTS**

##### *Paul Carlisle Restorative Practice*

4.01 The Headteacher referred to the report from Faye Pashby which had been circulated in advance of the meeting. He reminded governors that 4% (15) of the children in school had significant needs and it was clear that the current behaviour policy did not address their needs.

4.02 The Headteacher informed governors that between September and November 2018 all staff had taken part in three training sessions based on restorative practice, facilitated by Paul Carlisle to help address this.

4.03 The Headteacher explained that the aim of the Restorative Practice CPD sessions was to strengthen links of a potential framework to help validate, challenge and unify the thinking, language and practice used to build the climate for learning, schools seek to create. The Headteacher reported that all staff were positively engaged and Paul Carlisle was pleased to see how staff had developed their thinking and practice over the three sessions - some moving from punitive (Doing TO and FOR controlling mindset) to one of possibilities and 'create WITH.' In particular the lunchtime staff in particular had embraced the practice of Circle and building social connection with significant positive impact on their relationships with pupils. He added that Leaders were also modelling Restorative principles in their day-to-day practice with staff -encouraging open and transparent dialogue to ensure the quality of the climate for learning continues to develop and serve the learning community.

4.04 A governor asked what evidence was available to provide assurance that restorative practice initiatives were making a difference.

The Headteacher said that he believed that there was significant evidence across the school which showed that the introduction of restorative practice had had a positive impact and significant improvements had been made. He added that the school appeared to be a much calmer place for staff to work and the children to learn.

4.05 Jon Hairsine asked if restorative practice had been included in staff objectives, in job specifications when recruiting new staff and whether the school's behaviour policy had been updated.

The Headteacher confirmed that restorative practice would be included and measured in staff performance against their objectives. The Behaviour Policy would be updated to ensure that the language within it reflected the introduction of restorative practice.

The Headteacher thanked Jon for the suggestion that job specifications should make reference to the school's use of restorative practice and he would consider this when drafting specifications for future recruitment exercises.

Jackie Reid asked if there was any evidence in terms of pupil voice which could demonstrate any improvements in behaviour.

The Headteacher advised that this would be drawn out in future Learning Walks and he would be able to present evidence at the next JRG meeting.

**Headteacher**

4.06 The Headteacher reminded governors that since the Ofsted inspection the school had changed its approach to inclusion and all interventions had ceased apart from those related to phonics. In the past 35-45% of children in each year group had been identified as SEND but it had been suggested that in fact a more accurate figure was 15-20% and the remaining children were in fact low attainers. Now most children were taught in class with only four children currently in the nurture provision.

Governors agreed that this was a significant culture change for staff and for governors and there would be some resistance to this change.

In response to a question from the Chair the Headteacher said that consistency in employing restorative practice techniques would be monitored during learning walks and observations made during school time by the Senior Leadership Team.

4.07 Update from Steve Dawson (Reading)

Jackie Reid informed governors that Steve Dawson had taken part in the Teaching and Learning Review and his feedback was covered in Item 3 in these minutes and in the feedback report from the Teaching and Learning Review item 4.08.

4.08 School's Teaching and Learning Review

Jackie advised governors there was nothing she wanted to add to the NOVAC review report which had been circulated in advance of the meeting and she remained confident the school would improve with the new leadership arrangements now in place.

Governors discussed the progress and significant improvements made to early years since the beginning of the Autumn Term and noted the very positive comments made in relation to the improvements put in place by the new Early Years Leader.

A governor asked how teaching assistants had responded to the change from delivering interventions for specific children to working in a more integrated environment in the classroom.

Overall the change had been viewed as positive. The Headteacher informed governors that daily meetings took place between teachers and support staff to discuss the children's progress and understanding in lessons. These meetings were led by the former interventions manager who works alongside the SENCO.

Performance management targets had been sent for all support staff and review meetings scheduled before the end of term.

Jackie Reid provided more information about the audit of support staff deployment, an initial report would be made available to the Senior Leadership Team.

The Chair reported that he had taken part in the complete Teaching and Learning Review process and had found it very useful to be involved in triangulation activities and staff discussions. It would be useful for other governors to attend monitoring / triangulation activities in school.

**5.00 SCHOOL IMPROVEMENT PLAN**

5.01 The Headteacher explained the plan was based on the six areas for improvement outlined in the report from Ofsted, and also contained the actions outlined in the SEF.

Governors agreed that these matters had been addressed in the discussions under Items 3 and 4 on the agenda for this meeting.

It was agreed that a presentation on the teaching of maths would be made at the next meeting of the JRG on 4 February 2019.

Headteacher

**6.00 STAFFING ISSUES**

6.01 The Headteacher drew governor's attention to the detailed staffing report had been circulated in advance of the meeting.

Governors were disappointed to see that a number of staff had resigned this term some with immediate effect.

The Headteacher provided assurance that staff had resigned for a variety of reasons but none were the result of anything that had occurred in the school.

Governors were particularly sorry to see that Faye Pashby, Deputy Headteacher had resigned and would leave at the end of term.

The Headteacher informed governors that Faye was moving to a school which was part of a multi academy trust which could offer more potential for career development.

The Chair informed governors that the Resources Committee had discussed the recruitment process for a new Deputy Headteacher and discussed the options open to the school.

The Chair reported that it had been agreed that a Personal Assistant to the Senior Leadership Team should be recruited rather than a new Deputy Headteacher.

The Headteacher explained how some of the Deputy Headteacher's current duties would be redistributed if a Personal Assistant was recruited.

Jon Hairsine suggested that the school may wish to consider recruiting a School Business Manager at some point in the future.

**7.00 BEHAVIOUR**

7.01 A behaviour report for October 2018 had been circulated in advance of the meeting and was noted.

7.02 The Headteacher reported that two children were on the point of being excluded from the school; one child in Year1 and one child in Year 6. The Headteacher explained some of the detail behind each case. Governors agreed that it would be appropriate for an exclusion panel to be convened for governors to ensure correct procedures were followed if exclusion was the next step for both these children. The Chair agreed to contact all governors by e-mail to seek volunteers to join the exclusion panel.

Chair

Jackie Reid suggested that the Local Authority Exclusion Advisor should be contacted to see if any further advice and help was available to the school and she agreed to make contact and report back to the school.

Jackie Reid

**8.00 ANY OTHER BUSINESS**

8.01 There was no other business raised.

**9.00 DATES OF NEXT MEETING**

9.01 The next meeting would take place on Monday 4 February 2018 at 4.00pm.

The meeting closed at 6.00 pm.