

HUNSLET CARR PRIMARY SCHOOL JOINT REVIEW GROUP

Minutes of the meeting held on Wednesday 11 July 2018 at 4.00 p.m.

PRESENT Claire Burgess (Chair) Martin Lumb (Head)
Clare Krasinski

IN ATTENDANCE: Karen Clay – Clerk, Governor Support Service
Jackie Reid – School Improvement Advisor

1.00	WELCOME BY THE CHAIR	ACTION
1.01	The Chair welcomed everyone to the meeting and introductions were made.	
1.02	Apologies had been received from Martyn Stenton- Chair of Pupil Support Committee, Kevin Birkin- Chair of Resources Committee and Faye Pashby- Deputy Headteacher. The Chair thanked Faye for sending data requested by governors ahead of the meeting.	
2.00	AGREE TERMS OF REFERENCE FOR THE JOINT REVIEW GROUP	
2.01	The Chair explained that the terms of reference and the membership of the Joint Review Group (JRG) needed to be formally approved by the full governing body.	
2.02	The Chair informed governors that she had e mailed all governors to explain the remit and purpose of the JRG and requested comments from governors. No responses had been received.	
2.03	It was agreed that approval of setting up the JRG, agreement of membership and approval of the recommended Terms of reference would be an agenda item for the next full governing body meeting.	Chair
2.04	The Chair had sent governors model terms of reference for a JRG prior to the meeting and she invited questions or comments.	
2.05	It was agreed that Jackie Reid would not need to Chair the JRG and would, therefore, not become an Associate Member of the governing body. Reference to this should, consequently, be removed from the terms of reference.	
2.06	It was noted that the JRG would replace the Teaching and Learning committee rather than work alongside it. This should be made clear within the terms of reference.	
2.07	It was confirmed that, subject to the above amendments, governors would recommend the terms of reference to the full governing body for approval.	
2.08	The Chair agreed to make the necessary amendments and circulate the terms of reference to governors before the full governing body meeting.	Chair

3.00 UPDATE ON ACTIONS TAKEN TOWARDS OFSTED AREAS FOR IMPROVEMENT

3.01 Strategic School Improvement

3.01.1 The Head informed governors that he and the Chair had requested a new School Improvement Advisor (SIA) for the school in order to gain fresh perspective of the school. Jackie Reid had, therefore, been assigned as the new SIA for the school.

3.01.2 Jackie had attended school today to meet with the Head and Assistant Head to ascertain the school's strengths and areas for development.

3.02 Behaviour

3.02.1 The Head explained that although Behaviour had not been an area for improvement within the Ofsted report it had been an issue on the day of the inspection and was a concern for the school.

3.02.2 A behaviour group had met on 5 June 2018 with representatives from the Local Authority SENIT team, Healthy Schools, the Area Inclusion Partner and a representative from REACH. The group had discussed the current provision and had formulated four working groups to improve the following areas:

- Children's perception of Behaviour in school;
- Parent's perception of Behaviour in school;
- Teachers confidence and moral around Behaviour in school;
- A review of the curriculum to ensure it promotes Social, Emotional Mental Health, Wellbeing and good behaviour.

3.02.3 It was noted that each of the above areas had a Chair and a working group who would meet every term in the new academic year to review actions and impact of work.

3.02.4 The Head reported that there were five referrals with REACH and it was hoped that these children would start at the provision from September.

3.03 English – Reading and Writing

3.03.1 Governors were reminded that a strategic decision had been made to have two Assistant Headteachers in school to lead on English.

3.03.2 Steve Dawson had worked with the school to undertake an audit of the quality of Reading in school. The audit had included a review of the books, book areas and teaching of Reading.

3.03.3 It was noted that the Head and Deputy Head had undertaken an audit of Writing in school.

3.03.4 The Head informed governors that Reading and Writing Action Plans were now in place. The next steps for the school would be to ensure there was clarity in documents to inform staff of the expectations at Hunslet Carr. This would then inform staff training in September to ensure that there was consistency in teaching across the whole school.

3.03.5 The Head assured governors that Steve Dawson had been positive during his audit as there were areas of good practice across the school, and he had commented on the children's good attitudes towards Reading and towards each other.

3.04 Staffing

3.04.1 Governors were reminded that the governing body had decided that the school needed to change the Early Years leader due to significant underperformance.

The school had successfully appointed a new experienced Early Years Leader on Friday 6 July who was available to start at the school in September. It was noted that all three candidates for the post had been good.

The Chair informed governors that the successful candidate had given an outstanding lesson, had been good on the area of feedback and all the children had liked her.

3.04.2 The Head told governors that the school had interviewed unsuccessfully for the third time for the Year Four teaching post. The Head would, therefore, look at current teachers in school to ascertain if anyone could teach in this year group from September. The Head stressed the need for strength in teaching in Years Three and Four.

Governors discussed the possible options including using part time job share teachers in this Year Group. The Head stressed that the school needed to avoid using supply teachers if possible. It was noted that there were some strong Higher Level Teaching Assistants at the school however using these members of staff to cover classes would cause a gap in their current area of work.

Q/A. In response to a governor's question the Head confirmed that the Year Four teaching post would be re-advertised in September with a hope that someone could be recruited to start from October half term.

3.05 Monitoring and Scrutiny

3.05.1 The Head informed governors that the school was maintaining its vision and ethos to develop staff members, but it was increasing scrutiny to ensure that the Self Evaluation Form (SEF) and the School Improvement Plan (SIP) were accurate.

The Head explained that this included more learning walks and drop ins to classrooms. Teachers were also submitting planning to the Assistant Headteachers and discussions on areas to improve on planning were taking place when necessary. It was noted that 'book look' had been changed to ensure that 50% of books were scrutinised.

3.05.2 It was reported that work had been taking place to ensure there was a stronger baselining system in place in Early Years and support was being gained from the Local Authority Early Years team on this. The Head assured governors that the new system would be ready for September.

- 3.05.3 It was reported that representatives from the Early Years team were working with the school to watch staff members doing observations of children to ensure that judgements on age and stage were accurate and to help improve consistency in Teaching Assistants.
- 3.05.4 Q. A governor asked what support was in place for the Assistant Headteachers in conducting their monitoring and how their work was quality assured.
A. The Head told governors that Assistant Headteachers met with the Deputy Head fortnightly. One Assistant Head, who required more support, was meeting with the Deputy Head weekly. The Deputy Head checked their ability to monitor work in all phases, for example she would look at planning and ask what advice had been given. The Head stressed that all the Assistant Headteachers had good subject knowledge, but some coaching may be needed in how to deliver hard messages.
- 3.05.6 Jackie Reid stated that if teachers were fully involved in the triangulation process they would not need hard messages, but the Assistant Heads would simply need to ask questions. Jackie agreed that coaching lessons would be of benefit to the Assistant Headteachers.
- 3.05.7 Q. Governors asked if the two Assistant Headteachers had capacity to lead on Reading and Writing to a high standard alongside their other responsibilities.
A. The Head informed governors that, in order to ensure that the Assistant Heads has capacity, one would no longer be lead for PE and the other would no longer be lead for Behaviour.
- 3.05.8 Q. A governor raised concerns that the Assistant Heads had not been secure in their knowledge of the data when governors had spoken to them. Governors asked if they understood the whole picture of the school and knew how to challenge against this.
A. The Head assured governors that the Assistant Heads would be receiving coaching on analysing data. He reminded governors that this coaching had been given to the Maths Lead previously and it had worked well.
- 3.05.9 Q. Governors asked if the action plans lined up with the school's data.
A. The Head confirmed that they did and it was possible to see the impact of the action plans in this year's end of year data.
- 3.05.10 The Head told governors that the Assistant Heads were excellent practioners who were able to train others and model best practice and that staff members engaged well with them. They now needed coaching to help them to be able to explain the data and work at a more strategic level.

- 3.06 Governors requested the following for future JRG meetings:
- Maths Action Plan
 - Writing and Reading Action Plans
 - English Leads to present to governors and be challenged by governors to help with their own professional development
 - An update on Early Years.

It was noted that although Behaviour was important and it sat alongside the Post Ofsted Action Plan this should be discussed in another forum as the JRG should focus on Reading, Writing and Leadership and Management.

- 3.07 Jackie Reid informed governors that she had discussed the SEF Summary Document with the Head during her visit to school and she noted that the section for Early Years needed to be more specific. She told governors that this would be developed with the newly appointed Early Years Leader. She reminded governors that an action plan for Early Years was needed and that the Ofsted Report had been very specific regarding areas for improvement in Early Years.

3.08 Profile of Teaching Across the School

- 3.08.1 Governors thanked the Head for providing an overview of the teaching profile across the school prior to the meeting.

- 3.08.2 The Head highlighted that there was less 'outstanding teaching' seen during the Summer monitoring. The Head explained that there had been a four week period of lesson observations and it had been clear that the children were receiving some very good lessons, but few had been considered as outstanding consistently during this period.

- 3.08.3 It was noted that joint moderation of judgements had taken place by the Leadership Team.

- 3.08.4 It was highlighted that teaching in Year Four was an area for concern. One of these teachers would be leaving the school at the end of the summer term and the other would not be teaching full time in September.

- 3.08.5 Jackie Reid noted that areas of teaching relating to 'the whole child' were a particular strength of the school.

- 3.08.6 Q. Jackie asked if subject knowledge was an issue for the school.
A. The Head assured governors that subject knowledge was sound, but he explained that the school had been using an old reading scheme and an out of date way of teaching reading. Some teachers had struggled with how to change the teaching of reading. It was stressed, however, that training had helped to improve this. It was also noted that training was needed on the 'Talk for Writing' process.

- 3.08.7 The Head informed governors that staff training would be a priority for the school in September ahead of the Local Authority's Teaching and Learning Review. The Head stressed that clarity would be given on how to teach Reading and Writing. New teachers would also need training on 'Maths No Problem'.
- 3.08.8 The Head asked for advice on how to ensure that all staff did not feel overwhelmed during the first term whilst the school ensured that they were brought up to speed quickly, were being monitored rigorously and peer challenges were taking place. The Head stressed that staff members needed to feel supported through this time of change.
- Claire Kransinski stated that from her professional experience there needed to be a balance of early CPD and early monitoring. She suggested that lots of monitoring took place within the first four weeks of term to ensure that training could be bespoke for teachers. She also suggested that support could be given from joint planning with leaders in school, then pre-arranged observations could take place feedback given. It was stressed that triangulation of evidence was needed alongside a coaching approach.
- 3.08.9 It was noted that the school would be receiving external support from an advisor on Reading and that this would add an extra layer of external monitoring and support.
- 3.08.9 Governors stressed that regular monitoring was needed to ensure that gaps, areas for development and additional training were identified.
- 3.08.10 Jackie Reid suggested that the school use a chunking approach so that staff members could support each other. Jackie stressed that all staff members needed to have an open approach so that the school could ensure consistency. She also stressed the importance of sharing best practice in school and suggested that all staff members could be given a regular and consistent time to be able to watch other members of staff.
- 3.08.11 Jackie stressed the need for rigour at this time for the school as the school needed to make rapid improvements. She noted that, although it would be intensive for staff members, workloads could become easier if staff were well supported.
- 3.08.12 Q. A governor asked if there were going to be any adaptations to 'Talk for Writing' now that the school had reached the end of the initial implementation period for this scheme.
A. The Head told governors that he was happy with the delivery of the scheme, but teachers would be planning lessons using the Smart Notebook as he had seen this good practice at another school and it would reduce teacher's workload. It was noted that planning would be checked by the Assistant Headteachers for rigour. The Head also informed governors that the school would be revising the final stage of the programme to allow children to do the 'Invent' section then be given time to edit and extend their work before doing the 'Hot Topic' the week after.
Governors agreed that this would allow children to be more independent by editing their work.

3.08.13 The Head informed governors that the school would be introducing free writing as the school currently determined the style of writing for all of the children's work. In the forthcoming academic year children would be given a stimulus then would be able to write whatever they wanted in a genre of their own choice.

3.08.14 The Head also reported that the school would be ensuring that texts in classes were appropriate for each year group as inconsistencies had been identified during the recent audit. It was noted that texts should become gradually harder through each year group.

4.00 BRIEF OVERVIEW OF EARLY INDICATIONS FOR ALL STATUTORY ASSESSMENTS

4.01 Governors thanked the Head for providing Headline Data prior to the meeting.

4.02 The Head reminded governors that this year was a stepping stone for the school. Although he would have liked higher results the school was moving in the right direction.

4.03 Early Years

- 56% of children had achieved a Good Level of Development (GLD).

This was a 4% increase from last year. The Head stated that this was due to good teaching despite their being lots of issues in Early Years this year.

4.04 Phonics

- 87% of Year One children had met the expected standard for the Phonics screening.

This was an increase from the previous year. The Head reported that he was also happy with the result for the Year Two re-takes. He stated that this improvement was due to consistent teaching from Early Years into Year One and the interventions that had taken place this year.

4.05 Key Stage One

Governors were reminded that Year Two data was teacher assessed informed from the test. The Head informed governors that data for Year Two was lower than last year, but he reminded them that the cohort last year had been better.

The Head noted that the school's Key Stage One data was higher than the early indicator for Leeds and was approximately in line with National. He also reminded governors that only 52% of this cohort had achieved GLD at the end of Reception so these results showed good progress was being made.

4.06 Q Governors asked for the figure of the percentage of children working at Age Related Expectations (ARE) for Reading, Writing and Maths combined to be re-calculated as it was incorrect on the data sheet.

A. The Head agreed to speak to the Deputy Head about this prior to the full governing body meeting.

HT

4.07 Jackie Reid commented that Key Stage One data presented a good picture against the National data and she stressed that the school needed to ensure that this continued throughout school now.

4.08 The Head informed governors that the current Year Four cohort had the best Key Stage Two data that the school had seen, but they were currently showing the lowest data across the school so this was an area of concern for the school.

4.09 End of Key Stage Two data for Working at National Expectations or above was highlighted as follows:

- Reading 56% (8% Greater Depth)
- Writing 65% (2% Greater Depth)
- Maths 57% (15% Greater Depth)

The Head told governors that unfortunately not all the same children had achieved in all three areas so the combined score was disappointing at 48%.

4.10 The Head told governors that it was hoped that next year's combined result would be better as there were approximately 75% of children on track to meet the expected standard and these were mainly in the middle of the Venn diagram so they should meet the standard in all three areas.

4.11 Jackie Reid reminded governors of the importance of knowing the narrative behind the results.
The Chair informed Jackie that Ofsted had been unwilling to listen to the narrative behind last year's results during the inspection.

4.12 Q. A governor asked if the Head had access to a Value Added Calculator.
A. The Head said that he had received a calculator from Ian Stokes today and that he would use to give a predicted Value Added score.

4.13 Jackie Reid highlighted that children with Special Educational Needs and Disabilities (SEND) had done well and it was clear that they had made good progress.

4.14 The Chair stated that the Average Point Scores were all above 100 this year which was good. Jackie agreed and commented that this indicated good progress scores.

5.00 EXTERNAL SUPPORT

5.01 Verbal Update from Jackie Reid

5.01.1 Jackie informed governors that she had had a productive afternoon at the school today. She had been triangulating evidence by looking at books, conducting a learning walk and discussing matters with the Leadership Team.

- 5.01.2 Jackie told governors that Leadership Team showed clarity and an understanding of what the school needed to do. She appreciated that Ofsted had inspected the school at a difficult time both practically and during a time when there were some staffing issues that were causing negativity in school. The Leadership Team had accepted the judgement and were focused on moving the school forwards rapidly.
- 5.01.3 Jackie commented that the Ofsted report had highlighted a need for more extended writing and developing the children as independent authors. She told governors that teacher scaffolding may have affected the inspector's ability to see progress in books.
- 5.01.4 Jackie stated that her main work as the school's SIA would be to ensure that the work in school matched the priorities as outlined on the JRG agenda. She told governors that documents to be presented to the governing board needed to be more focused so that impact could be seen clearly. Action plans could lie behind the School Improvement Plan and operational issues and explanations should be removed from the School Improvement Plan strategic document. She stressed that this document needed to evidence impact so that governors could ensure that children, and the school, were making progress. She would work with the Leadership Team to develop clearer documents.
- 5.01.5 She explained that the school needed to ensure that conversations in pupil progress meetings were on an academic level rather than personal to the children as the school needed to strongly focus on moving children's learning and achievement forwards. She stressed that the school needed to be aiming for approximately 70 – 75% of children working at Are Related Expectations and that pupil progress meetings needed to clearly focus on those children not at this level.
- 5.01.6 Jackie told governors that what she had seen operationally in school toady had been good and the children were all happy. She had seen progression through classes and good systems in classrooms, but the school needed to ensure consistency in all classrooms from September.
- 5.01.7 The Chair stated that in subsequent JRG meetings the committee would be asking about the impact of work in school against each priority. Governors would require figures, impact and feedback at meetings. The Chair asked for the revised School Improvement Plan to be issued to governors prior to the first JRG meeting of the new academic year and stressed that this should include clear milestones and measurable key performance indicators.
- 5.01.8 The Head told governors that he appreciated the support from Jackie in helping to make the School Improvement Plan more succinct. Jackie stated that the Self Evaluation Form (SEF) and the School Improvement Plan would emerge together. Jackie agreed to send some examples of simple proformas for SEFs to the Head for him to consider.

JR

5.02 NOVAC from Steve Dawson

5.02.1 Governors thanked the Head for circulating the NOVACs prior to the meeting.

5.02.2 The Head informed governors that Steve had sent an e mail commenting on the good behaviour of the children and praising the school's ethos, but this had not been seen in the NOVAC which was very focused solely on the work undertaken and recommendations. Jackie Reid told the Head to print the e mails and keep them with the NOVACs as evidence of an external point of view of the school as a whole.

5.02.3 Q. Governors asked if Steve would continue to work with the school during the next term.
A. The Head informed governors that Steve would be coming into school during the Summer Holidays to streamline the books in school and set up book corners. He would also be delivering staff training in September on Inference.

5.03 Anne Fell's NOVAC

5.03.1 Copies of Anne Fell, Senior School Improvement Advisor's, NOVAC had been received by governors prior to the meeting. The Chair confirmed that it was an accurate reflection of discussions held.

5.04 Early Years Moderation Report

5.04.1 The Chair stated that she was happy with the moderation report and the outcome had been agreed.

5.04.2 It was noted that work with the Early Years team since the moderation visit had been useful.

Q. Governors asked if NOVACs from these visits would be produced and if they would be working with new staff members in September.

A. The Head agreed to ask her for a NOVAC and confirmed that she would be working with the school in the Autumn term.

5.05 Key Stage Two Moderation

5.05.1 The Head stated that the moderator had been impressed with children's books but this was not explicit in the report. Jackie Reid agreed to speak to the moderator to ask for this to be included in the NOVAC.

5.05.2 The Head also told governors that good professional discussions had taken place so the moderation had been useful for both parties involved.

5.05.3 Q. Governors asked if there was anyone in school who may be interested in being a moderator.

A. The Head agreed to ask staff members. He informed governors that one of the Year Five teachers had been a moderator for another Authority previously so they had undertaken some moderation work in school prior to the moderation visit to ensure that staff members were well prepared.

Jackie Reid reminded governors that the school needed to have capacity in school to enable staff members to be out of school if they were moderating other schools.

HT

6.00 ANY OTHER BUSINESS

6.01 Jackie Reid commented that she had been pleased with what she had seen during her visit and that there was positive work taking place so she could see where the school was heading. She thanked the Head for his time.

7.00 DATE OF NEXT MEETING

7.01 Monday 8 October 2018 at 4pm
Monday 26 November 2018 at 4pm

7.02 Agendas for the JRG should remain the same as the one for this meeting, but should also include feedback on the four school priorities.

7.03 It was agreed that English Leaders would be asked to present to the JRG at the November meeting. They would be asked to speak about the impact of training, data and triangulation.

The meeting closed at 5.20pm