



- 2.06 Two training days had been delivered in September and Teaching Assistant (TAs) had also attended these sessions.
- 2.07 The lesson structure was explained to governors and it was stressed that the lesson started with an exploration to ensure that learning was child led rather than teacher led.
- 2.08 Charlie informed governors that since the scheme had been introduced children had given positive feedback in a questionnaire. Children's attitudes had changed and they were not afraid of getting things wrong as they understood that this was part of learning. The children had engaged with the lessons very quickly and consistency could be seen across school.
- 2.09 Lesson structure was explained and examples of journaling were shown to governors. It was noted that this was done twice a week, but in the long term this might be done every day. It was highlighted that the journals showed lots of writing and thinking through drawings which showed the modelling that children were using now.
- 2.10 It was reported that tests in Year Six showed that these children were good at reasoning now, but the teachers needed to ensure that this was balanced with arithmetic.
- 2.11 Charlie assured governors that he was confident that all lessons were consistent and addressed reasoning now.
- 2.12 It was noted that the greatest impact would be seen when the cohorts who had originally trialed the scheme moved through school. Governors were warned that there might not be a large impact on data seen in the next two years, but a big impact would be seen in the long term. It was stressed that this was not a quick fix.
- 2.13 It was noted that teachers were well engaged and felt well supported.
- 2.14 Governors asked what Anchor Charts were.  
It was explained that these were used in Maths and also for Reading and Writing. Teachers pegged things up that they were working with so that children could see them and refer to them. These could also be used to display examples of journaling so that the children could see good examples.
- 2.15 Governors asked for examples of peer to peer support.  
It was noted that the Maths lead did drop ins rather than formal observations and gave feedback on lessons and journals. Teachers who had delivered the pilot of the scheme were able to give support to other teachers. Lesson studies also took place focussed on Maths to allow teachers to plan together and look in depth at the purpose of the lesson and the structure; this allowed shared ownership and gave teachers the confidence to take risks.
- 2.16 It was noted that journals could be used flexibly and teachers could

decide when to use them.

2.17 A governor noted that the school had stated that the teaching of Maths was consistent across the whole school and asked therefore, if the teachers identified as needing to improve on the teaching profile were better at teaching Maths than other subjects. It was reported that there were some teachers who could also improve their teaching of Maths. One teacher was on long term absence and support was in place for a further teacher through peer to peer support, but there was still some work to do.

2.18 Governors thanked Charlie for his report.

*Charlie Sharpe left the meeting.*

### **3.00 MINUTES OF THE LAST MEETING**

**Resolved:** that minutes of the last meeting held on 26 November 2018 were agreed as an accurate record and the Chair was authorised to sign a copy of the minutes accordingly.

### **4.00 MATTERS ARISING**

4.01 Presentation on the changes to the teaching of Reading and Writing (minute 3.02 refers)

It was noted that data was included on the agenda for this meeting.

4.02 External Support and comments (minute 4.05 refers)

It was noted that evidence of the impact of Restorative Practice had been given to governors in the behaviour report.

4.03 School Improvement Plan (minute 5.01 refers)

It was noted that the Maths presentation had been given.

4.04 External Support and Comments (minute 4.06 refers)

The Chair reminded governors that there had been a change in governance since the inspection and they had noted that there was still not total agreement across the whole of school with regards to some changes that had been made.

Governors asked the school to arrange an External Review of SEND as soon as possible.

The Head told governors that the SENCo was on long term sick leave so the school needed to consider the timing of the review as the SENCo had a lot of information in her head and the systems in place at the school were hers.

Governors stated that this was a good reason to have the review now in order to help with consistency and any reduce resistance to changes. It was stressed that there needed to be a consistent message from leadership.

4.05 The Head told governors that he was also gaining some support and guidance from another Headteacher. Clare Krasinki informed governors that her school had commissioned a SEND review and it was very empowering as this had enabled everyone's knowledge base to grow.

Jackie Reid stated that the review would give a good baseline and an action plan to work from.

4.06 The Chair stated that there was lots of good work taking place in the school, but some things needed to change rapidly and governors needed evidence and confidence that this would happen.

4.07 The Head told governors that lots of children were joining the school with SEND and there was a concern that the school was unable to complete the paperwork needed in order to gain funding. Governors asked if the school could get someone in temporarily to help. The Head informed governors that the clerk for the Family of Schools was asking for help from other schools on their behalf.

4.08 The Head agreed to contact Patrick Kelly to organise the SEND review.

Head

4.09 Behaviour (minute 7.02 refers)

It was noted that behaviour was included on the agenda.

## **5.00 EXTERNAL SUPPORT**

5.01 Talk for Writing (T4W) Review day by Carol Slatterthwaite.

The Head reminded governors that Carol Slatterthwaite had been commissioned to review the work of the school after two years of the T4W project being introduced at the school. It was noted that Carol thought that the school was in a good place and the overall strengths outlined in her report were read out. It was noted that all children enjoyed the work, teachers were confident and there was excellent practice seen in Key Stage One. The next steps outlined were for the washing lines in all classrooms to be consistent. It was noted that this tied in with the outcomes for each year group.

5.02 The Head informed governors that, overall, he was pleased with the report on the implementation of T4W and that book scrutinies undertaken last week showed that there was a better standard of writing across school now than at the Ofsted inspection.

5.03 It was noted that the report gave governors the external validation that they requested to show that progress was being made towards this Ofsted priority.

5.04 A governor asked how the scheme was being implemented in Year Six as teachers had originally felt that it jarred with expectations in this year group when it was introduced.  
The Head informed governors that he had moved an expert teacher into Year Six and they were now running the scheme wholeheartedly. Feedback was being monitored to ensure that children's work was independent.

5.05 Jackie Reid commented that most of the strengths outlined in the report referred to Key Stage One and asked for clarification around the other year groups.  
It was noted that the quality of toolkits had not been as strong in

Years Four and Five and there had been some key vocabulary missing in these year groups. The Head assured governors that this had been addressed now and consistency could be seen in all classrooms. Amy Paoli informed governors that the school was looking at hierarchy of vocabulary and they were ensuring that Tier Two words were being focussed on most now as this was more appropriate for the children as these were words that would be used most often.

5.06 Jackie Reid's visits on 14<sup>th</sup> and 17<sup>th</sup> January.

It was noted that NOVACs had been circulated prior to the meeting. Jackie explained that the visits were conducted to look at the recommendations following her visit in November.

5.07 Early Years Foundation Stage (EYFS)

Jackie had looked at Early Years, the CPD taking place and how the school was developing relationships with parents. The visits looked at what had improved and suggested next steps. It was noted that work had started on guided reading and writing books and there was a focus on Reading, Writing and Maths through the EYFS provision, but it had been a little bit too adult led in November. CPD had been delivered on modelling.

5.08 Governors asked what the school did before.

Amy informed governors that the school had not focussed on the direction of letters enough and gross motor skills to fine motor skills had not been developed. The school needed to focus on physical development and had introduced things such as dough disco and write dance. Good practice was being shared and a check-in was held with staff every Friday. Models were being shared and peer to peer support was being given.

5.09 Governors asked what had changed since the Ofsted inspection.

The Head told governors that the provision had not been specific enough, but it was very clear now so that progress could be seen. The quality of adult interaction was much better now. The Head explained that during the Ofsted inspection there had only been one or two staff members who had been seen to be interacting well with the children, but now all staff members were able to lead play. He reported that the improvements were due to the higher expectations in school, stronger leadership and modelling from the new Early Years leader. Staff not had the skills to know when to step back or step in to extend play previously.

Amy informed governors that CPD was continuing, for example in Speech and Language support, sharing good practice and use of resources.

5.10 The Head informed governors that, although Amy was the EYFS leader, other staff members were now able to step up and lead when she was not present as staff were more independent and confident to use their own initiative. This was enabling Amy to have management time.

5.11 Years One to Three

Jackie informed governors that both NQTs in Year One were strong.

It was noted that the Assistant Head who line managed this year group had high expectations and gave good support. T4W was mirrored in both classrooms and there was an effective national curriculum match in this year group. It was noted that letter formation needed to be seen in books as the skills embedded from Early Year.

Amy informed governors that presentation and pride was being pushed in all year groups and a golden ticket initiative had been introduced where children could win prizes. The Assistant Heads were checking books more regularly to increase better presentation.

5.12 It was reported that there had been a disparity in November in Year Two, but there had been a big improvement in January as teachers had acted on feedback quickly. Jackie informed governors that she had looked at all 60 books and parity could be seen now. It was noted that although both teachers had different styles they both had high expectations.

5.13 It was noted that one Year Three teacher had been off in November and had just returned to work in January. Jackie informed governors that she had seen a difference in Year Three since November as the more experienced Year Three teacher was giving support. Jackie reported that some children had said that they would like more challenging work and the school needed to consider this. It was noted that the Assistant Head's quality and drive was good and next steps in books needed to be considered.

5.14 Years Four to Six.

It was noted that the visit had followed Steve Dawson's reading training. Year Six was strong and Year Five were learning from this. Year Four was still an area for concern and the independence of children was a concern.

5.15 The Head informed governors that he had invited Steve Dawson back in to give external validation that Reading was of good quality now.

5.16 A governor stated that there seemed to be a real sense of momentum and change since Jackie's last visit and asked if Jackie thought that the school was moving in the right direction. Jackie confirmed that it was, but informed governors that her work had looked at very specific areas so governors needed to ensure that this was being cascaded in all areas.

5.17 Jackie informed governors she was working to help the Assistant Heads with moderating and triangulating evidence to ensure consistency. There had been improvements in the areas that she had specifically looked at and most teachers were very capable.

5.18 The Chair stated that the teaching profile had been reviewed at the full governing board. It was noted that teachers' confidence and their ability not to take changes personally needed to continue to grow. Jackie informed governors that the appointment of Amy had made a big difference to the team as she brought positive thinking and

experience to the school. She stressed that all the Assistant Heads were more confident in their leadership style and monitoring now. The needed to ensure that they continued to focus on impact and evidence to prove this.

5.19 Amy informed governors that the Assistant Heads were taking more ownership of data and progress now and they all had a thirst for knowledge. The Chair stated that it was important for them to feel empowered. Jackie assured governors that they were reacting positively to coaching and were having a more strategic approach now.

5.20 Jackie told governors that the next step for the school would be pass ownership onto teachers in order for them to present data to Assistant Heads.

## **6.00 UPDATE ON ACTIONS TAKEN TOWARDS THE OFSTED AREAS OF IMPROVEMENT**

6.01 Any changes to the School's Self Evaluation.

6.01.1 The Head reported that no changes had been made to judgements on the SEF.

6.01.2 He explained that the section closest to changing was EYFS as, following moderation and triangulation of outcomes, it was believed that teaching and learning was good, but the school was waiting for Sarah Coltman to return to give external validation for this. It was thought that some areas of EYFS were now outstanding and the EFYS leader was striving for an outstanding provision.

6.01.3 Governors asked if the school had the potential to make 70% GLD. It was confirmed that it did, but there were some children who had joined with SEND so the outcome may be 69%. Governors asked for dual data to be provided to show outcomes for children with and without SEND.

In response to a governor's question it was noted that approximately 12-13% of children were expected to get greater depth in EYFS.

6.01.4 It was noted that Sarah Coltman was working with the school throughout the year and her input was appreciated.

6.01.5 Jackie stated that expectations at the school had increased for all children. The Head and Chair stressed that all children at the school would make progress.

6.01.6 The Chair stated that the school needed to consider the transition to Year One and ensure that children continued to be stretched to reach their maximum potential. The Head noted that the gaps in knowledge would be clearer at the end of this year which would enable teachers in Year One to plan ahead better.

6.01.7 The Head stated that Key Stage Two outcomes were still too variable and, therefore, teaching could not be deemed to be good

yet. The leaders in school were leading on the changes in school, but because of the outcomes Leadership and Management could also not be deemed to be good yet.

- 6.01.8 Governors discussed the capacity for leadership to lead the changes needed in school. The Head reminded governors that the decision not to recruit a Deputy Head, but to replace this role with a PA to take on the day to day administrative work and to re-distribute the Deputy's roles amongst the Head and the Assistant Heads was working well. He informed governors that this was enabling him to go into classrooms, observe practice and discuss techniques more.
- 6.01.9 It was reported that the Head had worked with the LA to secure support from Andy Gamble to work half a day per week to give external validation to the schools judgements and to help the Head with the SEF and make tweaks to the SIP. The Head told governors that he would be undertaking learning walks and lesson observations with Andy Gamble to give validation to judgements. It was agreed that this would add value to meetings.
- 6.01.10 The Chair informed governors that he was aware that there was some disquiet concerns being raised by staff members following changes that had been made. It was noted that a survey had been undertaken by Unions in November regarding stress. The results showed that 60%-70% of respondents had answered in the middle or negatively to show that there were concerns over stress. Governor raised concerns that this indicated that there were concerns over the pace of change and management of change. In response to a governor's question the Head stated that he hoped that the questionnaire would be done again this year to see if there were improvements to this.
- 6.01.11 The Chair asked if there was a structure in place for the leadership team to check in with staff members. He suggested that the school ask staff members to anonymously give a rating out of ten at staff meetings about how they were feeling and for this to be revisited at different staff meetings throughout the year to see if things were improving. He stressed that the Head needed to be honest with staff members that whilst he would listen to concerns he would not be able to fix everything. The importance of openness was stressed.
- 6.01.12 In response to a governor's question it was noted that the Unions were keen to follow up from the survey and the Head was hoping to offer a facilitated session, without Senior Leadership present, for staff members to unpick the survey so that the school could understand and react to the responses. The Chair offered to attend the session if required. It was stressed that this needed to be done as soon as possible to allow the school to move on from it.
- 6.01.13 A governor asked if there were any other triggers that indicated stress was a problem, for example sickness absence. It was noted that there had been a lot of absence and it was thought that this included people who had asked for the survey to take place.

- 6.01.14 Governors stressed that Restorative Practice needed to be at the heart of the school.
- 6.01.15 It was noted that the Head's update on the SIP had been discussed in depth at the full governing body meeting which had taken place the night before.
- 7.00 UPDATE ON DATA FROM AUTUMN TERM ASSESSMENTS**
- 7.01 It was noted that governors had attended a training session on data which had been led by Ian Stokes, an external consultant.
- 7.02 It was noted that Year Two data was in line with expectations to meet national average at the end of the year. It was hoped that 75% of children would reach ARE at the end of the year this year, but the school wanted to increase the number of children working at greater depth.
- 7.03 It was noted that across Key Stage Two one class in each year group was doing better than the other and this information would be looked at in more depth at pupil progress meetings.
- 7.04 The Head stressed that the school needed to minimise the impact of teaching that was deemed to be less than good in some year groups as the impact could be seen in the autumn data. It was noted that Year Three data was anticipated to improve in Spring with the return of this teacher and the classes should be more comparable now.
- 7.05 The Head highlighted that the Year Four Maple class data was concerning with regards both progress and attainment.
- 7.06 It was reported that the Year Six classes had recently done a suite of tests from the 2017 SATs and the data from these would be finalised tomorrow. This data would be shared with governors.
- 7.07 Governors asked how interventions were being managed in Year Six.  
The Head explained that inference interventions were being done for Reading following work with Steve Dawson and this was having a positive impact on learning. The Head informed governors that data from the children recently taking the 2017 Reading tests showed that 55-58% of children would gain ARE if they took the Reading SAT tests now.  
It was confirmed that these tests had been marked against the current marking scheme.
- 7.08 In response to governors' questions it was noted that workshops at lunchtimes were being held for specific children to increase greater depth for Writing. These workshops took the format of conferencing and mentoring to look at the children's work and enable the children to explain their choices and discuss it with teachers.
- 7.09 It was noted that arithmetic was being done at the start of maths lessons now that reasoning had improved.

7.10 It was noted that in Year Six 55% of children had passed the Reading test, 55% SPAG and the children were currently half way through sitting the Maths tests.

7.11 In response to governors' questions it was noted that the school hoped that 60% of children would gain ARE in Reading, Writing and Maths combined in the Year Six SATs this year, but the school still had a target of 65%. It was confirmed that this was in line with FFT 50. It was noted that some children in Year Six were not on FFT so this was not currently giving an accurate picture but the school was trying to migrate their information.

## **8.00 STAFFING**

8.01 It was noted that, as discussed previously, the SENCo was currently on long-term sick leave. The Head reported that he would be shortlisting for two to three maternity leave covers.

## **9.00 UPDATE ON SIGNIFICANT BEHAVIOUR ISSUES**

9.01 The Chair reminded governors that this had also been discussed at the recent full governing board meeting.

9.02 It was reported that 98% of children were having positive interactions with the behaviour programme in school, but there were between eight and twelve children who continued to struggle to follow mainstream expectations.

Five children had multiple fixed term exclusions and this was having multiple impacts on the school including poor staff morale, raised stress levels and negative impacts on other children's learning. It also had an impact on the school budget as all the children had FFI funding for behaviour, but funding for three of these children would not be received until April 2019. The school has sought help from the LA on this, but it was not possible to provide funding ahead of this time. The Head stressed that without one to one support these children could not cope in mainstream school.

The Head informed governors of some of the behaviours that the teachers were subject to and stressed that this had led to three members of staff going on sick leave.

9.03 A governor asked if alternative provision was available for the children.

It was noted that the school had applied for AIP support for four children, but had only been given a place for one child. This was due to the AIP only having 16 places for Key Stage One across 14 schools so they were oversubscribed and could not give four places to one school.

9.04 Governors noted that this was a further reason for the school to undertake the SEND review in order to establish if the school was the correct setting for these children. The Chair stressed that the school needed to be clear if the children's needs could be met and agencies needed to be worked with in order to establish next steps to ensure that the children were not being failed. It was stressed that all children and staff needed to be safe in school.

- 9.05 The Head told governors that he had written to Barbara Temple twice to ask for the names of other schools with a similar number of Fixed Term Exclusions so that he could speak to them to gain support and advice as the school wanted to ensure that they tried everything they could to support the children and be inclusive. He had not received a response yet. The Chair agreed to contact Barbara Temple to discuss the situation and to invite her to come to the school to meet the children. Chair
- 9.06 The Head reported that the school had applied for ten EHCPs and nine of these had been granted for Behavioural needs. The Head stressed that the school was doing everything it could to support all children, but it was not sustainable financially or with staff wellbeing in mind.
- 10.00 ANY OTHER BUSINESS**
- 10.01 The Chair asked for the dates of the JRG meetings to be reviewed so that reports could be given to the full governing board.
- 11.00 DATE OF NEXT MEETING**
- 11.01 JRG - Wednesday 24 April 2019 at 4pm
- Full governing board- 22 May 2019.
- The meeting closed at 6pm*