

**HUNSLET CARR PRIMARY SCHOOL GOVERNING BOARD
JOINT REVIEW GROUP**

Minutes of the meeting held on Wednesday 25 November 2019 at 4pm

PRESENT: Jon Hairsine (Chair) Martin Lumb (Headteacher)
Amy Paoli

IN ATTENDANCE: – Margaret Stead Clerk, Governor Support Service
Jackie Reid, School Improvement Adviser (SIA)

1.00	WELCOME BY THE CHAIR	ACTION
1.01	The Chair welcomed governors to the meeting. Apologies were received and accepted from Clare Davidson	
2.00	MINUTES OF THE LAST MEETING HELD ON 14 NOVEMBER 2019	
2.01	<p>Resolved:</p> <ul style="list-style-type: none"> That the minutes of the meeting held on 14 November 2019 were agreed as a correct record and the Chair was authorised to sign them. 	
2.02	<p>Matters arising</p> <ul style="list-style-type: none"> <u>Improved library accessibility – minute 4.13 refers:</u> this action carried forward. The Headteacher informed governors that English leaders are in the process of arranging library monitors. <u>Review of progress on actions – minute 4.15 refers:</u> a progress meeting confirmed for Monday 27 January 2020 at 9am with the meeting to be opened to other governors to attend. <u>HR advice from Fusion – minute 3.03 refers:</u> John Hairsine confirmed that he had followed up on HR matters and feedback was given on long term absences. <u>Senior Assistant Headteacher responsibilities – minute 6.02 refers:</u> discussions were reported to be ongoing. 	<p>c/f</p> <p>All govs</p> <p>HT/J Reid/ J Hairsine</p>
3.00	LATEST ASSESSMENT DATA	
3.01	Copies of assessment data had been circulated and the Headteacher referred to discussions as part of the recent performance management process.	
3.02	Maths – governors heard details of the way in which the Maths No Problem scheme had opened up reasoning ability, with a focus now on fluency in calculation. Following an analysis of KS2 maths by the maths leader and the differing schemes available, the Fluent in Five had been chosen, with its rationale explained to governors	

who noted that a baseline had been done in September. A re-test just before half term had shown six classes achieving 75% and five in the yellow category of no improvement and one in red. Details of the support available were outlined, with confirmation of the Fluent in Five scheme now incorporated into the School Development Plan (SDP).

Q – What support is there for school in maths if school is no longer following the Maths Hub curriculum

A – School was in the Maths Hub for four years and is part of the research group. As long as a school is using a mastery scheme this is acceptable.

Further aspects of the mastery approach used in school was then given to governors. The Headteacher highlighted that Early Years was also part of the EY Mastery with two staff members taking part, which had resulted in a big rise in attainment.

- 3.03 Governors heard details of the new system used for data called O Track from September, which would enable moderation with other schools. A whole school overview of standards and progress in reading, writing and maths included the % meeting ARE or above for their age group; the % within two ‘jumps’ of their FFT50 target and the class average jump to that target.
- 3.04 The first data drop illustrated Year 1 data with Year 2 showing measures against end of year expectations. The Headteacher referred to the monitoring undertaken and book journals used by the children. Governors noted plans for work to be undertaken with English leaders to address current scores of this first data drop, including to ensure progress is evidenced and all teachers are on track.
- 3.05 The SIA confirmed that the data was in line and reflected the monitoring outcomes. Governors noted that the Headteacher’s early analysis reflected on the change of school’s monitoring system and referred to when a class are making progress between data drops then the average class ‘jump’ would show falling as more and more children get closer to their target. The Headteacher pointed out in Yr 6 that those who came up from Yr5 as GDS were not where expected; however pupil progress meetings due to take place in two weeks would feed into the data.

4.00 SCHOOL IMPROVEMENT PLAN

- 4.01 Copies of the School Development Plan and SIP were distributed and governors were informed that areas for improvement linked across the focus areas within the SIP, which were broken down into objectives with accountability and monitoring detailed. The Headteacher was to be the priority leader and have responsibility for updating
- 4.02 Governors discussed school’s aim to get from Requires

improvement to Good and heard details of the implementation of the wider curriculum from September 2019, along with the way in which the O Track monitoring system can be manipulated to show what was required by school. The Headteacher gave an overview of subject leaders' roll in implementing the RAG rating of subjects. At this point John Hairsine queried if targets could be put into subject squares to enable the JRG to track against this.

ACTION – Headteacher to implement.

Headteacher

4.02.1 In response to a query on how teachers are managing the pace of curriculum developments, the Headteacher explained that they currently have topic time within the timetable; however, there will be less time once more subjects are introduced which will be more of an indication of how staff are coping. Governors were then given an example using the topic of Stone Age and the links across subjects, along with details of how the forthcoming planning day will analyse the approach for improvements and subject leader release days resulting in updates to the grid.

4.03 The Headteacher highlighted the links between school's SEF, the SDP and SIP, with the focus on the coming 12 months. The School Improvement Adviser referred to this taking school beyond the return of Ofsted. Governors were given details of the current status of Focus areas aligned to Ofsted Areas of School Improvement:

4.03.1 **Behaviour & attitudes** – currently not at good, the Headteacher confirmed the exclusions of small groups of children were above national with evidence behind these available. Details were then given of figures with a reduction from 2017/18 for FTE at 18 over 72 days.

Q – What is the update on REACH attendees

A - Pupil progress meetings are held every month and documented on CPOMS. John Hairsine referred to best practice and case studies for school to include within plans and the Headteacher offered to action this.

Headteacher

The SIA referred to an Ofsted approach of using group discussions with role model children to gauge learning attitudes, with Pupil Voice also considered.

4.03.2 **Leadership & management** – at RI. Governors agreed to revisit in February and noted that the curriculum developments are underway and maths is improving. The Headteacher pointed out that a further six months would show outcomes of the impact of Assistant Headteacher and leading phases, with capacity strong.

4.03.3 **Quality of education** – at RI. Governors were clear that reading must be at good.

4.03.4 **Quality of Early Years** – the Headteacher referred to the current short term plan and confirmed that outcomes were improving.

4.03.5 **Personal Development** - at good.

4.03.6 **Overall effectiveness** – at RI. The SIA commented on school being at its strongest for a long time, with a very good governing body meeting recently. A deep dive was due to take place in February to see resulting changes. Reference was made to the Ofsted focus within the curriculum and clarity for staff now as systems were tightened.

The SIA offered to send details of the current SEF gradings to the governing body for information.

SIA

ANY OTHER BUSINESS

5.01 None raised.

6.00 DATE AND AGENDA ITEMS FOR NEXT MEETING

6.01 The next JRG meeting to be held on 4 February 2020 at 4pm

The meeting closed at 5.40pm.