

# HUNSLET CARR PRIMARY SCHOOL GOVERNING BOARD JOINT REVIEW GROUP

Minutes of the meeting held on Tuesday 04 February 2020 at 4.15pm

**PRESENT:** Jon Hairsine (Chair) Martin Lumb (Headteacher)  
Elisa Whitfield

**IN ATTENDANCE:** – Alison Smith, Clerk - Governor Support Service  
Jackie Reid, School Improvement Adviser (SIA)

## WELCOME BY THE CHAIR

The Chair welcomed governors to the meeting. Clare Davidson was not present at the meeting.

## ACTION

### 1.00 MINUTES OF THE LAST MEETING

#### 1.01 Resolved:

- That the minutes of the meeting held on 25 November 2019 were agreed as a correct record and the Chair was authorised to sign them.

#### Matters arising

- 1.02 Improved library accessibility – minute 2.02 refers: The Headteacher informed governors that the library had been open each morning, however the lead in school had been absent for four days, during which time pupils had not been able to access the library. Arrangements were reported to have been working well and the Headteacher was therefore looking at options available to cover the staff absence.

All gobs

There was a brief discussion on approaches used in other schools and it was acknowledged that the library was a valuable provision and needed to be available to pupils on a regular basis.

- 1.03 Review of progress on actions – minute 2.02 refers: Action complete; a progress meeting had taken place on Monday 27 January 2020.
- 1.04 Senior Assistant Headteacher responsibilities – minute 6.02 refers: Action complete; an update is provided later in these minutes (see item 5.00).
- 1.05 RAG rating of subjects – minute 4.02 refers: The Headteacher provided a brief recap of the approach to the monitoring of curriculum developments; with subject leaders RAG rating progress. In response to discussion in the previous meeting dates had been added to the tracker to provide visibility of when aspects were expected to be delivered (green). This information had been shared with the School Improvement Adviser who confirmed she was happy with the approach being taken, which was a rolling delivery programme.

The Headteacher said that some timelines in the plan had been changed to reflect the number of terms remaining until the Ofsted inspection was expected. No concerns were raised in relation the changes made.

- 1.06 Behaviour and attitudes – minute 4.30 refers: The Headteacher provided feedback from an Ofsted inspection at a nearby school in relation to the standards of education and safeguarding provision offered at alternative provision and how this was checked. He explained that evidence was in place documenting the decision making process prior to any child from Hunslet Carr being enrolled at alternative provision.

A governor asked if children were safe at the chosen provider, REACH. The Headteacher confirmed this and went on to explain that children were dual registered and would remain on the school roll. This meant school remained responsible for their education and wellbeing. As such school maintained regular contact with REACH and records of this were in place.

- 1.07 The Chair provided verbal feedback in relation to provision for high tariff children which had been a feature of recent inspections under the new education inspection framework. It was recognised that inclusion and provision for children with special educational needs and disabilities (SEND) were likely to be a feature of the inspection and the inclusion leader should be made aware of this.

HT

## **2.00 MONITORING OF TEACHING AND LEARNING - AUTUMN**

- 2.01 The Headteacher tabled the document 'Teaching Profile, January 2020' which had been updated with the most recent evidence available. He explained that sources used to compile the profile included learning walks, observations, the local authority deep dive and class/pupil interviews. Summaries of some of the pupil voice obtained were circulated during the meeting.
- 2.02 A summary of the teaching profile was provided:
- At least four teachers were providing a good level of education and demonstrating consistently high quality teaching. Lessons observed had evidenced calm authority, an air of purpose and appropriate changes delivered mid lesson.
  - Ten teachers had areas to work on
- 2.03 The performance of a small number of teachers was not where it should have been and in response changes had been made to the allocation of teachers, with some changes in year 6. It was noted that changes to allocations could mean delaying capability proceedings, should these be required, and governors were assured that the position would be monitored closely with updates being provided in future meetings.

- 2.04 The Headteacher summarised the changes to year 6 teaching and how the lowest five attainers were now being taught separately. This arrangement was reported to be working well and had allowed the teachers in the year 6 classes to narrow the curriculum being taught. (Previously the abilities in their classes included some pupils not working on the year 6 curriculum).
- 2.05 Governors asked if any testing had been arranged to assess year 6 pupils. This was planned for March.
- 2.06 Governors also asked about the progress of children in year 5 and the predictions for those to reach the expected standard. The Headteacher said results were impacted by pupil mobility and school had produced a breakdown to demonstrate the difference in progress made by pupils who had been at Hunslet Carr since reception versus those who had joined school more recently.

### **3.00 REPORT ON READING DEEP DIVE**

Jackie Reid tabled the NOVAC (notice of visit and contact) from the early reading and phonics review. Jackie had visited the Key Stage 1 leader on 27 January 2020 with a focus on the progress of recommendations made in the earlier deep dive conducted in October 2019. The following points were highlighted:

- 3.01 **Book stock**  
Using matched funding school had purchased Book Life books and stock could now be matched to phonics experience. Elisa Whitfield explained how the new stock would be used and stored. Old stock would be used for children to take home to read.  
Jackie said good evidence of the new approach had been seen in nursery and the NOVAC included photographic evidence of the learning environment.
- 3.02 **Authors**  
Jackie said there had been a visible difference in how children were talking about reading and their favourite authors since the last review. There was a brief discussion on pupil voice and how staff had helped children to understand how to respond to questions.
- 3.03 **Basic knowledge and skills**  
Phonics training had been delivered to year 3 staff to support provision for pupils who had not passed the phonics test in year 2. Elisa added that training had recently been extended to year 4 staff and governors welcomed this.
- 3.04 Governors briefly talked about the four pupils who had not passed the phonics test in year 2 and noted this was a very small number.
- 3.05 In previous meetings feedback from the HLTA had been shared and it was explained the HLTA was being used differently, (see 3.09 below).

- 3.06 **Scholastic Reading audit**  
This recommendation, from which school would receive a tailored report, was yet to be completed.
- 3.07 **Non-fiction stock and dictionaries**  
It was confirmed that stock in classrooms had been improved and had been labelled appropriately by section. The NOVAC included photographic evidence of this. Boxes of topic books from the Schools Library Service had been well received by pupils.
- 3.08  
In response to a question it was confirmed that dictionaries were still to be purchased.
- 3.09 **Phonics leader/HLTA**  
The HLTA was now delivering targeted intervention and the change of focus had resulted in positive feedback. Pupils in year 1, who had previously been supported by the HLTA had responded well and no negative impact had been observed; instead their independence had improved.
- 3.10 **Staff CPD**  
Levels of consistency remained a focus and classrooms with the strongest provision would be the benchmark for the rest of school.
- 3.11  
A governor commented on the difference between year 1 and year 2 and there was discussion about how this could be modelled and explained to teachers.
- 3.12 **Overview trackers**  
Comprehensive trackers were in place for all pupils, not just the lowest 20% who were the priority. The detail provided in the tracker included information about gaps in phonics areas.
- 3.13 **Individual reading**  
During the visit children in year 1, year 2 and year 3 had read an unfamiliar book and all books had been well matched to their phonics knowledge.
- 3.14 **Pupil voice**  
Samples were provided in the report to provide a comparison and evidence the love of reading being developed.
- 3.15  
One of the questions asked had been whether children preferred to just listen to a teacher read a book or liked the teacher to stop and ask questions. Most preferred the teacher to stop.
- 3.16 **Further recommendations**  
The NOVAC listed a series of further recommendations and these were summarised during the meeting.
- 3.17  
Following the deep dive visit three governors had been present at the feedback meeting and this would be reflected in the NOVAC.

**JR to  
follow up  
in next  
review**

**JR**

3.18 Governors were happy with the content of the NOVAC and Jackie would schedule a further review in June 2020. The purpose of this would be to secure evidence that the teaching of reading in school was good, in addition to maths which was already considered good.

With the agreement of governors the following item was taken out of sequence:

#### **5.00 ANY OTHER BUSINESS**

5.01 The Headteacher explained he had been considering the position of Early Years Leader and the possibility of the current Key Stage 1 Leader moving to take on this role. This would deliver a benefit as the KS1 leader would have a full understanding of the required expectations of pupils as they moved from early years into key stage 1.

5.02 Governors agreed this would be a good idea and also suggested a new Early Years Leader would be able to visit and learn from other local schools and seek support from early years hubs.

5.03 There was a short discussion on the percentage of children ready to learn and how the current Key Stage 1 Leader would be able to positively influence this.

5.04 Governors said the proposal was a sensible strategic move and were supportive of the Headteacher proceeding with the proposal and advertising the Key Stage 1 Leader vacancy.

**HT to  
provide  
update**

*Jackie Reid left the meeting at 5.05pm.*

#### **4.00 UPDATE ON THE MODEL FOR SEND IN SCHOOL**

4.01 The Headteacher was working with relevant union representatives on the process to agree managed staff reductions of support staff from 28 to 22 posts. Governors were pleased to hear that staff had responded well, no objections had been received from the unions and the process was progressing.

4.02 The timescales for the process would be:

- 13 February – Headteacher to meet with staff, supported by HR, then staff to meet with unions.
- A 10 day consultation period
- The nomination committee would meet and conclude process (subject to no significant issues being raised during the consultation period).

4.03 In response to a question about the SENCO role the Headteacher confirmed a settlement had been agreed with the legal representative of the SENCO although a formal response was awaited. The deadline was 04 February.

4.04 It was noted that SEND provision in school had been maintained but, given the staffing position, had not moved forward as school would have wished.

4.05 The support of local authority consultant Patrick Kelly was recognised. Patrick would be supporting school with recruitment and a further SEND audit and had offered to speak to the Ofsted inspector.

#### **5.00 ANY OTHER BUSINESS**

This item had been covered earlier in the meeting.

#### **6.00 DATE AND AGENDA ITEMS FOR NEXT MEETING**

6.01 The date of the next JRG meeting would be confirmed separately.

**HT to confirm**

6.02 The Chair said he had been encouraged by updates provided, evidence seen and the resilience of staff. He added that staff would need to be able to demonstrate the strength and depth of their knowledge, particularly middle leaders and senior leaders. Elisa Whitfield provided verbal feedback on her view of the strengths in school and the Headteacher added that some staff were showing the capacity to be developed into strong subject leaders.

Opportunities for staff with curriculum responsibilities to present about curriculum development to staff and governors would be explored as part of the assessment calendar. This would provide an opportunity for staff to learn from each other to make their own subject areas stronger, as well as supporting them in being able to articulate their curriculum story.

**HT to arrange**

6.03 Items for the next agenda would be:

- Spring term data
- Discussion on curriculum/middle leader presentations

**Agenda**

The Chair closed the meeting at 5.25pm.