

The Chair added that, since governors' visits to school were not possible at the moment, this would also present an appropriate monitoring opportunity for Reading and Phonics (English), Maths, Science and one other subject.

Since SEND was a key focus of school, affected by Covid's impact and staffing changes, this would also be included.

Jackie Reid agreed to facilitate a discussion and staff were urged to bring examples of work and curriculum rather than spend time preparing.

Jackie Reid

5.00 **ASSESSMENT AND PREPARATION FOR STATUTORY TESTS**

5.01 The Headteacher reported on how the school assessed children's attainment, including how the information was used to improve teaching and learning in the autumn term. An attainment report plus documents assessing each year group had been circulated to governors prior to the meeting.

5.02 Assessment (Autumn term)

ML described using information gleaned from a Dylan Williams webinar which resulted in assessment during Autumn 1 using low stakes classroom quizzes, hampered a little by social distancing in the classroom.

These were followed by the usual Autumn 2 mid-November assessment. These could then be compared to the Spring mid-February tests with the difference between the two giving some indication of pupil performance following the six month school closure (March – September 2020). It was noted that these tests measure children against the end of the year expectations, recognising that only a third of the curriculum had so far been taught.

It was also noted that the current Year 1 (last year's Reception) had no formal data to assess against because of the 2020 lockdown.

The head reminded governors that in a school with our cohort of children we were looking for end of year results to show that 70% were on track (at expected level) and 20% had reached a greater depth (beyond expected level). With the remaining two levels indicating below expected and working towards expected.

5.02.1 The Headteacher took governors through the descriptors for Year 6 to give a summary and flavour of the data.

5.02.2 Reading

The loss of reading across the three core subjects had affected results. To offset this, the following support plans were in place:

- Catch-up Covid funding was being used to allow a HLTA (Higher Level Teaching Assistant) to work from home with those causing concern, via Zoom.

- The Steve Dawson Comprehension, three times each week, for which children had the resource materials, headphones, microphones and papers.
- Teachers hearing children read over the phone three times per week for 15 minutes with suitable books delivered where necessary.
- Sixty minute weekly reading revision sessions delivered by school.

5.02.3 Writing

The biggest skills loss was writing since the class stimulus was difficult to maintain online and six months of Year 5's writing practice and experience had been lost to most children. Only 2 of the expected 8 children working at greater depth remained. To offset this, the following support plans were in place:

- Catch-up SPAG (spelling, punctuation and grammar) conferencing with Year 6 children twice a week
- One to one up-levelling of own work in books (for twenty minutes each week)

5.02.4 Maths

The Maths No Problem scheme used in school, since it was sequential, had not impacted the Autumn 2 assessment results to the same extent as reading and writing, with knowledge following on from that learnt in Autumn 1 2019.

However, it was pointed out that because the scheme is sequential, the children in their current year groups had not been taught the Spring 2 materials of MNP! nor the Summer materials and if Lockdown continued into the Spring/Summer of 2021, actions would need to be taken to address these gaps in the children's understanding.

Charlie Sharpe, the school's maths leader was addressing these through his action planning.

The cancelation of SATS in summer 2021 was a disappointment to the school as all leaders believe that the results of the current Year 6 cohort would have demonstrated that that actions taken since the last Ofsted had delivered improved results and that the intention and implementation of school's plans were effective.

The SIA commented that keeping, as evidence, a sample of children's work would suffice, to prove that school had data and had moved on, should Ofsted arrive. Scanning work and sending to other local schools for external moderation would also be useful as evidence and offer quality assurance.

Governors were keen to know what could be taught under the current circumstances to minimise the gap in learning as Year 6 went forward to high school.

Headteacher

The Chair suggested approaching the transition team at each of the five local high schools to enquire what skills, in the absence of SATs, could be usefully focussed on for the remainder of the year. The SIA thought Reading, Writing and Maths plus PSHE. A report would be brought to the summer JRG meeting.

Headteacher

It was noted, also, that this loss of a chunk of understanding would impact on next year's SATs for the current Year 5. The Head reassured governors that school was making plans to take this into account.

Headteacher

Elisa Whitfield entered the meeting

5.02.5 Data for Years 5, 4 and 3

The Headteacher went through the trends visible in this data, circulated prior to the meeting. Notable was the absence of opportunity to push those who might have reached greater depth or expected level, if in school and subject to interventions, particularly children with SEND and those working at pre-key stage.

The main reason behind this data was thought to be the lack of reading done by parent/carers at home during the extended school closure.

A governor asked if it would be worthwhile to cross-reference those children who were currently not at the level expected of them with the uptake of online learning.

Headteacher

Elisa Whitfield commented that records kept in the summer term (2020) confirmed that those who were read to/read with volunteers in school did achieve their expected level which would back-up the necessity of online engagement and remote learning.

It was thought best, by governors, to document this in case Ofsted should arrive, and track it against the more robust remote learning arrangements and support in place in the New Year.

Headteacher

The SIA explained that the new registers could mark the vulnerable (and borderline vulnerable), itemising those offered support in school, who had turned it down. The Headteacher reported that currently 31% were not engaging with remote learning and 15% of those were considered vulnerable and had not taken up their offered place in school.

5.03 As done during the previous school closure, school was delivering free school meals three times per week and setting eyes on the children each time, with teachers phoning once per week and TAs checking in one them twice per week. During such contact children were encouraged to read to staff, do some times tables and number bonds, or counting songs for Nursery and Reception children.

It was noted that this was only possible with those families who picked up the phone.

Creative paper activity home learning packs for Nursery and Reception children were picked up by prior arrangement each week and replacements given out.

Prizes were on offer for those engaging positively. A parent governor stated that she did not think school could do anything else to improve the offer and recognised that perhaps some parents weren't as able as others to engage with the remote learning.

Governors asked that screenshots of good practice be kept towards a bank of evidence and would appreciate seeing some examples.

The SIA commented that all of the above showed a massive commitment on behalf of school towards supporting remote learning. The Chair agreed and asked that governors' thanks be passed to all staff. JH continued that school was doing all it could do, there would always be a 'lose' rate higher than normal, and it was not always possible to win.

Items 6 and 7 were considered together.

6.00 THE QUALITY OF TEACHING, THE NATIONAL CURRICULUM INCLUDING ONLINE LEARNING

6.01 The Headteacher added some more detail to the documents presented at the last meeting with regard to the quality of teaching, curriculum and online learning. Using the SIA's information the same curriculum was now 'taught' to both those in school and those accessing remote learning, with PPA (Preparation and Planning Allocation) time used to develop transferable activity lessons, at three different levels, for the following 5 day week.

6.02 Online learning possibilities included

- logging in to the teacher online
- text messaging via Class Kick
- recording work done and sending in to school for feedback
- Using the anonymised hand icon enabling either peers or a teacher to help with queries and/or questions
- Class Kick marked itself as one word answers were completed
- Remote learning could be accessed by children in school for peer feedback

The Chair enquired how the offer compared to other schools and was told that not many offered simultaneous teaching. The SIA considered this a great effort, with the JRG minutes and Remote Learning policy offering fantastic evidence for Ofsted.

The Headteacher remarked that live teaching, via Google classrooms or Microsoft teams was not possible since some home situations were not conducive to providing appropriate learning environments.

Headteacher

- 6.03 A parent governor was asked for her opinion on the accessibility and choice of options. She reported favourably on the options available, which included:
- Voice recording what doing
 - Submitting screen shots
 - Quick marking of work
 - All options were user friendly
 - Fun and engaging recorded teacher explanations
 - Ability to use Class Kick independently from Year 3 upwards
- 6.04 Elisa Whitfield explained the use of Class Kick and Loom to teach Year 1 phonics in real time, with commentaries supporting what was being seen on screen. This had meant that previous re-capping was now supplemented with new Phase 5 and 6 material, so narrowing the gap in lost learning. Parents had been invited to a phonics workshop to support this.
- 6.05 SLT would meet next week to look at the DfE's review tool. Whilst a lot of the recommendations were already established, efforts to improve further on the increased uptake of remote learning would be adopted. It currently stood at 69%.
- 6.05.1 It was hoped that the giving out of physical resources would improve the Reception uptake. The figures for next week's engagement would show whether lending laptops and paper-based workpacks had been successful.
- 6.05.2 In addition, it was hoped that the redeployment of staff, previously supporting Year 6 (via Zoom) to succeed in their SATs, would help improve percentage engagement.
- 6.06 Relationships and Sex Education
The first school closure (March – July 2020) had prevented the necessary parent consultation. Whilst school's policy was in line with LCC recommendation a quick consultation would take place before RSE teaching began, as instructed, in the summer term.
- 6.07 PSHE (Personal, Social and Health Education)
The Safeguarding lead and PSHE co-ordinator had been working with the NSPCC to introduce in-school and online Stay Safe information. This work would continue, as online interactive, once children were back in school, hopefully in March.
- 6.08 SEND
It was recognised that for those eight children with an EHCP (Education, Health and Care Plan) and those with significant additional needs, accessing school work and all the usual support processes was very challenging. To this end initially 2 hours' provision per day, one to one, was offered, plus SALT (Speech and Language Therapy) and physiotherapy, rising to 3.5 hours or three full days. It had been noticed that more progress was being made by the SALT because of the smaller groups in school.

A parent governor described how useful this was in terms of helping maintain a child's wellbeing and education.

- 6.08.1 The staff governor reported that the three EHCP children in Early Years were flourishing in smaller groups, with their needs met by key people; noticed and appreciated by their parents. The SIA commented that this was exemplary practice.

The three children on Restorative Learning, two of whom were in the smaller Year 6 bubble, were experiencing a perfect transitioning opportunity back into school. PPE and other adjustments enabled them to come to school, unlike the first school closure, without missing any more education.

8.00 STAFF WELLBEING AND WORKLOAD

- 8.01 Office Vibe surveys were being sent to the 58 staff each week, asking questions about:

- Happiness
- Relationships with management
- Feelings of recognition
- Satisfaction

A new immediate text response facility in this third lockdown was working well.

- 8.02 One to one Q and A sessions with SLT, which they then repeated with staff, were ongoing, considering responses and reflections on the personal as well as professional level.

Governors recognised that individuals' ability to cope was also a result of their challenges and personal situation outside of school.

- 8.03 Anyone found to need additional help was reminded of the support mechanisms in place:
- Two mental health first aiders in school
 - Counselling service through the school's SLA (Service Learning Agreement)
 - Local Authority Help line number

- 8.04 The staff governor informed governors of the wellbeing focus at staff meetings and felt that there was a good balance between those staff working in school and those working from home.

9.00 SCHOOL SELF-EVALUATION (SEF)

- 9.01 The Headteacher repeated the statement made at the last FGB meeting that there was now a positive sense of accurate reflection of the school's position. SLT considered the SEF findings not over-generous, and 'Good' for every single part of the SEF. Evidence was in place to back this up.

The SIA agreed with this statement, adding that she could see a phenomenal difference since the last Ofsted inspection. A parent governor confirmed her impression of an undeniable improvement.

9.02 The Chair was aware that the current circumstances robbed school of the opportunity to amass further evidence in the form of assessment data, having to rely instead on outcomes bearing fruit moving forward through the remainder of the year. He was concerned that should Ofsted arrive, individual examples would not compare to hard data.

The SIA was pleased that Covid had not stood in the way of school moving forward with its SDP (School Development Plan) and SEF. Book scrutinies, work towards Healthy Schools, the establishment of a fantastic stable staff team and effective SLT would all support the Chair's recognition of a triangulated credible detailed story to present to Ofsted.

10.00 DATE AND TIME OF NEXT MEETING

10.01 **Tuesday 23rd March at 4.00 pm.**

10.02 **This will comprise presentations by subject leaders followed by discussion, facilitated by the SIA.**

10.03 **The Chair closed the meeting at 5.40 pm**