



JR wondered if children saw themselves as scientists and was informed that there was an action plan in place to reinforce the progression of what they were doing, what they were learning, and the vocabulary associated. Since September children had been excited by science, evidenced in pupil questionnaires, and were capable of explaining what they were doing now.

Science selfies provide an opportunity for children to understand how science played a part in nearly everything we do, and in many jobs they might choose to do in the future.

Recently, individual books, using titles and symbols at the top of each page, identified topics (sometimes joint, e.g. pictograms as maths and science) covered. These had been handed to staff after Christmas and Nicole intended, since she could not visit classrooms yet, videoing how best to use them.

Nicole finished by showing her Science in a Nutshell booklet, which she would video, in the absence, yet, of safe hands-on CPD (and for new members of staff). All staff had received a copy by email.

JR asked that Nicole send all her documents before the Science Deep Dive in May so that she might form lines of enquiry and questions which would be triangulated on the day using lesson observations, books, talking to teachers and children. Comments from this visit would deepen Nicole's knowledge to relay to Ofsted when they next visited.

**Nicole Ford**

8.01.1 The Headteacher explained that Science was one of three themes taught each year. When not being taught as a theme, it was still taught for three out of every four weeks during the school year. He felt pleased and proud to offer this subject to Ofsted for any Deep Dive inspection.

## 8.02 English and Phonics

Joanna Roberts (JR) described the whole class (Inclusive) system in place, led by members of staff working in a new shared partnership, to ensure a clear match and consistency across year groups for phonics and reading, using book bands. Staff training and peer observations to support this had taken place.

JR, Elisa Whitfield and Rachel Haigh (RH) (specialist TA) had developed a system whereby there were readers' files (including in KS2), detailing phonics assessments and listening to read information, in all classes. This produced consistent re-cap and application, with nothing lost after each lesson.

Jackie Reid asked if KS2 had daily reading opportunities. TA timed sessions, plus time spent with RH, were on offer. TAs knew which book bands to use following assessments of each child by RH. In answer to JR's question, Joanna commented that in EYFS and KS1, RH had set a baseline with the class TA, leading to a developing ownership by the TAs. Their confidence would increase further once peer observations could safely take place.

JR asked if children were given reading books only with sounds that they were familiar with. Moveable labels on the book band levels helped keep pace with their progress. SEND children used flashcards before moving on to reading books. All children were assessed half termly, tracked at phonics pupil progress meetings with the teacher and TA (considered crucial to the process), following which their book band was adjusted as appropriate.

Joanna described how lockdown had affected progress but, in the autumn term, the new arrangements had produced an increase from 75% reaching phase 2 in September, to 84% in December, following interventions and actions.

Those who had not passed were monitored on the tracker. It was recognised that Year 3 were the group of interest to Ofsted since they had suffered most from the school closures and restricted re-openings, phonics-wise. It was noted that Rachel Haigh spent the majority of her time supporting this year group.

Year 1, scoring 50% at phase 2 in September had not progressed by December. Since school had its own contextual concerns (teacher off sick and higher level of need), an internal Deep Dive had taken place which resulted in ability setting. JR was pleased that data + situation had resulted in team alterations which should produce a positive impact. She reminded the team to document and Mind Map this scheme, with a simple script, to ensure Ofsted were aware of the actions in place.

Elisa Whitfield added that the rigour of this system, in terms of quality phonics class teaching/interventions/individual application, now established in Reception, had set a foundation from which, in a couple of years, a huge impact was expected. JR agreed that the application the scheme was important and thanked Joanna for her report.

### 8.03 SEND

Jackie Reid (JR) commented that she understood the metamorphosis of SEND within school over the past two years which had enabled it to move forward. The substantial audit, review, and support from the Local Authority should now be impacting children in the classroom.

8.03.1 JR asked how school, following the above intervention, was ensuring that the lowest 20% of children can now learn. Donna Bedlow (DB) replied that most were now reached through Quality First teaching following all teachers' upskilling to deliver consistent provision in the classroom. This was recognised as important since, historically, not the case.

DB continued that Joanna Roberts had helped with the differentiation of learning, stripped back to a base from which a clear idea and planning was transparent.

The effective use of the BSquared scheme, monitoring progress so that targets were reached and outcomes achieved, was now being led by the TAs with teachers having an overview. JR commented that this ownership was a real achievement for school.

BD described the consistent approach across school, using Rachel Haigh's SENIT phonics and HLTAs offering SALT support, in class from, as JR reminded governors, the remaining expert TAs.

BD continued that a lead Autism practitioner, based in EYFS, was raising the profile across school and advising her on appropriate interventions.

The Chair gave his apologies and left the meeting.

- 8.03.2 Jackie Reid was pleased to hear powerful changes but wanted evidence to show the impact. She explained that any inspection would want to see children in the lowest 20%, and those with complex needs, working in class, would look at their books and talk to them on the second day of any Deep Dive. She suggested that school prepare for this now by identifying this cohort in each year group and have evidence to hand (such as phonics tracking and work books) and resources ready to use (for different subjects) using guidance from the subject leads.

JR agreed to forward questions likely to be asked and do a one to one session going over the details with DB if required.

**Jackie Reid**

- 8.03.3 The Headteacher (ML) reported that Mandy Marchant from the STARS team, an autistic specialist team, had been into school this term. They were aware of school's SEND journey and were happy to see the consistent approach led by confident teachers. JR added that it was important to have this evidence on paper and urged school to gather together records, highlighting the improvements.

ML also made clear that school was now in a position to signpost, as necessary, those children for whom there was not sufficient and appropriate support available in school, following interventions such as Plan Do Review, Educational Psychologist and EHCP (Education and Health Care Plan). JR was glad that school had opened its arms for outside support in addition to work within school to transform provision and staffing.

Elisa Whitfield continued that there were also weekly practice review meetings with the Assistant Headteacher for SEND children. DB added that an agenda (of actions from the previous meeting) and minutes were kept for each child, as evidence of school's commitment.

JR asked that evidence, even within the current bubble arrangements, to support these review meetings, was essential, to clearly see where further support was needed. This was a crucial element to stop children falling through the net.

Joanna Roberts commented that teachers knew they were supported with SEND through these weekly review meetings, demonstrating a leadership structure with inclusion at its core.

8.03.4 To ensure that the new SEND arrangements showed rigour, JR asked everyone present to consider the child from an Ofsted point of view, at the centre of a circle made of golden thread. A spider web of threads, from them to the edges of the circle, represented what inclusion at Hunslet Carr looked like, and included:

- All adults
- Provision
- Communication
- Evidence
- Planning, Doing and Reviewing cycle

8.04 Writing

Writing became a priority after the last Ofsted and Year 6 SATs results, and had been on a journey to embed it since then, through supporting staff with teaching, CPD, monitoring and peer observation. Non-negotiables such as a push on marking and feedback were in place.

A new handwriting scheme, delivered weekly or as an intensive intervention, with prizes for homework, had resulted in better presentation. Jackie Reid (JR) commented that positive attitudes and pride in their work, as a result of personal development, was evident.

Elisa Whitfield (EW) reported having seen the new teaching sequence, model texts in use, shared writing and objectives for spelling (such as the use of mnemonics and other strategies) when walking round school.

JR asked that it be recorded whether/when the improvement in writing was filtering through to other subjects.

8.04.1 It was noted that the progress made in spelling had been interrupted by the Covid school closures and restricted re-openings, though there was evidence in books of an impact made.

A similar raft of support to that put in place for writing was being rolled out to improve spelling, with a further support platform, "Spelling in Six" stolen from Maths' "Fluent in Five." Weekly tests would see scores tracked.

8.04.2 Extended pieces of work in topic books were being used to support/improve reading. Teachers were aware that this must be tracked/recorded as evidence.

JR asked if children would be able to talk about what they had read in their topic books. EW thought so but would put in place a mechanism to check.

**Elisa  
Whitfield**

Free Write sessions were in place, using a toolkit, to demonstrate what had been learnt, in any subject, through any genre. JR thought it essential to use this approach in all subjects, to improve (and record) reading, spelling and writing. In this way children would pick up academic vocabulary and make links to other areas of the curriculum.

8.05 Jackie Reid was delighted to see that school had not used Covid as an excuse, and seen business as usual. Expectations remained high despite gaps having opened up for some children following the school closures.

8.06 Wider Curriculum Co-ordination

Matthew Farley was asked what subject he would recommend for a Deep Dive, in addition to Maths, Reading and Science at any Ofsted inspection. He chose History, which had just been the subject of a topic week, and offered opportunities for using reading and writing skills.

Following the teaching of surface history before, JR was informed that she could be assured children were historians since work had been done to examine what skills school wanted to develop, how children compared, and the results recorded in an ongoing progress document.

JR offered the following advice for history, and any other subject, to demonstrate school's understanding of the value of each child's education:

- Begin with national curriculum content
- Assume no knowledge of any subject
- Embed every subject like clockwork
- Check that evidence is in place
- Make clear that topic weeks do not precluded other subjects
- Cross reference all subject leaders' plans and journeys
- Demonstrate and make obvious any impact

JR offered to meet one to one with MF to practice the above, if required.

Jackie Reid

8.07 Maths

The NOVAC report on Maths, compiled after a remote Deep Dive with Charlie Sharpe, had been uploaded to Leeds for Learning earlier in the day, in preparation for the FGB meeting on 30 March.

The Head teacher asked CS to explain the essential aspects of Maths that any inspector would need to know, for the benefit of governors, which were as follows:

- Inconsistencies across school, in teaching and Learning, had ended.
- Teachers and TAs were trained to teach Maths No Problem
- Teachers and TAs were Maths No Problem Catch-up trained
- Reasoning was embedded into every lesson

- “Fluent in Five”, in place since 2019, following the Year 6 SATs results, supported reasoning and consolidated what had been previously learnt, to brilliant effect
- This five minutes of answering questions (either written or mental) had now begun lower down the school, was data driven, with teachers held to account
- Teachers were immediately aware of who had not reached the magic target score of 75% and support swung immediately into action
- Pupils knew what was expected of them
- Rockstars had been used to internally assess Year 4, whose times tables formal assessment was deferred because of the Covid school closures. The results were better than Leeds and National

JR was reassured that Maths No Problem had continued as part of the remote learning offer with resources sent home for EYFS children to access the scheme.

She reported having asked questions, via iPads, of the lowest 20% children during the Maths virtual Deep Dive. They had handled them well and were developing the ability to explain what they were learning.

8.08 The Head teacher (ML) shared a visual aid for telling the story of each subject’s journey, through evidence not anecdotes. The “S” shape should begin with the Intent (following the 2018 Ofsted result), progressed through Implementation and ended with Impact.

ML described how Charlie Sharpe had used the S verbally and Nicole visually. Help and support would be given to each other subject lead so that the three “I”s, evident in every leader’s presentation, were clear and ready for any inspection.

8.08.1 The Headteacher reported having been asked if Hunslet Carr would be willing to put itself forward for the one in three chance to undergo a practice Ofsted inspection in the upcoming summer term. This would be a face to face inspection, following the inspectors’ risk assessments and lateral flow testing.

It would result in no judgement or report, only verbal feedback, but would offer a free opportunity, tips and a trial run for the real thing, due in 2021-2022.

All subject leader and staff left the meeting

## **1.00 APOLOGIES FOR ABSENCE**

1.01 Apologies for absence were received and accepted from Clare Davidson.

## **2.00 DECLARATION OF INTERESTS AND REGISTER OF GOVERNORS’ INTERESTS**

2.01 There were no declarations of interest.

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

3.01 The minutes of the meeting held on 21<sup>st</sup> January 2020 were approved as an accurate record and the Chair was authorised to sign them when next in school.

Chair

**4.00 REVIEW ACTIONS AND MATTERS ARISING**

4.01 Minutes of the last meeting - Item 3.01 refers – The Chair had signed the minutes of the previous meeting

To be checked since JH left the meeting early

4.02 Matters Arising - Item 4.04 refers – The Headteacher had added that three governors had attended the NOVAC feedback meeting.

4.03 Date and Agenda items for the next meeting - Item 4.06 refers – The subject leaders were attending this evening’s meeting to discuss school’s progress via systems and plans in place.

4.04 Assessment and preparation for Statutory tests - Item 5.02.4 refers – Last year’s Year 6 (SATs) evidence of work and portfolios were in place to send to other local schools for a planned external moderation.

4.05 Assessment and preparation for Statutory tests - Item 5.02.4 refers – A Reading, Writing and Maths plus PSHE report, in the absence of Year 6 SATs, would be brought to the summer JRG meeting.

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4.06 Assessment and preparation for Statutory tests - Item 5.02.4 refers – Coded catch-up for the Year 5s was in place in the form of extra maths and writing sessions (twice per week), plus additional reading support if it was assessed that Covid had made an impact on their potential for attainment.

The Covid Catch-up funding plan would be presented to governors at next week’s FGB meeting.

4.07 Assessment and preparation for Statutory tests - Item 5.02.5 refers – The Remote Learning report, to be presented to governors at next week’s FGB meeting, showed that 66% of those who did not engage with remote learning, were in the bottom 20% for attainment. Since Ofsted would ask about the impact of Covid, a cross-reference of those children who were currently not at the level expected of them, with their uptake of online learning, was useful information.

4.08 Assessment and preparation for Statutory tests - Item 5.03 refers – Examples had been collected of remote learning set, Zoom videos and work produced to demonstrate good practice. Governors were welcome to see the document produced.

**5.00 ASSESSMENT**

5.01 This would be deferred to the next meeting.

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**6.00 THE QUALITY OF REMOTE LEARNING OFFER**

6.01 This would be reported at next week’s FGB meeting



- 7.00 GOVERNOR MONITORING OF SCHOOL IMPROVEMENT PRIORITIES**
- 7.01 The above subject presentations presented an opportunity for governor monitoring.
- 7.02 Samantha Pease was asked for her opinion of the subject presentations since she had not listened before to how the curriculum was delivered in such detail.
- She was impressed with the good work happening and aware that staff knew their subject well.
- SP agreed to talk with Ofsted if/when they visited of her first-hand experience of understanding how the curriculum had been delivered, and was delivered.
- 9.00 EARLY YEARS FOUNDATION STAGE**
- 9.01 Aspects not covered by this evening's presentations would be deferred to the next meeting.
- 10.00 SCHOOL SELF-EVALUATION (SEF)**
- 10.01 The above subject presentations presented an opportunity for consideration of the SEF.
- 11.00 ANY OTHER URGENT BUSINESS**
- There was no other urgent business.
- 12.00 DATE AND TIME OF NEXT MEETING**
- 12.01 **Tuesday 6 July 2021 at 4.00 pm**
- 12.02 **The Chair closed the meeting at 5.40 pm**

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