



SATs, was on this evening's agenda. The document had been circulated prior to the meeting for governors' information.

- 4.07 Assessment – item 5.01 refers – This would be considered at this evening's meeting at item 5. The document had been circulated prior to the meeting for governors' information.

## **5 ASSESSMENT**

- 5.01 Governors had received a headline report, including the most recent information on the attainment and progress of Years 2 and 6 prior to the meeting.

- 5.01.1 Year 6 had done a Reading assessment, of a previously unseen paper, under SATs conditions. The score of +0.9 was very pleasing and a distinct improvement on previous attainment, as confirmed by Ian Stokes.

A closer look at individual scores showed that learning had been embedded despite the Covid restrictions with systems and structures in place that supported this year's new territory of remote learning.

- 5.01.2 Year 6 Maths results had also improved though were suffering from an absence of nine months' on site learning despite good maths teaching.

- 5.01.3 The Chair commented that the mock SATs results showed a dynamic school, positively moving forward, not using Covid as an excuse for lack of progress.

The **Senior Assistant Headteacher** added that she was aware, through comparison with other schools whilst doing external training, that school had kept learning as normal as possible for children despite the changes experienced by both staff and pupils, with expectations kept in place for all.

- 5.02 Year 4 had taken the Times Table tests (Rock Stars version) and the 20/25 results were very pleasing, when compared to 18/25 for Leeds and National.

Deeper analysis of individual marks would be brought to the FGB meeting on 20<sup>th</sup> July.

- 5.03 Year 2 had done assessments, of previously unseen papers, under SATs conditions.

Despite Covid restrictions and their self-isolating teacher, scores of 63 – Reading, 61 – Writing and 61 – Maths were very encouraging.

It was noted that the 15% (seven children) who just missed out were those who had not engaged in lockdown learning despite being offered laptops and having staff go to their homes. They showed potential, however, with Catch-up and hard work, going forward.

Without the Covid restrictions it was anticipated that the scores would have been 73 – Reading, 71 – Writing and 71 – Maths.

- 5.04 The **Senior Assistant Head** reported that Year 1 phonics showed a **72%** pass. This was significant in view of the missed nine months of a three year school history. Without Covid it was expected that all would have passed.

A parent governor commented that the online phonics work had been brilliant and easy to use.

- 5.04.1 The overall feeling was that children's progress had not stood still. School would not be satisfied till all children passed their phonics and would continue working to that goal.

- 5.05 Data for EYFS (Early years Foundation Stage) was raw with 55% attaining GLD.

These figures were impacted by several components that come together to make the 1 judgement of GLD. For examples many children had failed to achieve GLD as they had not met there required standard in physical development or communication.

What was pleasing was that despite COVID 63% had met the required standard in Writing and 67% in Maths, showing really good foundations despite.

Further contextual information for this cohort of children included:

- the impact of 9 months lost teaching for a cohort of children who had only been in school 2 years
- a large % of this cohort has very complex needs
- 7% being NTE (New to English).

- 5.06 The school's assessment cycle, plus time spent collapsing bubbles, meant that the data for Years 1,3,4,5, plus SEND and pupil premium children, input onto the internal system on Friday, 2<sup>nd</sup> July, had not yet been fully analysed.

A more in-depth report would be presented to the Full Governing Board on Tuesday 20<sup>th</sup> July.

- 5.06.1 The Chair thought it a good idea to determine an appropriate point at which to review the effectiveness of Catch-up, and suggested the end of the autumn term.

The SIA (School Improvement Advisor) was cautious that

- Ofsted might make a visit prior to then
- There would be a lack of consistency, affecting catch-up whilst self-isolation and bubble collapses remained in place.

**Headteacher**

## **8 EARLY YEARS FOUNDATION STAGE (EYFS)**

8.01 Since the new EYFS framework applies from September 2021 and Development Matters is the new non-statutory curriculum guidance for the EYFS, the **Senior Assistant Head** gave governors an update on school's plans to implement it.

EW shared highlights of the training she had attended, then cascaded to all staff across school.

She outlined the changes that she and the EYFS team would be putting in place from September 2021 as follows

- Design of a new curriculum, based on the new assessment, reflecting the community, cohort and individual children's needs
- Beginning with the school's vision, intent and implementation would be incorporated into the new framework
- Detailed topic content would be overseen by the curriculum lead
- Staggered transition from nursery (mornings only) for two weeks would leave time (each afternoon) for training of staff
- Consistency of understanding and application of the new framework would be in place ahead of any Ofsted visit and link back to the vision and intent.

## **9 PHONICS AND EARLY READING – A PRIORITY ACROSS THE CITY**

9.01 Last year was a year of reading in Leeds to raise awareness of the importance and benefits of young people being fluent readers. Reading continued to be a priority across Leeds and five questions remained pertinent:

- What systematic synthetic phonics programme do we use; why?
- What training have staff had on synthetic phonics?
- How much time is given to reading in the curriculum?
- How are struggling pupils supported to become proficient readers?
- How do we support parents to help their child with their reading?

The **Senior Assistant Head** shared with governors the answers to these questions describing the change in emphasis from evidence onto Tapestry to more of a focus on adults talking to children, leading to progress.

9.02 School now had a phonics team, made up of its lead, a specialist HLTA (Higher Level Teaching Assistant), KS1, KS2 and EYFS teachers. They were confident that practise was good, following a visit to another school.

9.02.1 Of concern was the removal from the new government scheme of the current phonics system (Letters and Sounds); used to good advantage in school.

Outside advice had been sought through an external moderation and assessment at the end of the week, so that school might write its own validated scheme based on Letters and Sounds. The SIA was confident that if children were passing and applying their phonics knowledge then this should be acceptable and was happy that it showed school's confidence in its own teaching.

Permission would be sought, following Steve Dawson's visit, to create a bespoke scheme, using the wealth of resources already in school, rather than pay for the new Development Matters scheme.

9.02.2 EW continued that the following system, to ensure good practice, was in place

- Training and two way observations for TAs
- Topics matched with reading books
- SENIT interventions in Early Years
- Following the SIA visit, leadership within the TAs, helping more children, in the classroom, was now in place
- Expertise applied where and when needed
- A virtual parents' workshop to support the learning of phonics
- Letters home to support the learning of phonics

## **6 THE QUALITY OF TEACHING**

6.01 The Headteacher reported to the Governors the results of the monitoring that has taken place this term and the actions taken by leaders as a result of the information gathered. ML described

- Drop-in 10 minute leverage lesson observations, under Covid safe rules, which would recognise one thing that could make a huge impact.
- An example focussed on two NTE (New to English) Year 5 children whose reading skills were observed and assessed by using Google translate to change the class text, so as to measure their ability through their answers, to Spanish.

6.02 The Headteacher informed governors that his staff had remained positive throughout the Covid restrictions and had done extra work across the year. Leverage, through the current observations, was not putting extra strain on their teaching practice. The SIA agreed that this was a good way to ease them back into monitoring ready for the relaxing of restrictions in September.

6.03 A governor enquired if there had been book scrutinies. The Headteacher responded that Summer 1 saw examples of books seen by the SLT (Senior Leadership Team). In Summer 2, following a staff meeting, teachers had met individually with an Assistant Head to be given feedback. The governor was reassured that this feedback was followed up.

Of the two teachers offering concern, governors were told that they were both moving on from school.

## **7 CURRICULUM**

7.01 Strategic leadership is a core function of the board. Governors received regular updates on how the school had adapted and prioritised the curriculum from September 2020 to meet the requirements of the Ofsted inspection framework.

Five documents, to support this, had been circulated prior to the meeting as follows:

- The NOVAC report from the Science Deep Dive.
- The note of the visit from the SIA following her meeting with Matthew Farley (Curriculum Lead).
- The latest Wider Curriculum Ofsted Ready document
- The draft PSHE (Personal, Social and Health Education) report
- The note of visit from the SIA following her meeting with the SENCO (Special Educational Needs Co-ordinator)

7.02 The SIA described to governors her meetings with the three leads in school and her facilitating their feeling confident to talk in depth and great detail about their subjects and the impact made, in readiness for Ofsted.

A governor commented that the reports gave a good picture of each area, were clear and showed a development from the foundation of each subject.

7.03 A practice 90 minute conversation would be held at the beginning of October, first with the Headteacher then with the subject leaders (either individually or as a group) to prepare for Ofsted.

Three days had been allocated for support from the SIA which would be used to support the Headteacher (with SLT on speakerphone), talking to teachers in groups and supporting NQTs (Newly Qualified Teachers).

7.04 The Chair commented that the Curriculum document offered a useful summary recognising those areas still in need of development.

The SIA stated that it served as an aide memoire and hoped that Ofsted would recognise its transition from Covid restrictions to a full roll-out.

## **10 REPORTING TO PARENTS**

10.01 The Headteacher (ML) shared with governors the school's reporting to parents' format which was, this year, in the form of a letter from the class teacher to each individual child. Examples of the four types of letter had been circulated prior to the meeting.

ML reported that parents had given good feedback on this individual style, in the absence of SATs, last year.

The parent governor added that she much preferred the personal approach to the drier reporting of previous years.

The Head added that teachers also preferred to write in this non formulaic way.

## **11 ANNUAL REVIEW OF EFFECTIVENESS**

11.01 The JRG (Joint Review Group) committee's effectiveness and impact, with identified priorities for the coming year, was discussed. The Chair explained that it triangulated nicely with the documents seen and meetings attended by committee members.

The Clerk explained that it was recommended that a report from each committee should be provided for inclusion in the annual governing board statement, due in the autumn. JH agreed to forward templates to each committee member to precede either a short clarification meeting, or email conversation, ahead of the FGB meeting in September.

**Clerk –actioned  
6/7/2021**

## **12 ANY OTHER URGENT BUSINESS**

12.01 There was no other urgent business.

## **13 DATE AND TIME OF NEXT MEETING**

13.01 **Tuesday 19<sup>th</sup> October at 4 pm**

13.02 The Chair thanked everyone for attending and closed the meeting at 17.06 pm