



8.01.1 Matthew Farley provided a verbal overview of the updated version of the Wider Curriculum Ofsted Preparation document, circulated to governors ahead of the meeting, designed to ensure that the curriculum remains ambitious for Hunslet Carr's children.

8.01.2 In 2018, Ofsted's found the teaching of the foundation subjects was inconsistent and narrowly focused. Improvements since then mean all foundation subjects, are now taught at consistently effective level across school, in a broad and deep manner. MF described how in a typical Core curriculum week alongside Reading, Writing and Maths the following subjects would be taught:

- Science
- RE
- PE
- Spanish
- Computing
- PSHE & Circle time

Every fourth week, the school's topics would be taught alongside Reading and Maths. In these weeks, the following subjects would be taught:

- History
- Geography
- Art and DT
- PE
- PSHE & Circle time

Writing is still taught during a Topic week but would be based on the History or Geography being taught that week.

Music is the only subject not yet in place. A scheme has been bought and resources are on order. Training for staff will take place in Nov/Dec with lessons starting in the New year.

8.01.3 Teachers are given one full day off timetable to plan and prepare the topic booklet. Each topic booklet includes:

- Rationale
- Match with the ethos
- Speech and language needs
- Additional help needed for the disadvantaged
- Anticipated outcomes

In the week before the Topic week is taught (weeks 1, 5 and 9 of each term), the PPA the week before is focused on ensuring those lessons are taught effectively.

Teachers are also asked to review the topic, resources and experiences at the end of the term, to inform how we might improve the topic the following year.

One area we are developing in 2021-22 is Assessment of the Wider Curriculum. Following the teaching of each topic, assessment tables will be used to record how children achieved. The table assumes that if a child's name is not written they achieved the expected standard with only the names of children working towards/working above added. Each assessment table also records effort and attitude.

It was noted that topic weeks had continued throughout the Covid lockdowns with those in and out of school doing the same work, alongside maths, reading, writing and one foundation study.

8.01.4 The Headteacher, in response to a governor's enquiry, described how there are 4 key strands in History and 3 key strands in Geography that no matter what was being studied the children would focus on. In history, one of these strands was childhood, so that using linked texts, children would, each year, study what it was like to be a child in a different age (Greek, Roman, stone age) compared with their lives today. In Geography, strands include "where in the world is that compared to Hunslet" and "how would you travel to that place".

8.01.5 MF described the way that teachers were delivering knowledge in such a way that it will be remembered long term, providing the basis for future learning.

This followed last year's Science Deep Dive and interviews with children which had shown that some were not fully aware of what they were learning or doing, and what the subject was.

Consistent slides for Art, Geography, History and RE were now in use across the school, showing at the start of each lesson, what the subject is, how to be successful, flashbacks to previous learning and skills.

It was noted that this information was also linked to EYFS via curriculum progression maps so that skills building for each subject was addressed early on with booklets demonstrating the progression as a child moved up through the school. This also had the advantage that subject leaders now understood the EYFS framework.

8.01.6 It was recognised that knowledge gaps, a result of the Covid lockdowns, did not interfere with a continuous progression in most subjects as key learning skills had been taught throughout. Therefore children knew how to be a historian, even when they might not know about a certain time period in history.

There are some subjects where skills are built upon for example Art and DT, so our subject leaders have supported teachers in ensuring that we are continuing to build these skills using advice from the DfE in their recovery curriculum document with those subject leaders.

Another area we are developing in 2021-22 is that when creating a topic booklet, teachers will also create a mini quiz, which, if the topic is taught well and children engage with the learning they will be able to demonstrate what they have understood. This will help to inform teachers and subject leaders of the next steps.

In effect, Hunslet Carr has developed their own scheme, similar to the ones bought into by other schools.

8.01.7 The Chair asked for any other comments or questions and reminded governors that the implementation of the curriculum and its development had been a main focus of the Headteacher's performance management this morning. The continued improvement in recording progress details, developing consistent expertise in subject leaders would result in the creation of a virtual circle of improvement.

8.01.8 The Headteacher thanked MF for his comprehensive explanation and added that all information was on the school website, split into year groups and subjects, in the parents' information section.

ML continued that this information would form the basis of Ofsted's questions when they arrived. He was confident that it showed that the wider curriculum was not a second thought. This was supported by the SIA who was happy with the way that the curriculum lead's knowledge and leadership, and information on the website cross-referenced with information in the NOVAC.

Governors thanked Matthew Farley for his time and he left the meeting.

## 8.02 **Remote Education**

8.02.1 The Headteacher outlined the current arrangements made for the delivery of remote education, bearing in mind the need to minimise extra work for teaching staff.

Only when 10%+ of the class were working offsite would the online learning platform, set up during the Covid lockdowns (using the same slides as accessed in class), be used.

One or two positive testing children, or those having to self-isolate, would receive paper copies of the work taking place in class, dropped off and retrieved every two days.

## 8.03 **The Multiplication tables check**

8.03.1 The Headteacher reminded governors that school had done the optional multiplication tables check last year despite the Covid pandemic, the results of which had, like the previous year, beaten the national average.

Children continued to use the Times Tables Rockstars site and all had active log-ins. Maths No Problem, the scheme, used in school helped a strong preparation for the test coming up later in the year and school was confident of a great result.

#### 8.04 **The reception baseline assessment**

The Deputy Headteacher, Elisa Whitfield, reported to governors how the school had carried out the new Reception Baseline Assessment.

8.04.1 Results were as expected and showed the majority of children enter HCPS lower than expected. The school's big focus would be, therefore, on vocabulary and understanding.

Three days' planning as an EYFS team had taken place in July 2021 to identify what Hunslet Carr's children needed most, in preparation for Year 1. Lessons and a timetable had been prepared under the new framework, including:

- Circle time
- Topic lessons
- Support in place where needed
- A year's work was in place, concentrating on occupations and why we celebrate – both encompassing things unknown to children in their current home lives.

8.04.2 The Headteacher added that the recommendations made at the last Ofsted inspection in 2018 regarding outdoor provision had all been acted on with significant improvements. The use of sheds full of equipment for developing communication and language, filling the gaps in learning as a result of Covid, was key.

Physical development of gross motor skills looked different at different times of the year, seen through digging, DIY, acting out visitors to school (eg. Police station). Fine motor skills continued to be developed indoors using sewing and tweezers.

#### 8.05 **The new EYFS statutory framework**

The Deputy Headteacher, Elisa Whitfield, reported to governors how the school was implementing the new EYFS framework.

EW reminded governors that the move from evidential record keeping through daily observations to spending more time enabling children was a big step forward.

Staff meetings and preparation (with TAs ) before the school day began, was developing a situation where staff felt they knew the children better and could drive their learning forward.

#### 8.06 **Covid-19 impact (catch-up plans)**

The Headteacher had provided the committee with the updated Covid Catch Up Plan for the school, circulated ahead of the meeting.

8.06.1 The Chair felt this gave a clear overall plan and had been discussed in detail as part of the Headteacher's performance management this morning.

The Headteacher described how the £50,000 was being used to pay for three teachers, previously working part-time, to be in school full-time, rather than use tutors who were not familiar with the children's needs.

Interventions identified as necessary, in class, were carried out by these teachers outside the classroom environment, then incorporated into class for the benefit of the child concerned.

## **5 ASSESSMENT AND PREPARATION FOR STATUTORY TESTS**

5.01 Comprehensive assessment information for 2020-21, and a report on the pupil progress meetings that took place week beginning 4<sup>th</sup> and 11<sup>th</sup> October, had been circulated to governors ahead of the meeting.

5.02 The Chair asked how the vulnerability of Year 4, a focus for this year, had been identified.

The Headteacher replied that the Ian Stokes' document, presented to governors ahead of the July FGB meeting, focussing on demographic information (including postcode and census statistics), had shown Year 4 to be the most vulnerable, in need of adapted supported this year 2021-2022.

5.03 The Chair enquired whether the vulnerability of Year 6, with less time to catch-up, would affect their SATs outcomes in the summer of 2022.

Whilst they have entered Year 6 with fewer children on track than the cohort before them, the Headteacher explained that their attitudes to learning were more positive and resilient than the previous year group. With this better attitude to learning, it was expected that they would benefit from the quality of education on offer this year and match last year's standards.

## **6 THE QUALITY OF TEACHING**

6.01 Martin had provided the committee with a report on how it was intended to assess the quality of Teaching and Learning in 2021-22. The report, explaining the Performance Management Process, by term, for 2021-22, was described as follows, and represented a continuation from the previous external moderation or activity carried out by the school improvement advisor or external consultants.

- Autumn Term  
Reports from Assistant Headteachers' fortnightly drop-in reviews would take place until Christmas, focussing on three things going well, and one thing, that if changed, would have a big impact for the better
- Spring Term  
Using 'Lesson Studies', staff would plan lessons together, observe each other and feedback, for the continued development of best practice across school

- Summer Term  
SLT lesson observations

6.02 The Headteacher was confident that this approach, building throughout the year, relying on the open-ness of staff, building to a formal structured review of the quality of teaching, was the clear development of a sound judgement by the school's leadership.

Samantha Pease joined the meeting

## **7 EARLY READING AND PHONICS**

7.01 Governors were reminded that supporting all pupils to be confident readers is a priority in school and across the local authority. The Deputy Headteacher (EW) had provided the committee with a report on the phonics scheme being implemented from September 2021. Together with the report of Steve Dawson's visit to school in July, to monitor the effectiveness of Phonics Teaching, the following was reported:

- 7.01.1
- Year 3 were the target of phonics, with staff supported through PPA, planning integrated phonics into spelling, and observing the first session taught
  - Appropriateness of book bands across school had been checked and amended where necessary
  - Years 4 and 5, whilst TA led, were under the expertise of the HLTA responsible for leading phonics across school.
  - An external moderation would take place on 10 November

7.02 The Chair was content that the strong positive feedback showed that all the actions identified in Steve Dawson's report, and the latest NOVAC, had been addressed.

## **10 SCHOOL SELF-EVALUATION**

10.01 The updated sections of the SEF had been circulated to governors ahead of the meeting.

10.02 The Chair felt that the powerful impact of Covid 19 was evident in the current SEF.

The Headteacher added that school had tried to strike a balance between school continuing to progress and improve whilst dealing with, and resolving, the issues brought about by Covid.

It was noted that the Headteacher's objectives, set at this morning's Headteacher Performance Management meeting, would continue to address this.

10.03 The Chair was keen to know if the information presented to the JRG knitted together with that of the School Improvement Advisor's NOVAC and curriculum plans.

Jackie Reid assured governors that their involvement, minutes of meetings and qualifying information (circulated ahead of each meeting) was clear and comprehensive evidence of the school having made progress during the Covid pandemic, whilst coping and dealing with issues along the way.

**11 ANY OTHER URGENT BUSINESS**

11.01 There was no other urgent business.

**12 DATE AND TIME OF NEXT MEETING**

13.01 **Thursday 20<sup>th</sup> January 2022 at 4 pm**

13.02 The Chair thanked everyone for attending and closed the meeting at 5.12 pm