

HUNSLET CARR PRIMARY SCHOOL GOVERNING BOARD TEACHING AND LEARNING COMMITTEE MEETING

Minutes of the meeting held on Tuesday 15 March 2022 at 4.00 pm

PRESENT	Jon Hairsine – Chair	Martin Lumb - Headteacher
	Clare Davidson	Elisa Whitfield
	Samantha Pease	

IN ATTENDANCE: Jane Howarth (Clerk, Governor Support Service)

The meeting was held on Zoom.

1 APOLOGIES AND MEMBERSHIP MATTERS

1.01 There were no apologies. Everyone was present.

2 DECLARATIONS OF INTERESTS

2.01 There were no declarations of interest.

3 MINUTES OF THE LAST MEETING

3.01 The minutes of the meeting (JRG) held on 19 October 2021 were approved as an accurate record and the Chair was authorised to sign them when next in school.

Chair

4 REVIEW ACTIONS AND MATTERS ARISING

4.01 Matters arising – item 3.01

Resolved

The Chair had signed the minutes of the previous meeting

5 ASSESSMENT

Since the school's assessment cycle meant that the teachers in each year group would be submitting their assessment of each child in Reading, Writing and Maths on Friday, 18th March, the Head agreed to present the most up-to-date assessment information at the FGB on Tuesday, 29th March.

This would include Reading, Writing, Maths, and SEND and EAL data.

**FGB
agenda
item**

6 THE QUALITY OF TEACHING

6.01 Th Head described how this year's mid-year review of performance management, to take place on 22 March, would be approached differently. ML shared on screen a Leadership Matrix graph, indicating each member of staff's skills and attitudes to learning.

6.01.1 ML reminded governors that pre-pandemic, teachers' performance management was based on the observation of two lessons, fortnightly drop-ins, and a book trawl. Only the book trawl had been possible over the last two years, so a collection of different data had been undertaken.

6.01.2 Working from The Learning Imperative (Mark Burns and Andy Griffiths) teachers' position on the graph had been plotted from their answers to pre-determined statements on the National curriculum, behaviour management and phonics.

The interesting results showed those with high skills ~~predominantly~~ sometimes showing the ~~poorest~~ less positive attitudes. The least skilled often showed the most positive attitudes, e.g., ECT. This information would be used to set performance management targets. It would require ~~an~~ openness and honesty with teachers.

Teaching buddies (those with high scores in the opposite attribute) would be employed in particular schemes (Maths and Talk 4 Writing) for peer support. Results would be brought to a staff meeting and discussed following 2 x 30 minutes in each other's class.

Four staff would also be chosen for training in Teach Like a Champion strategies and techniques, led by EW, and their progress measured as the year progresses.

The Chair was reassured that by concentrating on increasing skills and attitudes the impact would be measurable and school's Ofsted-rated consistent teaching would rise to great teaching across the school.

6.01.3 Governors asked for an example and heard how an influx of SEND children into Early Years, post-pandemic, presented problems for those whose skills, though good, were long-standing, and whose traditional attitudes were compromised by this change in the cohort.

A governor wondered why the predominance of issues lay with Early Years. CD was informed that the pandemic had affected children's physical development and social skills. They were less independent and were regaining their love of a school routine, but this was taking time.

Of the 41 in Reception, some had communication and language difficulties, some were not toilet trained, 3-4 had a diagnosis of autism and several children's significant challenges prevented them from sharing. If a teacher's attitude was not open this could present a perception of too high a level of need for one class.

Such a situation had been supported previously by a TA taking out some of the children, affecting their phonics development, but this was no longer the way forward and creative thinking was required.

Weekly reviews by EW would ensure that both skills and attitude improved to fulfil every child's needs.

Governors were assured that Ofsted were impressed with them as teachers. This would make them even better.

6.01.4 A governor's enquiry as to the effect of the pandemic on those with SEND was answered by the Head. Data, measuring impact, would be brought to the summer T and L committee meeting.

**Summer
agenda
item**

6.02 Steve Dawson's phonics NOVAC had been circulated ahead of the meeting and was shared on screen.

He had been impressed with the clarity and consistency of the scheme, discussed the Ofsted feedback and recommended strategies to improve the skills of the TAs in their planning and delivery of phonics interventions, plus an additional phase assessment.

This training would be carried out by the two HLTAs and an Assistant Headteacher, supported by observation and impact meetings to check that phonics was moving forward as expected.

Whilst it would be good to share practice with others, it was not necessary to validate the scheme if just using it in-house.

6.02.1 The scheme was now on the school website.

6.03 School had taken the opportunity to work with three other schools (Hunslet Moor, Clapgate and Greenmount) to moderate Year 2 using the DfE's exemplification materials which focussed on expected standards for writing.

A meeting to share books and check that children were as expected ahead of the summer moderation, had taken place. Hunslet Carr had come out the best in spelling and ability to create text of the four schools. This was expected since teachers know their children well.

6.03.1 A similar moderation, but for Year 3, would take place at Hunslet Moor tomorrow. With Years 4, 5 and 6, using a similar model, to follow.

7 EARLY READING AND PHONICS

7.01 School's scheme, based on letters and sounds, with consistent resources and non-negotiable actions to sound

and blend words, used by all staff, had impressed both SD and Ofsted.

Sixteen criteria had been used to ensure the scheme was as robust as others, with one relating to the training of staff.

Books to match sounds learnt were used each week to ensure children were reading at their current phonological attainment level.

- 7.02 Whilst the current Year 1 remained the most affected by the disruption of the pandemic, screening checks were beginning to show them improving more than previous years at this point in the academic year. Their formal assessment in summer 2 would provide impact in full.

Ofsted had pointed out that school had not let the pandemic slow progress down. This would be demonstrated, through data, at the summer FGB.

8 GOVERNOR MONITORING OF SCHOOL IMPROVEMENT PRIORITIES

- 8.01 The Ofsted Preparedness of Foundation Subjects document had been circulated ahead of the meeting. The Head was reassured that it matched Ofsted's targets for school.

All topic journals covered by the curriculum were rag rated green.

PSHE, PE, Spanish, Computing and Music remained red only because they had not yet been assessed.

- 8.02 A Real PE online assessment tool had been demonstrated at a staff meeting so that this assessment could take place soon. The staff governor reported it being easy to use.

- 8.03 Assessment criteria for Art, History, Geography, Design and Science had been sent out for all teachers to use during the two-week March assessment window, alongside assessment of Reading, Writing and Maths. These remained yellow since teachers were not yet confident that they could demonstrate them to an outsider.

- 8.04 The results would be shared with parents as part of the end of year report.

- 8.05 The Head was confident that by Christmas the outcomes column would be completed.

9 ANY OTHER URGENT BUSINESS

9.01 The Chair was aware of how remote governor monitoring, throughout the pandemic, had still been considered successful at Ofsted. He wondered if there was scope for monitoring piggybacking the ongoing internal moderations, via zoom at staff meetings, rather than coming into school and affecting teachers' workload.

It was noted that the exception to this was behaviour which required monitoring at lunch time and in class.

9.01.1 A consultant, Jane Zanzoterra, was due in school to support the development of Design and Technology. Governors were invited to the feedback session and an invitation would be sent.

9.02 With a view to improving subject leaders' skills, two would be invited to the next meeting, to present how RE and Music were taught in school. This would be a good opportunity for them to have scrutiny by an outside audience.

Head

**Summer
agenda
item**

10 DATE AND TIME OF NEXT MEETING

Tuesday 5 July at 4 pm

The Chair thanked everyone for attending and closed the meeting at 5.05 pm