

HUNSLET CARR PRIMARY SCHOOL GOVERNING BOARD TEACHING AND LEARNING COMMITTEE MEETING

Minutes of the meeting held on Tuesday 5 July 2022 at 4.00 pm

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

IN ATTENDANCE: Jane Howarth (Clerk, Governor Support Service)
Rebecca Coronil – new governor from 19th July FGB

The meeting was held on Zoom.

1 APOLOGIES AND MEMBERSHIP MATTERS

1.01 Apologies were received from Clare Davidson.

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 held on 15 March 2022 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 Assessment – item 5

Resolved

Teachers' assessment information of Reading, Writing and Maths was presented at the FGB on Tuesday, 29th March.

Raw SATS data (pre-appeal) had been received today, plus rough National data, and would be considered at item 5 on this evening's agenda.

4.02 Quality of Teaching – item 6.01.4

Resolved

Data measuring the impact of the pandemic on those pupils with SEND was yet general in scope. A more detailed breakdown of performance (including SEND, PP) will be provided by Ian Stokes in his report in the Autumn Term.

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4.03 Any Other Urgent Business – item 9.01.1

Resolved

No governor had been available to attend the feedback session for the development of Design and Technology led by consultant Jane Zanzoterra, following her afternoon spent with the DT teaching lead.

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A NOVAC was expected and would be shared at the autumn Teaching and Learning committee.

4.04 Any Other Urgent Business – item 9.02

Resolved

RE and Music presentations would be postponed to the autumn Teaching and Learning committee since both members of staff were currently ill.

5 ASSESSMENT AND OUTCOMES

5.01 The Headteacher provided a report with information on Yr1 Phonics Check, Yr2 SATs, Year 1 – 6 Teacher Assessments ahead of the meeting.

Years 2, 4, 5 and 6 had been moderated with three other local schools for Reading, Writing and Maths, assessed against National, to provide re-assurance of internal assessment.

The Year 6 SAT results will be reviewed in full at the FGB meeting on 19th July.

5.02 **Year 1 phonics screen check**

The results were better than National and for Leeds as a whole, due to school's fidelity to the programme, staff expertise, and additional one-to-one support in place.

5.03 **Year 2**

The Reading (72%), Writing (60%) and Maths (72%) stood up well to National. This was due to good basic teaching and lockdown engagement with online (marked) work of 3-4 hours per day. Greater Depth was lower since school had focussed on raising every child to the pass mark. The Chair recognised, also, that remote learning had impacted on the impact of one-to-one learning.

In addition, since Year 2 had neither completed Reception nor had a full Year 1's education, it was more difficult to achieve Greater Depth on softer foundations. It was anticipated that as these children moved up through school the Greater Depth figures would improve by 2% per year, reaching National by Year 6.

5.04 **Year 4 Times tables**

Whilst a little disappointing, following meeting/better than National in the previous two years, it was acknowledged that this cohort had a high Pupil Premium, FSM, SEND, and families involved with Social Care. The 25/56 pass rate should, realistically, be 25/45 since 11 children did not take the test as working below or having extenuating family circumstances.

School was optimistic that, knowing the challenges faced to achieve the results needed, the remaining two years in school would raise their attainment to pass.

5.05 **Year 6 SATS data**

The results were shared on screen, having just arrived in school.

- SPAG – 54% passed, 5% at greater depth, av. scale score of 100.4
- Reading – 56% passed, 11% at greater depth, av. scale score of 100.5
- Maths– 56% passed, 11% at greater depth, av. scale score of 100.5

Since the reading tests showed that six children (14%) had missed by only one mark, these might be contested following scrutiny by the Headteacher and curriculum leader.

The Chair enquired if Covid had affected children's weaknesses. The Headteacher responded that the four-school moderation had provided comparison of effort and attainment for children from similar estates with the same opportunities and experiences. Patterns had been explored and feedback from the moderation exercise would be further explored through:

- Headteacher meeting
- English skills teaching
- Ian Stokes's data analysis

6 THE QUALITY OF TEACHING

6.01 Following the successful Ofsted inspection, it was not felt necessary to micro-analyse the quality of teaching.

It was noted that the biggest impact had been on Early Years, Year One and year Two.

6.01.1 **Early Years**

The GLD (Good level of Development) scores were good considering the baseline of children entering school with no previous nursery or childcare experience.

The staff governor commented that all staff were now trained to develop communication, in association with the SALT (Speech and Language Therapy) team which would support school's high expectations for children moving into Year One and Year Two.

Children were used to sitting and writing (excellent compared to the other moderated schools) and were receiving the knowledge that would raise them to National.

6.01.2 **Year 3**
The difference between an experienced teacher's class and that of the ECT was evident in the results. There were no concerns about the performance of the ECT, whose bank of knowledge and toolbox would develop over time.

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6.02 **Wellbeing**
The Chair enquired if teachers' wellbeing, and levels of exhaustion, were linked to the quality of teaching.

The Head responded that the successful Ofsted had re-charged everyone's batteries to complete the year. The staff governor confirmed this. Events and school trips up to the end of term were in place, plus ongoing support if needed.

6.02.1 The Headteacher, in answer to a governor's question, gave an update on Office Vibe, used to glean continuous information about staff's wellbeing. A 70% participation, showing 7.4/10 satisfaction represented good engagement and showed all indicators green, in line with/better than expectations. Details in terms of key stage and types of staff provided a detailed analysis of the wellbeing situation in school.

7 WIDER CURRICULUM

7.01 With a view to improving subject leaders' skills, two subject leaders had been invited to the meeting, to present how RE and Music were taught in school, as a good opportunity for them to have scrutiny by an outside audience.

Since they were both currently off sick this would be postponed to the autumn meeting.

7.02 The Headteacher reported that, following Ofsted's recommendation, assessment of the wider curriculum was now in place. This full set of assessments would be brought to the FGB meeting on 19th July. As it was the first full data drop there would be no comparative information.

The Chair enquired if this had been overly burdensome for staff.

The Headteacher commented that since it provided the potential to raise standards across the board, a careful

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balance of assessing identified skills for every subject would help join together development across all subject areas.

- 7.03 A governor asked how Spanish was taught. It was not age related since a new introduction, with all year groups taught at level 1 for 45 minutes per week (three weeks out of four). An end of lesson mini-quiz gave a score for the amount of speaking/listening Spanish learnt. Skills would feed into the high schools where Spanish was on offer at KS3.

8 REPORTING TO PARENTS

- 8.01 The Headteacher had shared, ahead of the meeting, examples of this year's end of year reports to parents and carers.

Amazing feedback had been received from parents, describing how the specific letters show school obviously cares for each child and can find positives in everybody.

The staff governor added that teachers enjoyed writing a non-generic letter, always quality assured by phase leaders.

This was noted as an area of outstanding practice.

9 ANNUAL REVIEW OF EFFECTIVENESS

- 9.01 The Chair recommended that each committee use the NGA 20 Questions document to self-review. The Clerk also recommended the guidance template on The Key.

Governors were mindful to not be complacent now that school had improved.

10 SCHOOL SELF-EVALUATION (SEF)

- 10.01 The Headteacher had shared with the governors the sections of the School Improvement Plan (highlighted) that this committee is responsible for.

Governors were reminded that the 2020-2021 plan had been extended to 2022 because of the pandemic restrictions.

- 10.02 Yellows were considered as follows:

- The Covid catch-up money, used to bring Impact North's (IN) mental health support into school, would continue with teachers being coached into supporting children with mental health challenges, now that a new member of IN staff was in post.
- Since SLT drop-ins were paused during the social distancing restrictions of Covid, a new means of monitoring was under discussion. Teachers would be trusted more, though evidencing their practice was essential.

- Aspects of governance had been affected by the Covid pandemic and would be addressed moving forwards. These included, releasing documents seven days ahead of meetings so that governors could table questions ahead of the meeting, plus re-introducing governors' visits to school. The Chair was due to make his first visit next week, post-pandemic.

Reds were considered as follows:

- Performance management of non-teaching staff had been halted during the pandemic. The SBM, in a previous working role, had introduced targets for non-teaching and support staff which she would develop and roll-out in school.

A governor questioned the reasoning behind performance management for non-teaching staff and cautioned against the clipboard approach. A system that recognised their value through observation, and coaching where appropriate, to skill up rather than move out was preferred.

The Headteacher explained how school's changing of pay rates to reflect effort and skill, and create career progression within school required a performance management of sorts. He would discuss this with the SBM before the adapted scheme was introduced in the autumn.

Head/SBM

10.02.1 The Chair commented on the importance of a staff meeting not just including teachers, but recognising all professionals within school, as part of the school's overall development. His view was that performance management of all staff should take the form of reflective practise, through performance/improvement/resources required approach, irrespective of whether a Key Stage leader or lunchtime supervisor, in order to avoid it ever being seen as a negative process.

10.03 The Chair raised the possibility of arranging a session for blue sky thinking and visioning amongst governors following a school-focussed period of scaffolding to ensure a good Ofsted outcome.

Partly informed by the government White Paper, it would be advantageous to set a future strategic direction, outside of ongoing governance, to consider school's new leg of their journey and what that might involve. Further discussion and a date for an 'Away Day' would be had at the FGB meeting on 19th July.

11 ANY OTHER URGENT BUSINESS
There was no other urgent business.

12 DATE AND TIME OF NEXT MEETING

TBC at FGB meeting on 19TH July.

The Chair thanked everyone for attending and closed the meeting at 5.26 pm