

# CHAPEL ALLERTON PRIMARY SCHOOL - QUALITY OF TEACHING, LEARNING & ASSESSMENT COMMITTEE

Minutes of the meeting held on Tuesday 15 February 2022 at 6.30pm.

**PRESENT** Tom Leech (Chair) Mary Dailey  
Bobbie Gresser Sam Todd

**IN ATTENDANCE:** Becca Pinder (Deputy Headteacher/Associate member)  
Sharon Burn (Clerk – Governor Support Service)

		<b>ACTION</b>
<b>1.00</b>	<b>APOLOGIES AND MEMBERSHIP MATTERS</b>	
1.01	Apologies were received and accepted from Emma Wilson.	
<b>2.00</b>	<b>DECLARATION OF INTERESTS</b>	
2.01	There were no new declarations of interest.	
<b>3.00</b>	<b>MINUTES OF THE LAST MEETING</b>	
3.01	<b>Resolved:</b> That the minutes of the meeting held on Thursday 7 October 2021 were accepted as an accurate record and the Chair was authorised to sign them.	
<b>4.00</b>	<b>MATTERS ARISING -7 OCTOBER 2021</b>	
4.01	<b>Barriers for disadvantaged children (minute 6.08 refers):</b> This was discussed under item 5 of these minutes.	
4.02	<b>Guide for governor monitoring visits (minute 6.13 refers):</b> Action completed. Bobbie Gresser confirmed that she had created a guide for governors and presented it at the full governing board meeting in December. Mary Daily noted that she had used the guide to write her report from her visit to school yesterday. BG said that she would send the template to the Deputy Headteacher (DHT).	<b>BG</b>
4.03	<b>Teaching and Learning Policy (minute 7.02 refers):</b> It was reported that the policy would be presented to governors at the full governing board meeting in March.	<b>FGB agenda</b>
<b>5.00</b>	<b>ASSESSMENT</b>	
5.01	Prior to the meeting the following reports had been sent to governors: <ul style="list-style-type: none"> <li>• Autumn Pupil Progress</li> <li>• Diminishing the Difference Snapshot</li> <li>• BME Pupil Review</li> </ul>	
5.02	The DHT referred to the Autumn pupil progress data and highlighted key points.	
5.02.01	This was the first set of whole school data since autumn 2020. Writing was the biggest area of concern as it had been throughout the pandemic period. Writing was difficult to teach through home learning although school had put things in place to support parents	

with that aspect.

- 5.02.02 The next data point would be soon. Mary Daily said that she would look at that with the DHT. They would look at actions and see if progression was evident.
- 5.02.03 Year 1 raised concern across the board. There were high levels of special educational needs and disabilities (SEND) in Year 1 and they had missed out on learning experiences in their Foundation Stage (FS) 2 year.
- 5.02.04 The DHT noted that she had visited writing moderation for Year 1 and she had seen potential for progress. The Year 1 staff knew what they were aiming for and how to address the children's needs. BP pointed out that there was a lot to celebrate in Year 1. They had made progress since the beginning of the year in terms of learning behaviour.
- 5.02.05 **Q:** Could you describe what you have done to bridge the gap? Are there things you have sacrificed?  
**A:** Sam Todd explained that the staff had tried to keep the curriculum as broad as possible and had adjusted topic work. It was about rigorous assessment, knowing the children and targeting need. There were some interventions and there was an extra teacher for some of the time which enabled staff to focus on children.
- 5.02.06 The DHT noted that a clearer picture for reading was visible in the autumn assessments. It was more difficult looking at writing because there was a lot that had still needed to be taught.
- 5.03 The DHT drew governor's attention to the 'Diminishing the Difference Snapshot'. She explained that she and Emily Stephenson, the school curriculum leader, had compared progress for BME (Black and minority ethnic) children and non BME children. The results were concerning.
- 5.03.01 Non BME children out performed BME across the board. The Senior Leadership Team (SLT) were trying to unpick why this was the case. Each year group had been looked at and the SLT had looked for patterns.
- It was not necessarily due to lockdown
  - They had looked to see if it was due to low parental engagement but that was not always the case.
  - They had looked to see if it was because the children spoke English as an additional language (EAL) but that was not always the case.
- 5.03.02 Attendance had been identified as a factor although the DHT pointed out that it was not for every child. Some children with poor attendance were achieving Expected standard (Ex) but it was the lower end of Ex. They were not secure Ex.

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- 5.03.03 The SLT had looked at attendance and looked to see if school did enough. They had looked at every child with persistent absence to see if they were on track.
- 5.03.04 The DHT highlighted one child in Year 6 who had always had poor attendance. The child's attendance was 84%. The question was, how had that child slipped through the net?  
BP noted that school had worked with the child's family using the policy, the Local Authority resources and procedures that were available to school. Whenever there was progress and attendance improved the support curtailed. After a time attendance would drop off and the process would begin again.
- 5.03.05 The Headteacher and the Safeguarding and Welfare Officer (SWO) were looking at models from other schools, but it was difficult. The DHT noted that the Headteacher had taken people to fining point.
- 5.03.06 **Q:** Was there something that could be done around communication with parents to make them aware of the impact of poor attendance.  
**A:** There was a need to work closely with all parents but the current focus was on those children who were off track with poor attendance. The school was putting more meetings in place. E.g. During spring 2 the school was setting up times for teachers to meet specifically with parents of children who were off track. The school wanted to encourage home engagement.
- 5.03.07 The DHT told governors that a member of staff had been made EAL champion. This was a new role. The EAL champion was had good communication skills and was able to gain the respect of families. E.g. The EAL champion knew how to respond to parents who said that they did not have time to read with children after school because they had to get the children to Mosque. BP pointed out that ;parents wanted the best for their children but sometimes messages needed to be tough to be supportive. The EAL champion was going to start by focusing on Years 5 and 6.
- 5.03.08 School was taking a holistic approach to closing the gap. The homework policy had been revised to support parental engagement and homework clubs had been set up. Pupil progress meetings had been revamped and children were being looked at carefully. E.g. If a child was at the high of Ex what was stopping Greater Depth (GD). The DHT stressed the importance of parental engagement. She pointed out that lockdown had taken a toll.
- 5.03.09 **Q:** With reference to the data for BME and non BME. Was it a similar picture in other schools with a similar demographic?  
**A:** The DHT did not know. She had not looked into it and noted that there was not much networking between schools currently. She agreed that it was worth investigating and she would look into it.
- 5.03.10 **Q:** A governor suggested that the Committee should look at the actions in the BME Pupil Review and look at impact.  
**A:** The DHT would put the actions into a table and review impact.

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- 5.03.11 **Q:** Was school mentoring and checking in with certain vulnerable children to try and raise aspirations?  
**A:** The DHT said that she would look for volunteers amongst staff to see if they would do some 1:1 mentoring.
- 5.03.12 It was suggested that it would be worthwhile inviting a member of staff who was black or Asian to talk to the Committee about how they saw the barriers encountered by BME children. The DHT agreed that would be useful for governors.
- 5.03.13 **Q:** Was the review of BME pupil progress also in the action plan for equality and diversity?  
**A:** Yes. It was why the school was looking at it. The main thing was that the issue had been identified and school was doing something about it.  
**Q:** Would school implement all the actions or were they just ideas?  
**A:** They were all actions to be implemented.

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## 6.00 THE QUALITY OF TEACHING

- 6.01 The following reports had been sent to governors prior to the meeting:  
Phonics Monitoring  
Phonics Folder Monitoring  
The DHT noted that quality of teaching was measured by observation and monitoring but not all the usual monitoring had taken place yet this term.
- 6.02 The DHT reported that she had done some observations early in the term in Year 4 as there was a new teacher and teaching assistant (TA) in Year 4. She had been pleased with the observations. There were some action points for the teacher who had moved in from supply teaching, but the teacher had established good relationships with the children and was fitting in well.
- 6.03 The DHT explained that school had set a different monitoring and appraisal schedule for this term. Different members of the SLT were going to look at different teachers. It would ensure consistency in quality assurance if the SLT saw different people.
- 6.04 The DHT referred to the phonics monitoring. She explained that it had been done by the phonics leader and the English leader. It was a positive picture. The phonics leader was pushing for consistency. Children in Years 4, 5 and 6 who still needed phonics teaching were now consistently receiving this as part of the school's phonics policy.
- 6.04.01 **Q:** If children are still needing phonics teaching in Years 5 and 6 are the teachers being upskilled?  
**A:** There was some training for Year 5 and 6 teachers. The phonics teaching was tailored for the children and done sensitively within the class. There were some children in Year 3 who went into Year 1 for phonics. They went with a TA and worked together as a group. The TA was benefitting from the Year 1 team's expertise.

- 6.04.02 In the Year 2 phonics screening 75% had achieved the pass mark. It was usually 85% but the DHT noted that some children were close to the pass mark and should get there by the end of the year.
- 6.04.03 It was reported that the leader for Key Stage 1 (KS1) and the leader for English had looked at phonics and the school's needs. The school was reviewing its decision not to use a validated phonics scheme. Helen Davey, the School Improvement Advisor was in tomorrow and school would ask for her advice. The school was aware that it would have to justify a decision not to use a validated scheme to Ofsted. Having one in place together with the resources would give school additional security in ensuring that reading books sent home were well matched to children's reading ability.
- 6.04.04 The school was looking at Essential Letters and Sounds (ELS). This fitted well with Letters and Sounds. The school had always used Letters and Sounds in the past and achieved good results.
- 6.04.05 The DHT said that ELS would require a 45-minute lesson each day so school would have to review the timetable. It was noted that the transition to the new scheme should be seamless.

## **7.00 EARLY READING AND PHONICS**

- 7.01 The following documents had been sent to governors prior to the meeting.
- CA Phonics Policy and Best Practice
  - Phonics screening – Year 2
  - Phonics Passport
- It was noted that phonics had already been discussed (see above). The DHT highlighted that the phonics leader had been robust. The Phonics Policy and Best Practice document was about ensuring consistency.
- 7.02 Governors noted that the Phonics Policy document was clear, and they were pleased that it reflected back on the Teaching and Learning Policy. Referring to the phonics passport, the DHT explained that every child had one. It was useful for governors to see the assessment process.
- 7.03 **Q:** When do children move on?  
**A:** The passport started in F2 and continued until the child knew all the sounds and was secure in phonics phases 1-6 however long that took. As a guide, children leaving F2 should be secure in phase 3 and moving to phase 4, children leaving Year 1 should be secure in phase 5 and by the end of Year 2 they should be secure in phase 6.
- 7.04 The DHT pointed out that the passport enabled school to see where the gaps were and where interventions needed to be in place. When children were finding sound tricky flash cards would be sent home so parents could help plug the gaps.

7,05 There was discussion about governor monitoring of phonics and it was noted that Emma Wilson monitored early reading so phonics was part of her remit.

## 8.00 GOVERNOR MONITORING OF SCHOOL IMPROVEMENT PRIORITIES

8.01 Prior to the meeting Helen Davey's report from her visit to school in November had been sent to governors.

8.02 The DHT pointed out that in the context of the pandemic there had not been many visitors to school, but Helen had been in and her questions were thorough and thought provoking. She had left lots of actions after her last visit, but she had been pleased with the progress school was making. Helen had been impressed by the work done to the school grounds and the Teaching and Learning Policy. She would be making another follow up visit tomorrow. Her focus would be reading.

8.03 The DHT informed governors that she and Emily had set a date for monitoring marking and feedback. They wanted to know what the marking and feedback process felt like from a child's point of view and they planned to talk to a child about how often they were given feedback. BP noted that the teachers liked The Marking and Feedback Policy. They felt it gave them more time to focus on planning next steps. BP said that she would have more to say about marking and feedback at the next meeting.

8.04 The DHT noted that Charanga was up and running. BP had done some monitoring and children were using vocabulary like tempo and rhythm.

8.04.01 **Q:** With reference to music, are you thinking about cultural capital, extra-curricular clubs etc?  
**A:** The Headteacher had asked staff if they could do an after-school club. Three members of staff came forward but two were diverted to tutoring and one was doing the homework club. School was looking at a model where teachers who ran a club for half a term were given a day off in lieu. The DHT acknowledged that it was important to ensure there was cultural capital and that it was accessed by disadvantaged children. She referred to Rock Steady and noted that there was a waiting list and some free places for disadvantaged children. BP pointed out that sometimes it was difficult to get parents to engage with extra-curricular activities.

8.04.02 **Q:** Was there a long-term plan for music. Would the work being done now continue into the future?  
**A:** Everything was being done with sustainability in mind. The DHT expected the work being done with music to continue next year.

8.04.03 The DHT highlighted that it was hard to get people into school to enhance music further. It was important to experience live music and different genres of music, but it was challenging to arrange that.

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Tom Leech said that Leeds Music Education had an innovative activity grant. He agreed to send BP the details.

- 8.05 Referring to the hidden narrative work, the DHT reported that Vanessa had done a sample lesson with Year 5 staff to support them in teaching the partition of India to the children. Vanessa was coming in to school to do some more work with BP and the curriculum leader. They would be using story books to explore fairness.
- 8.06 Governors noted that they were pleased with Helen Davey's report which reflected the school's progress and motivation to drive forward. Scrutiny of the Magnificent Seven would be in the governor action plan and the governor action plan would be put into the school action plan.

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

- 9.01 The document Early Years Ratios 2021-22 had been sent to governors prior to the meeting.  
The DHT reported that the EYFS came under the school's umbrella of safeguarding policies and procedures.
- 9.02 With reference to staffing in the EYFS it was confirmed that the school appointed people with the appropriate qualifications. It had just appointed a teaching assistant who was not qualified so school would work carefully with that member of staff.
- 9.03 The DHT confirmed that the school ensured first aid training was up to date and that early years' ratios were maintained. It was noted that there had been a problem with lunchtimes when staff had been off, so school had backfilled lunch time staff.
- 9.04 It was confirmed that there were regular inspections of the EYFS indoor and outdoor areas.
- 9.05 The DHT said that she thought there needed to be some work on communicating information about daily activities and routines in the EYFS to parents. This would help parents to support learning at home.
- 9.06 It was noted that the governor allocated to monitor Early Years was not on this Committee. Governors were keen to ensure that the EYFS was being monitored properly. The Early Years governor and the governor for safeguarding were both on the Pupil Support Committee and the DHT suggested that safeguarding in the EYFS could be looked at by the Pupil Support Committee. It was agreed that an EYFS update would be on the next agenda for this Committee.

### **10.00 SCHOOL SELF-EVALUATION (SEF)**

- 10.01 The updated Quality of Education section of the SEF had been sent to governors prior to the meeting.  
The DHT reported that it had been recently updated. The curriculum was being monitored on a term-by-term basis and

cohesive plans would be in place by the end of the year.

10.02	Referring to English the DHT noted that the focus on creating independent writers was ongoing. Staff were having a drip feed of training and some monitoring was upcoming.	
10.03	Governors said they would look at the impact of SEF actions in the summer. With reference to English they asked if they could look at books. The DHT agreed that it would be valuable for governors to look at the writing progress books and see the journey of a child from F2 to Year 6. They could compare the writing assessment from last year to this year. It would be useful for governors to see where school considers progress had been made. BP said that books from children with SEND and from children who were working at GD should be included in the monitoring.	Governors DHT
10.04	Governors pointed out that they would really like to have some pupil voice in their monitoring. The DHT said that she could video children and ask them to talk about the achievements they were proud of.	DHT
10.05	It was agreed deep dives would also be on the agenda for the next meeting. Governors would be given a picture of how school prepared for them. The DHT said that she would ask a subject leader to come and talk about the process. She noted that school had got some training coming up about deep dives.	QTLA agenda DHT
10.06	The DHT said that she would send governors the Homework Policy. She explained that there had been a small change which was around school expectations. If children were not doing their homework school was going to arrange meetings with parents and phase leaders. Assembly times and playtimes might be used for children to complete homework.	DHT - action completed 16-02-22
11.00	<b>ANY OTHER URGENT BUSINESS</b> There was no other business to report.	
12.00	<b>DATE AND TIME OF NEXT MEETING</b> <ul style="list-style-type: none"><li>• Full Governing Board: Thursday 10 March 2022 at 6.30pm</li><li>• Quality of Teaching and Learning committee: Thursday 28 April 2022 at 6.30pm</li></ul> <p>The Chair closed the meeting at 8.00pm</p>	