

CHAPEL ALLERTON PRIMARY SCHOOL GOVERNING BOARD QUALITY OF TEACHING, LEARNING AND ASSESSMENT COMMITTEE

Minutes of the meeting held on Thursday April 28, 2022, at 6.30pm

PRESENT Tom Leech (Chair) Mary Dailey
Bobbie Gresser

IN ATTENDANCE: Sharon Burn (Clerk – Governor Support Service)
Becca Pinder Deputy Headteacher/Associate member)
Ruth Pickard – Subject Leader for English -until item 7.07.01

- A1.01 At the beginning of the meeting governors spent time looking at samples of the writing progress books. The samples were books from children from the Early Years Foundation Stage (EYFS) up to Year 6 and included children with special educational needs and disabilities (SEND) and English as an additional language (EAL).
- A1.02 As governors looked at the books, they discussed them with the Deputy Headteacher (DHT) and Ruth Pickard, the subject leader for English. Governors asked questions about children's progress and challenges they faced. BP and RP explained how school was working to unpick barriers to writing. It was pointed out that the lockdowns had made an impact on progress in writing. It had been an aspect of learning that had been difficult for parents to support at home. Some children had found it hard to concentrate on writing at home and there had been issues around providing resources for writing. E.g. pencils. School staff had done their best to identify and support families with this.
- A2.01 Ruth Pickard gave a presentation to governors to provide an update on the school's approach to teaching writing. She talked about the impact of recent staff training and explained how the school had adjusted teaching processes.
- A2.02 School had refreshed and adapted some elements of the 'talk for writing' approach because staff had felt that it was too prescriptive and inhibited creativity. It had kept the three 'I' principles. RP explained these were:
- Imitate- children were exposed to a genre type and identified ideas and structures. The teacher would show the children a good example of the genre.
 - Innovate – children used the ideas and structures to create new versions and practise key skills. The children would do a shared write with the teacher at this point.
 - Invent – Children planned and wrote their own piece of work based on the focused genre type.
- A2.03 RP showed governors some examples of children's 'invents.' Children had written their own persuasive letters to Mr Sykes. She explained that before they had written the letters, they had looked at lots of examples of letters and explored the use of persuasive language with the teacher.

A2.04 RP explained that the focus for teachers was the innovate stage. She said that children were becoming more creative in their writing and that was starting to be visible in the books. The focus for next year would be to embed the teaching processes. The next steps would look at how to support EAL children and the high achievers.

A2.05 **Q:** How much work was incurred for teaching staff by the changed approach to teaching writing?
A: The school had looked at this in November, but staff had not been expected to change all their planning instantly. They had been asked to look at the next unit they would be teaching and think about how that could be tweaked. RP noted that she offered staff support with planning and coaching meetings to support teachers with aspects of the teaching process. E.g. the shared write.

A2.05.01 The DHT highlighted that the senior leadership team (SLT) worked on a collaborative approach and the school had naturally shifted to more of a coaching model of support. There was a lot of curriculum coaching which was purposeful and designed to meet the needs of individual staff members.

A2.06 **Q:** How much does coaching filter down to support staff?
A: Teachers would talk to their support staff and explain what they wanted them to do but RP acknowledged there was a need to have a bigger conversation with support staff. This was on her action plan.

A2.07 RP told governors that she was currently looking at a spelling scheme for the school. Helen Davey, the School Improvement Advisor (SIA) had suggested a scheme and Ruth was looking at 'Spelling Shed'.

Governors agreed to change the order of items on the agenda.

7.00 EARLY READING AND PHONICS

7.01 Helen Davey had done a reading deep dive and her report had been sent to governors prior to the meeting.

7.02 The DHT highlighted that the main takeaway from HD's visit was the need for a validated phonics scheme. The school did have good phonics results but if it chose not to use a Synthetic, Systematic Phonic Programme validated by the DfE it would need to have a lot of evidence to prove good consistent phonics practice.

7.03 The SIA had pointed out that a phonics programme would make life easier for staff. The Headteacher and the school's phonics lead had looked at the validated schemes and found a scheme which was similar to the school's current practice. The DHT reported that the school had decided to use 'Little Wandle'. The English lead and the phonics lead would do the training for the scheme first and then they would deliver it to staff in the EYFS and Key Stage 1 (KS1). BP noted that the training would be delivered to KS2 teachers next

year.

7.04 Governors referred to the recommendations in the SIA's report and noted that she had suggested Year 6 buddies for EYFS children and reading assemblies. The DHT said that the suggestions were about giving reading a higher profile in school and noted that there was a need to make the KS1 library more appealing.

7.05 **Q:** Did the recommendations go into the SEF (self-evaluation) and the SDP (school development plan)?

A: At this point they would go into the English lead's action plan.

7.06 Governors noted that having seen the recommendations in the report they would ideally like to see evidence of them being implemented or be made aware of the reasons why if they were not implemented.

7.07 **Q:** A governor referred to the SIA's recommendation to review information about reading and phonics on the school website and noted that some of it was quite dense.

A: The school was currently doing a lot of work to strip back the website and was looking at information about all areas of the curriculum. Subject leaders had been given tasks to do with deadlines.

7.07.01 Governors pointed out that it was important to ensure that the website was accessible to parents. Ofsted would also look at the website before visiting the school, so it was an important window to the school. The DHT said that she had been allocated a day to look at the website at the end of term.

Governors thank Ruth Pickard for her contribution, and she left the meeting.

1.00 APOLOGIES

1.01 Apologies were received and accepted from Emma Wilson and Sam Todd.

2.00 DECLARATIONS OF INTEREST

2.01 There were no new declarations of interest.

3.00 MINUTES OF THE LAST MEETING

Resolved:

That the minutes of the meeting held on Tuesday February 15, 2022, were accepted as an accurate record and the Chair was authorised to sign them subject to the following amendment.

Minute 5.02.02 -amend Mary Daily to Mary Dailey

4.00 MATTERS ARISING

4.01 Guide for governor monitoring visits (minute 4.02 refers):

Action completed. Bobbie Gresser confirmed that she had sent the template to the DHT.

ACTION

- 4.02 **Teaching and Learning Policy (minute 4.03 refers):** Action ongoing. The Teaching and Learning Policy had been sent to governors prior to this meeting but it had not yet been presented to the full governing board. The DHT said that governors were welcome to email questions to her about the policy. The Chair suggested that it would be useful if the DHT could attend the full governing board meeting to discuss the policy.
- 4.03 **Governor monitoring (minute 5.02.02 refers):** Action completed. Mary Dailey reported that she had been in contact with the DHT and noted that she had been able to look at writing progress in this meeting. (See item A1)
- 4.04 **Data for BME (Black, Minority, Ethnic) children (minute 5.03.10 refers):** Action completed. The updated assessment data for BME and non BME had been sent to governors prior to the meeting.
- 4.05 **Discussion with staff members about barriers for BME children (minute 5.03.12 refers);** The DHT said that she had spoken to members of staff and she would relay their comments to governors.
- 4.06 **Phonics monitoring (minute 7.05 refers):** Mary Dailey reported that she was now the governor responsible for monitoring phonics.
- 4.07 **Marking and feedback policy (minute 8.03 refers):** Action completed. A document recording pupil voice monitoring about the marking and feedback process had been sent to governors prior to the meeting.
- 4.08 **Leeds Music Education (minute 8.04.03 refers)** Action completed. The Chair confirmed that he had sent a form about the grant to the DHT. BP reported that the Headteacher had agreed to fund external music provision for another year.
- 4.09 **EYFS monitoring (minute 9.06 refers):** Action completed. An update about the EYFS had been sent to governors prior to the meeting. The DHT noted that the EYFS came under the remit of the Personal Development, Behaviour and Welfare Committee.
- 4.10 **Monitoring of writing (minute 10.03 refers):** Action completed. Governors had looked at writing books in this meeting (see item A1). They noted that it had been a worthwhile exercise.
- 4.11 **Pupil voice (minute 10.04 refers):** The DHT said that she had not been able to video children, but governors noted that they had seen evidence of pupil voice in the documents sent prior to the meeting which had included children's feedback about marking.
- 5.00 ASSESSMENT AND PREDICTED OUTCOMES**
5.01 Prior to the meeting governors had received the most recent whole school pupil progress data for reading, writing and maths and the updated data for BME children. The DHT invited questions about the data.

- 5.02 **Q:** What has happened within reading for Year 6 and Year 4?
A: The DHT explained that children were losing progress due to absence from school. The Headteacher and the school Safeguarding and Welfare Officer (SWO) were doing everything they could do to address the issue.
- 5.03 **Q:** Governors asked for clarity about how the lack of progress translated into the data
A: Children had moved from the expected standard (Ex) to working towards (WT). The DHT pointed out that school was working hard to raise standards. There had been booster classes during the Easter holidays. There was a Homework Club and children had been supported by an additional teacher.
- 5.04 **Q:** Governors asked how the percentages in the data translated into numbers of children.
A: The DHT explained that each child represented roughly two percent.
- 5.05 **Q:** Governors expressed concern about progress in Year 4.
A: The DHT noted that Year 4 had experienced a high level of staff disruption. BP assured governors that the school would seek to ensure strong staff were in place in Year 5 next year ready for the current Year 4 cohort.
- 5.06 **Q:** Governors pointed out that there were no children working at greater depth (GD) in Year 1 and asked if that was unusual or specific to that particular year group.
A: The DHT said that this reflected the impact of COVID. She pointed out that this was how Year 1 were currently presenting but the expectation was that this would change over time and there would be some children at GD in that cohort.
- 5.07 **Q:** With reference to the challenges presented by staff absence, was there a possibility that the school contingency plan had not been strong enough or was it a case of extreme circumstances?
A: It was a case of extreme circumstances. The DHT explained that she had been a contingency to try and ensure the best consistency for the children. The school had tried to limit the amount of people involved in providing cover for absence. Governors noted that the school was still facing the challenges of the pandemic and acknowledged that they needed to be mindful of that.
- 5.08 The DHT assured governors that the SLT were aware of the needs of the Year 4 cohort and pointed out that there was a high level of SEND in that cohort. She noted that there was also a high level of SEND in Foundation Stage (FS) 2 and a high level of need in Year 1.
- 5.09 **Q:** Was Year 3 a particularly good cohort?
A: Yes. It was probably the most stable cohort in school.
- 5.10 The DHT drew governors' attention to the data for BME children.

She noted that it was generally a positive picture. The goal was to level the playing field and close the attainment gap and things were moving in the right direction.

5.11 **Q:** The gap was there. What were the things that would continue to make an impact?
A:The SLT had unpicked each cohort and focused on barriers to learning. The SIA had commended that in her report. The SLT had looked for patterns and actions had been implemented. E.g. Homework Club.

5.12 The DHT reported that the teaching assistant (TA) who had been appointed as the EAL champion had spoken to parents about bedtime routines and appropriate use of mobile phones. The TA had a good understanding of the local community and was able to communicate effectively with families.

5.13. School was continuing to focus on establishing good attendance and punctuality. The DHT pointed to the importance of punctuality. E.g. If a child came in late every morning and missed the first teaching session that child might be missing maths every day. BP reported that parents of children who were off-track were invited to meetings with teachers. These meetings were sometimes difficult. The Headteacher and the SWO met with certain families and set targets. They would follow the meetings up after a couple of weeks. If the issues with attendance persisted the school would look at imposing fines.

5.14 **Q:** Was the attainment gap evident in subjects beyond reading writing and maths?
A: It was highly likely that it was. Generally children who were off-track with reading struggled to access other areas of the curriculum.

6.00 THE QUALITY OF TEACHING

6.01 Prior to the meeting governors had received the following documents:

- SLT Topic Book Monitoring
- Pupil Voice Monitoring – Marking and Feedback

6.02 The DHT explained that in the recent monitoring of foundation subjects the SLT had been looking to see what was in books and floor books and the learning environment. BP pointed out that not every lesson provided opportunities for evidence in books. She noted that the monitoring had highlighted some whole school strengths and weaknesses.

6.03 Referring to marking and feedback the DHT reported that the SLT were ensuring that staff were aware of expectations. Staff were being encouraged to demonstrate the journey in terms of marking and feedback. E.g. Mark verbal feedback as VF. This provided evidence of interaction.

6.04 The DHT said that she was going to reset expectations for marking and feedback.

6.04.01 **Q:** Was the marking and feedback too new. Had there not been enough time for it to be embedded?

A: It just needed more development. The DHT assured governors that staff and children were positive about the marking and feedback policy. She pointed to the evidence of the pupil voice feedback and children's positive comments.

6.04.02 **Q:** Did children understand the colours and codes. Were they meaningful to the children?

A: They were meaningful when they were done in the moment. When it was immediate feedback.

8.00 GOVERNOR MONITORING OF SCHOOL IMPROVEMENT PRIORITIES

8.01 The SIA 's NOVAC (notice of visit and contact) from her visit on March 29. had been sent to governors prior to the meeting.

8.02 Mary Dailey reported that she had visited some outdoor learning. She had been to see a Green Team meeting and had looked at the action plan with the teacher. She had also visited a Commando Joe session. Mary said that she had been impressed by what she had seen during her visits. She confirmed that she had sent her visit reports and they were on SharePoint.

8.03 The DHT highlighted that the SIA had recommended that governors observe music teaching. BP suggested governors visit music assemblies and noted that KS1 music assembly was on Tuesdays and the KS2 music assembly was on Thursdays. The Chair said that he would arrange governor visits to music lessons. He noted that he would like to see some of the external music teaching. The DHT suggested that he could visit the external music lessons together with the school music leader.

Chair

9.00 REPORTING TO PARENTS

9.01 The DHT confirmed that all parents would receive reports this year. Every teacher was given one day or, if they worked part-time, a half day for report writing. They could choose to work from home on that day.

9.02 Parents would have an opportunity to come into school to discuss the report if they wanted to. The DHT noted that some parents of off-track children would be specifically invited to come into school to discuss the report.

10.00 ANNUAL REVIEW OF EFFECTIVENESS

10.01 The Chair asked the Clerk for advice about what needed to be included in the review of effectiveness. The Clerk said that she would email some headings to him.

Clerk
Chair

11.00 SCHOOL SELF-EVALUATION (SEF)

11.01 The Quality of Education section of the SEF had been sent to

governors prior to the meeting. Governors confirmed that they were happy with the work that was ongoing to meet school priorities and could see evidence that work to close the gap was progressing. They had no further questions about the SEF at this point.

12.00 ANY OTHER URGENT BUSINESS

There was no other business to report.

13.00 DATE AND TIME OF NEXT MEETING

13.01 The next meeting would be in the autumn. The Clerk would liaise with the school business manager to arrange the meeting dates for next year.

The Chair closed the meeting at 8.15pm