

the effectiveness of the governing board had been done.

6.00 THE QUALITY OF EDUCATION

6.01 The 2021-2022 data summary for Years 1 to 6 and the whole school contextual groups attainment summary had been sent to governors prior to the meeting. The Chair reported that he had met with the DHT last week to discuss the data. Governors noted that they had also done a data session with Ian Stokes in September, and he had looked at the key data points. There was discussion and BP expanded on the points made by Ian Stokes.

6.02 The DHT noted that all the year groups except for Year 4 had made progress in reading last year. BP acknowledged that it had been a difficult year for Year 4 and assured governors that school was ensuring that stable teaching staff were in place for that cohort this year.

6.02.01 In terms of reading BP informed governors that the whole school had a slightly different reading diet this year. The school reading lead had done some work with the staff and the whole school was using the VIPERS approach.

6.02.02 The phonics scheme, Little Wandle, had been introduced into the Early Years Foundation Stage (EYFS) and Key Stage 1(KS1). BP explained that each session had a different focus and the children's reading was matched to the phonics.

6.02.03 Reading for pleasure was still a focus and each class was doing a library swap. There was a reading volunteer in Year 5 and another one about to start in Year 3. BP noted that school would like more volunteers to come into school to support reading and highlighted that the more children read, the more progress they would make.

6.02.04 **Q:** A governor noted that the percentage of children in Year 6 achieving GD (greater depth standard) in reading had fallen across the year and asked if there was a reason for that.
A: The DHT explained that last year the school had focused on ensuring that children achieved the expected standard (Ex) and closing the attainment gap. She said that there would be pupil progress meetings in a few weeks' time and school would be looking at children's potential to achieve GD. It was important to ensure that children had the right reading diet
Governors agreed that the data for Ex looked good. It was also noted that the school had achieved higher than national in Year 2 for GD and was above Leeds for reading.

6.03 The DHT pointed out that currently writing was the biggest concern. School had an action plan in place. Emily Stephenson was the new school lead for English and she was currently becoming established in that role. BP and Steve Dawson were going to work with Emily to support her in her new role and do a baseline assessment in school with her. BP noted that there was still more work to be done to ensure that staff had the skills they

needed to deliver *Talk4 Writing*.

- 6.03.01 **Q:** A governor asked who would be picking up Ruth Pickard's plan for coaching and modelling?
A: Emily would be doing that. She was currently practising the *Talk4Writing* process with Year 6 and would be creating a flowchart for staff.
Q: Was school staying with *Talk4Writing*?
A: School was still following the *Talk4Writing* process but stopping at the imitate point to give children more freedom to use what they had learnt with their own piece of writing. It was important that children understood writing structures but had opportunities to use their own imaginations.
- 6.03.01 BP said that Steve Dawson would be taking a fresh look at writing in school. He would be coming into school tomorrow. He would look at books and give advice about next steps. BP said that Steve might do a staff meeting with Emily. She noted that school had taken away all Emily's additional curriculum responsibilities and BP was supporting Emily in her new role. BP asserted that Emily was doing a good job but pointed out that she had not had the training that the previous English lead had been able to do.
- 6.03.02 **Q:** Had succession planning not been in place or had the staff changes happened too quickly for that?
A: School had not expected Ruth to leave. The DHT noted that in the past members of staff had shadowed other staff. She said that Emily was becoming upskilled in her new role and just needed some support and someone to talk to .
- 6.04 Governors turned their attention to the data for maths. It was noted that there was progression in all year groups except for Year 4. The DHT pointed out that maths was more structured than writing and had been easier to teach during the lockdowns. She noted that out that children had not been able to revisit learning during the lockdowns and some of the basic knowledge was not as embedded as it should be. E.g. knowledge of times tables.
- 6.04.01 BP reported that school had done some maths monitoring yesterday and it had emerged that there was not evidence of overlearning for children who were working towards the expected standard. Teachers needed to ensure that children had a good understanding of a concept before moving forward. BP explained that school used White Rose for maths but the newest version of White Rose did not allow for gaps in knowledge so school had adapted the way it used the scheme.
- 6.04.02 It was noted that Year 2 were slightly above national for maths. Year 6 were below and that had surprised school. It was aiming for better this year and Year 6 children were set for maths.
- 6.04.03 **Q:** A governor asked if there were alternatives to the out of

school interventions which school had done last year?

A: The DHT did not think so. She said that it would be better if school did not need to do out of school interventions such as the booster groups during the Easter holidays but she thought that they would be necessary. She pointed out that teachers needed to plug the gaps in knowledge and noted that staff did try to make the out of school booster classes fun.

- 6.05 There was discussion about SPaG (spelling, grammar and punctuation). It was noted that Year 6 were above national. The DHT pointed out that the SPaG results were not reflected in attainment for writing. An advisor had been into school and checked the school's judgements for Year 6 writing and had agreed with them. BP explained that the children had not been applying their knowledge of SPaG when they had been writing more freely.
- 6.06 There was discussion about the Whole School Contextual Group Attainment Summary.
- 6.06.01 The DHT noted that for children in the BME (Black Minority Ethnic) group, there had been some gains over the course of the year for Years 1,3,5 and 6. She said that progress was slow but the BME children were making progress. The gap was still wider than school would like.
- 6.06.02 **Q:** A governor noted that it was difficult to tease out the data specific to BME.
A: The DHT pointed to the relationship between the BME group and the disadvantaged group and noted that it was important to understand who the children were. She highlighted that during COVID those families were often the hardest to reach. Lack of parental engagement and access to resources e.g. technology, had impeded progress.
- 6.06.03 **Q:** Had the outreach work persisted?
A: No. School was still working with the families but in different ways. E.g. there were extra target setting meeting for children who were off track. The DHT pointed to the direct correlation between progress and attendance. School was working hard to improve attendance.
- 6.07 The DHT agreed with governors that she would continue to present the whole school data in a similar format but she would include the data for summer 2022. Governors noted that they would need to focus on the current Year 5 as that cohort had a difficult year last year and had made the least progress.
- 6.08 The DHT reported that the monitoring cycle was underway. Early book scrutiny had been done. Some action points had been identified. All new staff had been observed and all had made a strong start. The rest of the staff would be observed. BP assured governors that Year 5 would be a big focus and noted that there was a high level of SEND (special educational needs and

disability) in the cohort.

- 6.09 **Q:** Were there any specific subject areas of concern?
A: School needed to have an eye on writing and maths but needed to focus on the whole curriculum. The SLT (senior leadership team) did book scrutiny, lesson observations and fed back to staff. School was looking for evidence of overlearning and would look for evidence in books and floor-books. In terms of maths school needed to ensure that White Rose was meeting the children's needs.
- 6.10 **Q:** If feedback was verbal, how were action points recorded?
A: There would be whole school action points but feedback was given on an individual basis to staff. If necessary a date would be set with individuals to follow up action points.
- 6.11 The DHT reported that school had done a lot of work in the summer to enable teachers to hit the ground running in terms of delivering the curriculum this term. Teachers new to a year group had been given time for planning. They had spent time with the phase leader and with their new class.
- 7.00 THE NATIONAL CURRICULUM.**
- 7.01 The DHT shared a PowerPoint with governors to demonstrate the monitoring pathway in school.
- There were appraisals three times a year.
 - There was a termly monitoring schedule.
 - Teachers were given individual feedback and support was put in place if necessary. E.g. support with planning and assessment for learning, co-teaching.
- 7.02 The DHT noted that school endeavoured to ensure a broad and balanced curriculum in the following ways:
- Book scrutiny
 - Pupil voice
 - Subject leadership monitoring – there was a new schedule in place.
 - External advisors
 - External providers – e.g. school had a strong relationship with the Playhouse, Leeds Rhinos and the Arts people.
- 7.02.01 The DHT pointed out that not everything could be evidenced in children's books and a range of evidence was recorded in floor-books. She had brought some floor-books to the meeting and governors spent some time looking at them and making comments.
- 7.03.02 It was noted that there was evidence of activities the children had been involved with on Facebook and school worked with the local community. E.g. local estate agents.
- 7.04 The DHT explained that school had introduced *super six* this year which were questions designed to revisit previous learning.

The questions had now been reduced from six to three to reduce staff workload. BP noted that the long term curriculum plans gave staff the information they needed about prior learning.

7.05 This year school had raised expectations for SEND. There would be a high focus on provision for SEND in lesson observations. School had invested in CPD (continuing professional development) for SEND and SEND provision was included in the 2022-2023 appraisal targets. BP stated that school expected children with SEND to be included wherever possible.

7.06 **Q:** Was there ambition at the top end of achievement?
A: GD would be more of a focus this year. School was doing some work on questioning for more able children. The DHT confirmed that school did look at GD in monitoring but acknowledged that school needed to do more work on stretching more able children.

Mary Dailey left the meeting.

7.07 The DHT referred to curriculum leaders and noted that they were usually given three half days a year for subject monitoring. This year they had been allocated one full day for each half term. That was six days across the year. If they needed additional time to achieve the tasks which had been set, they would be given it. E.g. the art leader had been given some additional time.

7.08 The DHT stated that the school curriculum represented the diversity of the school. She pointed to the history curriculum and noted that learning units were based around the local community. E.g. Year 5 learnt about the industrial revolution and looked at its impact in Leeds. Year 6 learned about Windrush and looked at migration in relation to Chapel Allerton. What the school was teaching in history reflected the school's community.

7.09 Referring to the music curriculum the DHT noted that children learned about music from different cultures and celebrated diversity in music. BP told governors that in Year 2 a staff member who was a Sikh had talked to the children about being a Sikh. In Year 1 a parent was coming in to talk to the children about being Muslim.

7.10 **Q:** A governor asked if the school's work on diversity was across all protected characteristics.
A: Race had been the focus of the school's work but going forward it would be looking at disability and LGBT+.

7.11 The DHT reported that a history advisor was coming in to do some work in school. The consultant had already been in and given school a good baseline and suggestions for moving forward.

7.12 **Q:** Would you like support from other curriculum consultants?
A: Yes. The DHT had been looking for consultants. She had

found a potential advisor for geography. The history consultant would be coming back to school to lead a staff meeting in January.

- 7.13 **Q:** Was school still working with hidden narratives?
A: The work was still ongoing but not a rolling programme as it was last year. There would be some tweaks this year and more of a focus on Asian representation. BP told governors that Vanessa would be coming in to work with her and they were going to create a booklet for staff which would focus on how to respond to racism.

8.00 STRATEGIC PLANNING (INTENT)

- 8.01 The *Quality of Education* section of the School Development Plan (SDP) had been sent to governors prior to the meeting, along with NOVACs (Notice of Visit and Contact) from Helen Davey, Kully Richardson and the history consultant. There was discussion about the NOVACS and the SDP.

- 8.02 The DHT noted that Helen Davey was really happy with the work school had done. Referring to page two of HD's report BP highlighted that the next steps relating to the curriculum and diversity ambition were proving tricky but she had managed to get some folk music into school. BP said that she would like the children to have more experience of classical music but it was too expensive to take the children to somewhere like the Conservatoire. The alternative was to invite musicians into school. BP noted that she would children to experience a live performance before they left the school.

- 8.02.01 The Chair pointed out that there was a small pot of money which could be accessed from the Leeds Music Education Partnership and that was for things like hiring coaches to go to a concert. Governors agreed that the experience of going somewhere to hear a concert was valuable for children. E.g. Going to Leeds Town Hall to experience the acoustics there. A governor suggested that the outreach worker for Leeds 2023 might be able to help in some way.

- 8.03 The DHT reported that assessments were planned across the foundation subjects and time had been set aside for that. Staff needed to find quick and easy ways to assess sticky knowledge and that was an ongoing job.

- 8.04 With reference to diversity the DHT said that it would interesting to follow it up with pupil voice. She noted that Helen Davey had used an interesting line of questioning with the children. The children had not been as fluent in talking about diversity as school would like.

- 8.05 The DHT highlighted the section on writing in Helen's report and noted that observations would focus on progression in writing. School was revising the way it used the Talk4Writing approach and that was an ongoing job.

- 8.05.01 **Q:** A governor highlighted that Helen had noted that reading and writing progression documentation needed to be completed so staff knew exactly what to teach in each year group. The governor asked what teachers were currently teaching in terms of writing?
A: Teachers were fulfilling national curriculum expectations but school needed to have a revamp in terms of the outcomes it wanted children to achieve.
Q: If Ofsted came in would school have adequate provision?
A: Yes it would but school wanted to continue to develop and improve the teaching of writing and the standard children were achieving. The DHT explained that school needed to ensure that children had the skills in place to be able to write independently for different purposes and they had opportunities to showcase what they had learnt. BP pointed out that writing was currently an issue across the country.
- 8.06 There was discussion about the school's development of the outdoor environment. The DHT noted that the changes were still being embedded. Governors suggested that it would be valuable to invite the school lead for outdoor learning to come and talk to the Committee about how school was using the outdoor area.
- 8.07 The DHT drew governors' attention to Kully Richardson's report. Kully had come into school in July to do the Year 6 writing moderation. The report had confirmed that the judgements for writing were secure. BP informed governors that school expected to be moderated next year. There was currently a big focus on pupils who were working towards Ex. BP highlighted that the SATs were not just about Year 6. The work to achieve the best outcomes for children was ongoing across each year group.
- 8.07.01 **Q:** What was writing looking like in the current Year 6?
A: It was a mixed picture. There were some talented writers in Year 6 but some children needed to tighten up on punctuation etc. The children were doing spelling and grammar every day. They were looking at vocabulary and the meaning of words. The work on vocabulary was particularly good for EAL children. BP noted that children enjoyed exploring vocabulary and finding out about the chronology of words.
- 8.08 Governors referred to the SEF (Self-evaluation) and the SDP and there was discussion about monitoring going forward. The Chair noted that he had been into school and gone through the Pupil Premium strategy with the Headteacher. He had looked at the FFT (Fischer Family Trust) progress data. TL said that he would like Pupil Premium to be included in the agenda for the QTLA Committee meeting in February. He suggested that it would be useful to invite the English leader to the meeting in the summer term.
- 8.09 A governor noted that the SDP had been reviewed and updated but suggested that it still needed to include detail about impact.

Q: Could there be additions to the action plan to note if an action had been done, if it had been impactful, if there would be any follow up and if so, when?

A: The DHT said that she would have a look at the action plans and see if additional information about dates, cost and evidence of impact could be included. She suggested that it would be useful to start by tweaking the action plan for writing. Governors could then have a look and see if it was helpful and decide if it would be worthwhile to expand it for the other action plans going forward.

It was agreed that the DHT would review the action plan for writing and provide the additional information in the form of bullet points. Governors would review the plan before the meeting in February and decide on the next steps.

**DHT
Governors**

9.00 DATE AND TIME OF NEXT MEETING

9.01 The Chair said that he would be coming into school to review Pupil Premium and look at a case study before the Committee meeting in February. He would speak to Amy Sanderson about a visit to look at writing.

Chair

9.02 The next meeting of the QTLA Committee would be on Tuesday 7 February 2023 at 6.30pm.

9.03 The next full governing board meeting would be on Thursday 1 December 2022 at 6.30pm.

The Chair closed the meeting at 8.30pm