

Important successes and highlights for the school were,

Early Years - a consistently stable good level of development (GLD) for Early years across the last 4 years, at 73% achieving GLD against the national figure of 68%. Governors heard more information from the presentation and the Head about the remaining 27% of Special educational needs and disabilities (SEND) children who would not achieve GLD. The 17 learning goals to achieve GLD were broken down into 7 key areas on a graph. In school the consistently average number of goals achieved out of 17 was 14.2, higher than national and Leeds local authority (LA) results. The core skill of communication was an area of focus, and this was echoed with observations from Kerry within school and a pattern nationally.

Phonics - Every child not on the SEND register had achieved the required phonics standard. School phonics test results were consistently high with 90% of Y1 achieving the required standard.

Y4 – multiplication tables check test - 41 children out of 60 scored had scored 20 or above out of a possible 25, the average score nationally was 20.2 out of 25. The Head clarified how the test was timed and how children could quickly and easily select the wrong answer even if they knew the correct answer.

KS2 SATS, reading, writing, maths and spelling, punctuation, and grammar (SPAG) -

- School were above national results for Reading, writing and maths combined (RWM). These results agreed with teacher assessment self-moderation and validations.
- Almost a quarter of the cohort, 23% achieved the higher standard in RWM when compared with 8% nationally which was highly impressive compared with the LA statistics.
- Writing greater depth achievement – twice as many as the national average had achieved this, 26% compared to 13% nationally
- Data reflected attainment at KS2 was consistently strong.

0.03 Further data across diverse groups which included SEND, Black minority and ethnic (BME), PP and free school meals (FSM) children was examined which included an explanation of the extremes of the school demographic and how the data depicted these. This included an in-depth FSM scatter graph which plotted headline data for RWM results against FSM % of children in local schools with variations and correlations explained. A reassuring statistic was given that the 20% of FSM pupils in school had achieved 67% RWM which was exactly in comparison with other Leeds primary schools.

0.04 Governors thanked Ian for his comprehensive and informative presentation. There were no further questions.

The DHT handed a printed copy of the presentation to all governors present.

Ian Stokes, Gemma Dolden and Amy Sanderson left the meeting at this point.

1.00	APOLOGIES FOR ABSENCE AND MEMBERSHIP MATTERS	ACTION
1.01	The Chair welcomed everyone to the meeting. There were no apologies to record.	
2.00	DECLARATIONS OF INTEREST	
2.01	There were no new declarations of interest.	
3.00	ELECT A COMMITTEE CHAIR	
	This item had been actioned in the previous FGB 02 October, Amy Wilson had been elected Chair of this committee.	
4.00	MINUTES OF THE LAST MEETING	
	Resolved: That the minutes of the meeting held on Thursday 02 May 2024 were accepted as an accurate record and the Chair was authorised to sign the minutes.	
5.00	REVIEW ACTIONS AND MATTERS ARISING	
5.01	Statement of Impact review (minute 5.02 refers): Action completed. The DHT had revisited the statement of impact and discussed with governors who pointed out that the format had met Ofsted requirements in the recent inspection. Governors were happy the statement needed no further changes, and this action was closed.	
5.02	Research another school that uses the “Talk for Writing” programme (minute 7.04 refers): Action completed. The DHT had looked into finding another school that used the same “Talk for Writing” programme and updated governors on her findings. It was concluded this action would be closed. Emily Stephenson (Y5 Teacher and Writing Lead) had explored the possibility of White Rose Maths training or programmes for writing input, refer point 7.04.	
5.03	Pupil voice writing feedback and Writing taskforce set-up (minute 7.05 refers): Action completed. Governors discussed the DHT feedback from pupils regarding writing and also setting up a writing taskforce. Q: The Chair enquired if a writing taskforce was necessary? A: The DHT updated governors about the exciting developments introduced in school to encourage writing- which were. <ul style="list-style-type: none">• Poetry week held in school• Pupils encouraged to enter the national 500 words competition• Free writing once a week	

Q: Which year groups take part in free writing?

A: Y2 upwards, pupils could write about whatever they liked which had been extremely popular.

Q: What writing did they do? Mainly stories?

A: A mixture, pupils were focused and produced sports commentary, stories and much more. They were happy to share with each other plus to read out what they had written.

There was further discussion, and it was agreed a nominated writing governor would be a better solution than a taskforce. Nicola had a real passion for this area and shared her experience. She volunteered and would visit a free writing session. All governors thanked her for her input.

ND

5.04 **Foundation - new parents map (minute 8.02 refers):** Action closed. Staff had been visible to help new Foundation parents with entrance and exit points when children had started school.

5.05 **Governor presence outside for “Safer roads- walk to school week” (minute 10.01 refers):** Action closed. Governors thanked staff for their continued presence outside to attempt to deter street illegal parking around school and keep children safe.

Q: Can we mention the nearby Co-op supermarket car park is free to parents?

A: Head to investigate.

Head

6.00 **QUESTIONS FROM GOVERNORS ON TEACHING AND LEARNING.**

6.01 Governors had an awareness of the [inspection data summary report](#) (IDSR), and alternative sources of data, from the detailed presentation of unvalidated test results and in-school data Ian Stokes had given earlier in this meeting. This extensive presentation had included

- How performance varied by group with information provided by cohort, prior attainment, gender, pupil premium, EAL, BME, SEND and CLA.
- Which groups and subjects were the highest and lowest performing and why
- What was being done to support the lowest performing 20% of pupils
- How pupils performed in reading and phonics and subsequent impact.

6.02 The DHT checked and all governors felt their questions had been answered within the presentation and the data provided. There were no further questions.

7.00 **STRATEGIC PLANNING**

7.01 Reports below had been circulated to all governors prior to the meeting and were discussed.

- Teaching and Learning Action Plan 2024-2025
- Writing Action Plan 2024-2025
- Curriculum Action Plan 2024-2025
- SDP Quality of Education priorities page

7.02 All Governors had been sent the (Notice of Visit and Contact) NOVAC from the new School Improvement Advisor visit and had no further questions.

7.03 Improve outcomes for all pupils in writing

Q: The Chair questioned if parental involvement in writing would be beneficial within the Writing Action Plan?

A: The DHT would liaise with Emily Stephenson to discuss.

DHT/Head

Governors discussed that parents would benefit from free writing activities at home, or any suggestions of ideas or opportunities parents could use at home to encourage writing. The Head intended to meet with the Senior leadership team about homework opportunities. Governors debated the balance of homework and were mindful of the demands of family life on parents coupled with the desire to support and encourage their children.

7.04 Writing update – regular interventions, three times a week concentrating on writing would take place which phase leaders would monitor, the DHT said. Emily Stephenson had researched writing intervention programmes which she intended to trial with her own class. The preferred programme had an initial cost of £1200 then approximately £200 a year thereafter with extra resources available to purchase. Nicola would visit school to have a look at the intervention due to her experience and knowledge in this area.

NA

Governors heard and were able to see demonstrated clear aims to improve outcomes for all pupils in writing.

7.05 Curriculum update – the DHT updated all governors that she had completed induction training with all new staff which had included sessions on adaptive teaching all existing staff had taken part in last year.

Governors heard the positive staff feedback about the new art and design curriculum implementation, that staff skills were developing and how interesting and diverse this part of the curriculum was in relation to artists covered plus the children's enjoyment of these subjects.

Ofsted had commented on the number of diverse opportunities within the curriculum and the DHT emphasised that maintaining this was a priority for school.

Further examples given were an art careers fair held last year, in the style of a careers fair where staff had moved children round

the participants which had included, photographers, the Grand theatre, and Northern Contemporary dance, a real mix of opportunities governors agreed which all SEND pupils had been able to access the DHT reported.

The Head emphasised the Ofsted message that the school curriculum was strong and therefore only refinement work of the curriculum was taking place.

7.06 Other key points governors discussed were

- Improving outcomes – the DHT would attend an adaptive teaching course and planned to refresh the T&L policy to add adaptive teaching after her course.
- Nicola Holdstock, Phonics Leader had monitored staff phonics delivery and the Head had observed all new staff members to offer support where needed
- Book monitoring taken place which showed consistency e.g. in marking policy.
- To assist maintaining consistency of teaching and learning across school keeping up with research could be difficult. The DHT had found useful one page research articles for staff to read one a week, then meet to discuss the week after. Quality of discussion has been amazing, and she planned to deliver two articles each half term
- School were excited about the delivery of the Education endowment foundation project and a new staff member plan to introduce meta cognition.

DHT

8.00 THE NATIONAL CURRICULUM (TOR 7.01)

8.01 Earlier in the meeting, governors agreed they had received and talked about evidence of how school would implement the statutory national curriculum by subject content and year group and that this was available to parents on the school website.

The DHT would put the music development plan in conjunction with Artforms on the website.

9.00 THE IMPACT OF GOVERNMENT GRANT FUNDING (TOR 7.05)

9.01 **STATUTORY ITEM** Governors should ensure school reports are available on the school website. Governors should scrutinise each report, discuss the rationale for spending, the impact of this and if/how future plans will be adapted, ensuring plans comply with the conditions attached to the funding.

Government grants are:

- **Pupil premium** - All schools **must** use the templates available on [GOV.UK](https://www.gov.uk) to publish their strategy by 31 December, Are governors confident that teachers and support staff are being used effectively and school is taking account of external evidence such as the [Education Endowment Foundation \(EEF\) Toolkit](#) to determine pupil premium spending decisions?

- **PE and sports premium** - Is the PE and sport premium being used to deliver sustainable improvements which encourage the development of healthy, active lifestyles? Reporting deadline was 31 July.

Governors carried this item forward to the next FGB meeting. It was clarified that Nicola was the governor responsible for PP. Nicola would meet with the Head to scrutinise the above reports and confirm the above to all governors.

Head/ NA

10.00 ANY OTHER URGENT BUSINESS

There was no urgent business to discuss.

11.00 DATE AND TIME OF NEXT MEETING

2024 Autumn term 1 Sept-Oct

Thursday 24 October L&M

2024 Autumn 2 Oct-Dec

Thursday 07 November PDBW

Thursday 28 November FGB

2025 Spring 1 Jan-Feb

Thursday 16 January QTLA

Thursday 23 January L&M

2025 Spring 2 Feb-Apr

Thursday 27 February PDBW (Cover clerk needed)

Thursday 20 March FGB

2025 Summer 1 Apr-May

Thursday 24 April QTLA

Thursday 01 May L&M

Wednesday 21 May FGB

2025 Summer 2 May-July

Thursday 05 June PDBW

Thursday 03 July FGB

The Chair closed the meeting at 8.20pm