

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

Minutes of the meeting held in school on Thursday 16 January 2025 at 6.30pm

<b>PRESENT</b>	Amy Wilson (Chair) Nicola Allardyce	Jenny Hand Samantha Todd
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**IN ATTENDANCE** Julie Kirkpatrick (Clerk – Governor Support Service)  
Richard Cowles (Associate Member)  
Becca Pinder (Deputy Headteacher/Associate Member)

		<b>ACTION</b>
<b>1.00</b>	<b>APOLOGIES FOR ABSENCE AND MEMBERSHIP MATTERS</b>	
1.01	The Chair welcomed everyone to the meeting. There were no apologies to record.	
<b>2.00</b>	<b>DECLARATIONS OF INTEREST</b>	
2.01	There were no new declarations of interest.	
<b>3.00</b>	<b>MINUTES OF THE LAST MEETING</b>	
3.01	<p><b>Resolved:</b> That the minutes of the meeting held on Thursday 16 October 2024 were accepted as an accurate record and the Chair was authorised to sign the minutes with the following amendment.</p> <p><b><i>“Item 5.03 amend initials in the action column from ND to NA.”</i></b></p> <p>Clerk post meeting update – amendment completed 17 January 2025.</p>	
<b>4.00</b>	<b>REVIEW ACTIONS AND MATTERS ARISING</b>	
4.01	<b>Nominated writing governor visit:(minute 5.03 refers),</b> Action ongoing. Nicola will arrange a visit.	<b>NA</b>
4.02	<p><b>Governor presence outside for “Safer roads- walk to school week” (minute 5.05 refers):</b> Action ongoing.</p> <p><b>Q:</b> Governors asked if parking was any better outside school? Had the Head managed to investigate if the nearby Co-op supermarket free car park was an option for parents?</p> <p><b>A:</b> The DHT would check with the Head.</p> <p>It was noted that morning’s seemed to be the hotspot rather than afternoon pickup times which may be due to the number of after-school activities which took place that children participated in.</p>	<b>DHT</b>
4.03	<b>Improve outcomes for all pupils in writing:(minute 7.03 refers),</b> Action ongoing. In the previous meeting governors had discussed if parents would benefit from free writing activities at home, suggestions to encourage writing. The DHT had met with the writing lead, Emily Stephenson who was working on ideas	<b>DHT</b>

whilst mindful of the need to target the parents who would most benefit from this support.

4.04 **Writing update:(minute 7.04 refers);** Action completed. Nicola had visited and spent time with Emily Stephenson in class to find out more about a writing intervention programme which was being trialled. Nicola had spent time with teaching assistants, the teacher Emily and seen first-hand how pupils used the programme. She gave feedback about the language the programme used which TA's had commented was useful, that the resources were helpful. Both the DHT and Nicola made governors aware the programme was a good fit for school, the DHT added that the intervention impact was already evident.

4.05 **T&L policy refresh: (minute 7.06 refers);** Action ongoing. The DHT and Louise Turnbull had attended an adaptive teaching course and would provide governors with a short presentation at the end of this meeting.

The T&L policy would be refreshed to include adaptive teaching once feedback from the adaptive teaching training recently delivered to staff was collated. Governors were pleased to hear the DHT and Louise Turnbull had been given support and time to thoroughly plan the adaptive teacher training for staff.

**DHT**

4.06 **The impact of Government Grant Funding:(minute 7.07 refers);** Action completed. Nicola had met with the Head to scrutinise the following reports and confirmed to governors all statutory requirements had been met and that the reports were available on the school website.

- Pupil premium
- PE and sports premium

#### **5.00 STRATEGIC OVERSIGHT (GOVERNOR MONITORING)**

5.01 The report below had been circulated to all governors prior to the meeting.

- Early Years Visit July 2024 – Amy Wilson

Amy explained her visit had taken place near the end of the term when displays for example posters had been taken down. It would be expected that the room environment could impact the younger children however all had been on task paying attention when observed during carpet time.

The teachers had given information about work done post COVID and the differences seen between children who had spent time in school nursery prior to coming into EYFS and those who had not attended any form of nursery beforehand.

5.02 The DHT advised there had been no further NOVAC's.

The recent parent survey feedback would be in the next full governors meeting.

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

6.01 Prior to the meeting a comprehensive Whole School Data Autumn 2024 Y1-6 Assessment report had been sent to all governors.

6.02 Governors were delighted to hear that school were in the top 18% nationally for reading, 17% for grammar, 12% for maths and writing the top 10% respectively for greater depth. The results evidenced that what school was doing for more able children was working.

6.03 **Q:** The DHT asked how governors found the new report format? All agreed the format was helpful and informative.

Points highlighted from the report were.

- Y6 and Y3 strong attainment, Y3 reading in Y6 greater depth
- Only a small number in Y1 needed to access catch-up to be on course to achieve the required phonics threshold
- Reasons for lower Y4 and Y5 attainment were given. Y4 15 children within the cohort had SEND needs which equated to 25% of cohort. Had an unsettled year of staffing, now consistently strong teaching was a priority.
- Y5 had the highest number of Pupil Premium (PP) in school plus 15 children on the SEND monitoring list. Support staff changes which included an extra member of staff now being shared across Y3 and Y5 and HLTA availability were outlined.

6.04 Governors discussed in-school assessment data for the autumn term and predictions for specific cohorts and groups such as gender, PP, EAL, BME, SEND and CLA. The DHT read each question in turn from this agenda item, whilst providing information below for governors.

Support/plans for the lowest performing 20% of pupils - The DHT gave information about how the pupil progress meeting format had slightly changed, that pupils were reviewed in detail at these meetings and phase leaders followed up on any actions to ensure interventions happened.

Supporting all pupils to be confident readers was a priority across the local authority – were there any new strategies in place? If support was put in place last term for any teachers, have leaders assessed the impact and is teaching now at least good? - No new strategies to report, consistent delivery. Teacher observations and monitoring had been good. Governors were provided with details about two new teachers who were in the early stages of their career, currently in Y1. One teacher was in

their third year of teaching and one teacher was working in the second year of the Early Careers Framework (ECF).

**Q:** Were strong TA's supporting in classes where an ECT was teaching?

**A:** The DHT confirmed yes this was the case.

Was the curriculum fully developed for each subject and outlined the precise knowledge and skills that pupils needed to learn? - Yes external validation had been received from Ofsted.

Did subject leaders carry out thorough checks to see how well the curriculum was being taught? - Monitoring would take place next term, the DHT confirmed there were regular checks to see that planning was delivered. Teachers understood what needed to be taught and plans to follow.

Did all subject leaders have enough expertise to ensure that the curriculum was implemented well and were able to support teachers to deliver the curriculum for their subject area? - Examples were given of staff training which had taken place for example Emily Jones had recently completed a geography training course. Additionally the music lead teacher had had training with an adviser who also provided whole school music training on the "Sing Up" programme which all staff had thoroughly enjoyed and found useful.

6.05      Governors talked about the potential to ask any musical parents into school who may be able to support future singing assemblies. The DHT would ask Tom Leech, previous governor, and Chair of this committee to see if he was available,

**DHT**

6.06      The DHT summarised this section making governors aware that staff training course requests that were linked to their lead subject were well supported and gave examples of where governors had the opportunities to gain more experience and knowledge.

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

7.01      The DHT and Chair clarified that school complied with the requirements of the EYFS statutory documents and framework, had the necessary policies and procedures in place, especially safeguarding and paediatric first aid (PFA). At least one person who has a current paediatric first aid (PFA) certificate was on the premises and available at all times when children were present. Training was renewed every three years.

The clerk gave the meeting information recently shared within the GSS clerks training regarding the importance of the requirement to ensure a paediatric qualified person was always present for any EYFS trips outside of school plus that this additionally included when EYFS children were in the school dining hall.

## **8.00      ANY OTHER URGENT BUSINESS**

8.01 There was no urgent business to discuss.

8.02 Nicola highlighted that she still had been unable to login and access the safeguarding training. Jenny would check with the Head as a priority action.

Jenny/NA

8.03 The DHT displayed and Adaptive Teaching presentation on the whiteboard, a summary of which is below.

The question within the recent Ofsted report, “What does school need to do to improve?” and the answers given were displayed for the benefit of governors.

**Aims of the Adaptive teaching training day**

- What is adaptive teaching?
- Reflect on current practice
- Understand 3 step model approach, three “A’s”

The DHT explained adaptive teaching was.

- Inclusive by design – already pre-empted planned, not reactive, proactive
- Used terminology like scaffolding and explicit instruction
- All pupils working towards the same end goal
- Adaptive teaching was not differentiation
- Pupils working in isolation with a 1-1 should not be normal practice, which it wasn’t within Chapel Allerton primary school (CAPS)
- Uncapped learning for all pupils emphasised.

The three step model school produced known as the three A’s was examined.

A - Anticipate before

A - Adapt during

A - Assess after

The plan involved a constant loop of approach.

Anticipate – involved pre-empting looking at for example misconceptions or stereotype assumptions. Thinking about attention and information, instructions plus any communication changes and self-regulation.

Governors noted the point the DHT made about the importance of anticipating including chunking, which was breaking down learning into chunks, plus working out what children already knew. It was highlighted as adults we learn in chunks in the same way. Teachers had the opportunity to discuss different ways to have quick wins about what children already knew with their class.

Adapt – involved concrete pictorial or abstract approaches. Adapting didn't mean making easier or giving more time. Reducing the scale of the task or time was succinctly conveyed using an art example with different stages of a pupil drawing. The benefits of peer feedback were clearly demonstrated.

**Q:** Which year group have you started this with?

**A:** From Foundation Stage Two (FS2) and above.

Assess - involved effective low stakes assessment for example multiple choice questions or working with a learning partner to assess in a comfortable way. The staff governor give details about and electricity quiz children had recently used with QR codes and questions for assessment children had loved. Governors head how children used the ABC hand gestures method for feedback in class and how positively this was received. Debriefing where children unpicked learning themselves was really helpful to use in class.

In summary the reflections after the training included

- A review at the next staff meeting 25 Feb
- Tweaks to lesson observation format to reflect adaptive teaching lesson
- DHT would compile a list of what school already did to support children that staff produced during the training

**Q:** How did the teachers receive the training? Was there any feedback?

**A:** Yes, feedback was great, the DHT gave examples.

- Good understanding of adaptive teaching scored 100%
- Will use strategies in classroom - 100%
- Had time to have professional conversations - 97% agreed
- Learnt something new. 94% agreed.
- 100% understood the 3 part model

“Very constructive and useful day of training.”

Governors commented how impressive it was that children could give feedback and challenge in the right way. The DHT informed governors an adaptive teaching advisor had joined in with the training and had been impressed. A forthcoming Learning Alliance learning walk would look at the inclusive and adaptive teaching theme within school.

The Chair requested that the DHT circulated the slides delivered to all governors.

**Post meeting clerk update** - the DHT circulated the slides 17 January.

All governors thanked the DHT for an extremely informative presentation.

**9.00**

**DATE AND TIME OF NEXT MEETING**

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 6.30 pm