

Charlotte had shared key words with staff to describe thinking skills which she displayed on the whiteboard. It was noted that adults would apply these skills potentially without even realising whereas children had to be encouraged to learn them. School had committed to focus on six of the key words and introduce these to children which were:

- noticing
- remembering
- making connections
- choosing/deciding
- wondering
- trying out

To further enhance the skills in a fun way, Charlotte had changed her trousers at lunchtime one day to see if any of the children noticed. One child had observed this and had been asked to wait until nearer the end of the day to see if any of the other children had too which Charlotte reported they didn't. In summary, it was hoped that children would be able to remember the day when the teacher changed her trousers at lunchtime and they hadn't noticed as a way of remembering and applying their thinking skills to other areas of their learning, metacognition in action.

Charlotte highlighted that there were no progress measures for metacognition. School had introduced the process gradually to include,

- A growth mindset and challenge week
- Two thinking skills staff meetings

Events yet to take place this term were.

- A school wide competition
- Staff meeting supporting learning conversation
- Challenge week
- Staff meeting and next steps.

The DHT commented how the introduction had been tailored to school and staff, that staff valued the gradual approach Charlotte had adopted.

There were no governor questions, Charlotte was thanked for her informative presentation.

Charlotte left the meeting.

1.00
1.01

APOLOGIES FOR ABSENCE AND MEMBERSHIP MATTERS
The Chair welcomed everyone to the meeting. Apologies had been received and accepted from Nicola Allardyce.

ACTION

2.00
2.01

DECLARATIONS OF INTEREST
There were no new declarations of interest.

3.00 MINUTES OF THE LAST MEETING

3.01 Resolved:

That the minutes of the meeting held on Thursday 16 January 2025 were accepted as an accurate record and the Chair was authorised to sign the minutes.

4.00 REVIEW ACTIONS AND MATTERS ARISING

4.01 (Minute 4.01: 16 Jan 25) Nominated writing governor visit:

Action completed. Nicola had visited school the DHT confirmed in her absence.

4.02 Minute 4.02: 16 Jan 25) Governor presence outside for

“Safer roads- walk to school week”: Action completed.

Governors discussed their observations outside at peak parking times and concluded that safer parking alternatives and options had been investigated.

4.03 Minute 4.03: 16 Jan 25) Improve outcomes for all pupils in writing: Action completed, refer items 6.02 and 7.03 for more information.

4.04 Minute 4.05 16 Jan 25) T&L policy refresh: Action completed. The T&L policy had been refreshed to include adaptive teaching and metacognition which the DHT advised governors she had tried to keep succinct.

Q: Why did school use the Education Endowment Foundation (EEF) charity scheme?

A: The EEF was a highly recommended trusted source which the Chair reaffirmed was used and respected within other educational institutions.

4.05 Minute 6.05 16 Jan 25) parental support for future singing assemblies: Action completed. The DHT had asked Tom Leech, previous governor, and Chair of this committee to support future singing assemblies, he would confirm his availability.

4.06 Minute 8.02 16 Jan 25) Safeguarding training access: Action completed. Jenny confirmed Nicola had accessed and completed safeguarding training.

5.00 STRATEGIC OVERSIGHT (GOVERNOR MONITORING)

5.01 Feedback was discussed from the DHT and Chair on the governor visit to see Louise Turnbull, EYFS lead in December 2024. The visit had been to talk about the parental safeguarding survey distributed to Foundation Stage 1 parents to gather induction feedback.

Governors focused on the following points from the survey in detail below;

- **5.02** Rushed parent meeting- Louise had checked with Mrs Khan. Governors heard there were no further concerns.

- Misconceptions about what Foundation stage 1 (F1) was like and the use of Dojo (compared to a private nursery). This would be addressed at home visits.

Q: A governor queried the difference between both private and school nursery?

A: The DHT clarified that as an example private nurseries might take more photographs during the day and provide more detailed information about a child's day. In comparison school gave parents feedback if there had been any concerns for example if a child had not eaten much on a lunchtime. Governors with Foundation aged children who had experienced this difference were complimentary of the school approach.

- Mixed feedback on the transition to primary school- some parents liked it others didn't. The Chair and DHT added more detail on this. School had tried the gradual approach to children starting school however following feedback this had been simplified to allow children to start school quicker. Staff spent more time on home visits getting to know children which governors had experienced and welcomed
- The DHT confirmed that the use of the term 'time out' had been renamed to 'thinking time.'
- Feedback on the use of stickers when pupils finish everything on their plate at lunchtime. The stickers had been re purposed to reward manners and having a go to eat foods children would otherwise have left during lunch.
- Timings of the Maths/Phonics meetings, currently held at 9.15am. Previously, alternative after school times, had been offered however there had been limited attendance at this time. Discussions were ongoing about the possibility of recording this meeting to distribute electronically however it was felt it was a long informative meeting best delivered in person.
- Clarity around PE kits- this had been updated in the booklet sent home to pupils ahead of them starting school, along with the prospectus.
- First Aid procedures- parents had requested for clarity. Louise had checked with F1 regarding following correct first aid procedures for reporting to parents. The DHT confirmed a qualified paediatric first aider was present in the room at all times in line with statutory requirements.

Governors thanked the DHT, all were satisfied there was no common theme to the feedback or further areas of concern.

5.03

The DHT gave an overview of the recent school improvement adviser visit and Notice of Visit and Contact (NOVAC) form.

The visit had highlighted the following recommendations which were discussed.

- Embedding staff knowledge - school would introduce cold calling, the concept of asking any child a question in class. The DHT gave reassurance children with special educational needs and disabilities (SEND) would be assured by their teachers of this approach and where applicable that individual pupils would not be given a random question if this would cause distress.
- Teaching assistants (TA's) had been reminded to stop their group activities and listen when the teacher stopped the class to provide input. Governors commented both the above steps, and the subtle changes made in class were helpful for inclusion.
- Cognitive load reduction - more gradual release of information models would be introduced for children in response to this feedback.
- Early years foundation stage and year one (EYFS and Y1) – improvements would be made to refresh the home corner resources e.g. the mud kitchen to allow children to engage in messy play and replenish kitchen equipment that reflected inclusion. There had been a suggestion a local authority (LA) EYFS consultant package might be useful, the DHT outlined the reasons to governors why school felt this was not necessary, all governors supported and complemented the DHT on the confident school decision.

5.04 The Chair planned an EYFS visit before the end of the academic term.

Chair

5.05 The clerk advised all present and for the benefit of new governors detailed how useful and accessible GovernorHub resources and training were, plus added that they were completely free. The clerk intended to ensure all new governors were set up on GovernorHub plus send an invitation email to them to register

**Clerk
action**

6.00 QUESTIONS FROM GOVERNORS ON TEACHING AND LEARNING.

6.01 Prior to the meeting governors had been sent the data observations report which the DHT summarised below.

Reading

Governors were aware that supporting all pupils to be confident readers was a priority across the local authority. The DHT outlined the expected impact of strategies in place and gave progress updates as follows.

- Reading results for greater depth were at 40% which was considerably higher than national results.
- Y6 and Y3 strong reading attainment
- Y4/Y5 – lower attainment across all subjects – reasons given were that 25% of the Y4 cohort were SEND. Teaching staff in Y4 was now consistent, staff continued to play catch up due to inconsistent teacher changes last year.

- Spelling and Grammar (SPAG) improvement in Y4 highlighted.
- Y5 - 20% of the cohort were pupil premium (PP). Additionally, there had also been a support staff decrease in this year group.

6.02 Writing

Y2 and Y5 were trialling a new writing scheme since January this year. Writing results for the current Y5 cohort in Y4 had been at a 62% attainment. Due to a decrease in percentage attainment, actions in place to address this for all pupils were discussed which included increased teaching time allocated to writing. Governors debated the challenges and difficulties of learning punctuation and editing when the DHT gave definitive examples of how social media, and the modern world did not use punctuation in the same way as taught in school.

Writing results were challenging which the DHT acknowledged school would prefer to be higher.

6.03 Spelling and Grammar

- Stronger results overall however where results for example within Y5 and Y2 were lower the DHT had seen the proposed improvement actions for each child with barriers identified.

English as an additional language (EAL) gap

- Feedback given – the adaptive teaching training staff day had involved EAL strategies.

Barriers with outside world spelling and grammar differences and expectations were emphasised

6.04 Maths

- Y4 – lower than expected attainment, the DHT referred to pupil progress plans, governors were reassured that teaching staff were applying all they could to close the attainment gap.

Governors talked about testing and the impact of the removal of the Y2 formal SATS test which the DHT confirmed did mean that the first formal test taken would be the maths Y4 times table test.

Q: A governor wanted to know if there was a lot of maths anxiety?

Did staff see it in pupils who were generally confident?

A: The DHT said no, that maths anxiety was specific to certain individual pupils who naturally worried when they first did not understand a question or maths problem. The Chair gave examples of research why children found maths hard and cited gender differences.

6.05 Governors wanted more information about the strong results in Y3 and what specifically was encouraging these. The DHT clarified that the current Y3 pupils were a strong cohort and there

had been some great teaching successes which the school would endeavour to learn from.

Q: Referring to the EAL and PP categories, a governor probed if children fell under multiple categories? If so, how did this impact data?

A: The DHT gave specific examples that children could fall into as many as four categories, the impact that this could have on the data figures. It was confirmed however that children could not be in the SEND and monitoring categories simultaneously, likewise not within the PP and PP plus categories.

6.06

Quality of teaching

The DHT confirmed the support and monitoring in place for new teacher's to school. There had been no known teaching staff resignations this term.

6.07

Homework survey feedback

Governors had previously suggested that homework be used as an opportunity to stretch more able children. A survey had been conducted to gauge parental support for homework tasks set across all abilities. A new homework policy had also been circulated to governors prior to the meeting.

There had been 81 anonymous responses, the DHT showed a selection of comments received on the whiteboard.

Q: Could you see the benefits of children practising spellings at home in class?

A: Yes, absolutely the benefits could clearly be seen.

Governors discussed the benefits of being asked to do times tables at home and how the programme "Times Tables Rockstars" remained consistently good to encourage continued usage at home, that children didn't view using "Times Tables Rockstars" as homework due to it being an enjoyable activity.

Whilst the usage of technology was highlighted, the benefit of sending home tasks on paper was also outlined where perhaps this helped children with different learning styles and limited access to technology.

Q: How was reading books at home monitored or parental feedback given?

A: The teacher's gave supportive feedback if children's reading progress was observed to be slipping.

6.08

The Chair highlighted a section in the new policy on allocating a score to homework which the DHT intended to remove. Subsequently the policy would launch to parents in September 1 staff opinions had been sought.

DHT

6.09 Governors asked the clerk to ensure the homework policy was an agenda item for the first QTLA meeting in the new academic year.

7.00 TRANSITION PLANS

7.01 The DHT outlined transition plans for each school stage.

Governors asked how the foundation stage plans were progressing particularly for home visits, stay and play sessions and other Foundation stage sessions before starting school due to the change in School Business Manager (SBM). The DHT gave reassurance the transition process for Foundation would continue to be as organised as in previous years, that the new SBM was being supported with this. Governors noted the Reception year group was full which was positive in comparison to other local schools.

7.02 All other year groups would spend a day with their new teacher before the end of term

The Y6 transition to high school usually involved children spending at least a full day in their new school, often with additional activity days.

Q: Which were the high schools children would go to?

A: Roundhay, Allerton High, Allerton Grange and Carr Manor were the most popular.

Teachers of Y6 additionally would contact the high school to have a conversation about each individual pupil. Where children's needs would benefit from extra transition time, school would liaise with the high school to accommodate.

7.03 Writing trial progress update

The DHT explained the writing trial was in infancy, school had not yet had a full year of putting it into practice. Emily Stephenson, the writing lead had visited another school who had been using the trial programme for three years. Staff had been consulted for feedback and relayed the pros and cons of the scheme which the DHT described to governors. Emily intended to present her findings to the senior leadership team imminently.

Governors asked for more information about when school had to make a decision to go ahead or not to proceed with the writing programme currently being trialled.

Q: Was there the option to continue on a trial basis into the autumn term?

A: Yes, school could choose to do this.

The DHT summarised that the decision would need to be carefully considered. The Chair commented that the option to see

data results from other schools who had consistently used the programme would help inform decision.

8.00 ANY OTHER URGENT BUSINESS

There was no urgent business to discuss.

9.00 REPORTING TO PARENTS

9.01 Governors heard that school reports would be issued at the end of term to parents with information on their child's achievement and general progress. Examples of the unchanged format were available for all governors during the meeting.

Q: The Chair asked about arrangements for writing reports and work life balance?

A: Full time teacher's were given a day off and part-time teaching staff were allocated half a day which the staff governor commented worked well.

9.02 School additionally tried to populate data to assist teachers and make reports not too onerous to complete.

Q: Did F2 parents have an additional report?

A: Yes this was a change as the EYFS lead Louse Turnbull had wanted to produce an additional more in-depth report based on parental feedback.

10.00 DATE AND TIME OF NEXT MEETING

2025 Summer 1 Apr-May

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 8.21 pm