

# Meadowside Community Primary School - Local Governing Board

## Minutes of the Meeting Held on 9.2.2023

**Present:** Phil Calrow (Chair), Jenny Gill (Chair for the Meeting), Stuart Wright, Adrian Burrows, Sarah Dixon, Gareth Harris, Nicola Whyte, Kerry Woods

**In Attendance:** Claire Curtis, David Clay, Alan Manuel, Dr. Carsten Kressel

### Welcome and Apologies

Mrs. Gill chaired the meeting, as part of the succession planning identified in the skills audit. The Chair welcomed Mrs. Curtis to the meeting and the school. Introductions were made.

### Declarations of Interest

Mrs. Dixon declared that she is the treasurer of Helping Hands. No further declarations of personal or pecuniary interest in the matters to be discussed were made in addition to those recorded in the register of interests.

### Governing Board

#### *Governor Training*

Information on the training available through the trust was circulated. Governors were encouraged to avail themselves of the training, including the Ofsted preparation on offer.

#### *Membership*

No changes.

#### *Appointment of New Headteacher*

Governors congratulated Mrs. Curtis on her appointment as headteacher from the summer term onwards. She is currently deputy headteacher at Brook Acre Primary School.

### Minutes

The minutes of the meeting held on 1.12.2022 were **agreed** as a true and accurate record.

### Matters Arising / Action Log

The actions from the last meeting had been completed as follows: -

- Action 1 - Mrs. Gill had completed Safeguarding training; Ms Whyte was in the process of doing it.
- Action 2 - Mrs. Gill had not received training in headteacher performance management yet.
- Action 3 - Ms Whyte had visited outreach groups.
- Action 4 - All governors should complete RPA cyber security training.
- Action 5- Governors had accessed the Sway training document.

**Action 1:** Ms Whyte to complete Safeguarding training.

**Action 2:** Mrs. Gill to access training in headteacher performance management.

**Action 3:** All governors to complete RPA cyber security training.

## Education Report

### **TCAT Review Report**

The TCAT peer review was a positive experience. Some areas for development were identified.

They are largely the same areas previously identified by the school, thereby validating the PAP: -

- Foundation subjects need a focus on quality first teaching. The same focus applies as in core subjects. Subject leaders will need to demonstrate good practice in their subject. The next step is a focus on specialist pedagogy.
- Transition from Reception to Year 1, in recognition of the increasing level of need in Early Years and KS 1, including SEMH. 15 children in Reception class have a pupil passport, 17 in Year 1. An Early Years specialist has been recruited and is deployed in Year 1, to deliver continuous provision in that year group.

### **IQM Review Report**

Mr. Clay reported that the school had worked with the IQM for over five years. For over three years, it has held flagship status, which was renewed in October. As part of the accreditation process, the school needs to carry out a research project. The initial project was in relation to oracy; the current project researches cognitive science and meta cognition. When retaining its flagship status, the school was set an additional target of regular attendance at network conferences. This target is being met.

**Governors asked** if schools can choose their projects. This was confirmed. Meadowside chose oracy and cognitive science for its projects.

### **Whole-school Data – Statutory Data**

Mr. Wright introduced the data report: -

- Reception - 33% of the children attained GLD in summer 2022. Particularly writing was a limiting factor. Currently, 26% are on track for GLD, the target is 42%. The maximum outcome that might be achieved is thought to be 46%. Support staff need to be reconfigured, with more emphasis in Early Years. PSED and physical development receive particular attention.
- Year 1 - The target for ARE is 50-63%, lower than last year. This reflects the characteristics of the cohort.
- Year 2 - The year group has made a lot of progress; the cohort has 40% SEND. Predictions are for 60% ARE in reading, 50% ARE in writing and 57% ARE in maths, giving 47% combined ARE. The targets are between FFT 50 and FFT 20.
- Year 6 - 45% combined ARE is forecast. The cohort has 24% SEND and 69% Pupil Premium. **Governors asked** if the children made good progress. This was confirmed to be the case; the school places its main focus on the progress children make.
- The year group data document is colour coded in order to give a quick overview if groups of children are on track.

- Writing data shows the impact of actions taken to-date. The subject needs more attention.
- Years 3 and 1 are flagged for attention. Needs and interventions being deployed are listed in detail.
- A comparison between Pupil Premium and non-SEN Pupil Premium children shows that there is no consistent gap between the groups. However, Pupil Premium are not on track to attain GD in writing.
- A detailed analysis of interventions shows the use of X Code, Lexia and Lexonic. The latter is used successfully at Beamont Academy and is trialled in upper KS 2. Meadowside is the pilot school for its use by primary schools in the trust.
- Other interventions include Mighty Writers and Number Stacks for maths.
- Groups of children receiving intervention are adapted and reviewed regularly. The interventions work well. Assessments show good progress.

**Governors asked** the following questions: -

- Is Mighty Writers easy to deliver? - Answer: Yes, with practice. It encourages the children and shows progression. The actions are memorised. Consistency of delivery has improved, using the structure that was developed for whole-class teaching. The children enjoy the sessions.
- Can children come off interventions and rejoin them at a later date if necessary? - Answer: Yes, they are ranked regularly in pupil progress meetings. Children are not meant to receive interventions all year. The interventions are interrogated regularly for their effectiveness.

### ***Monitoring - Strengths and Next Steps***

Mr. Manuel had placed a document in the folder that summarised the monitoring during the autumn term. He gave the following update: -

- Book scrutiny for reading, writing and maths was carried out.
- The focus was on standards in the core subjects.
- Paired teaching is a tool to improve practice.
- Regular drop-ins are carried for core subjects.
- In the spring term, the focus has shifted to foundation subjects.
- Identified strengths are: Writing - regular and daily; improved spelling; quality and clear ambition in foundation subjects. Assessment was introduced in foundation subjects.
- Areas for improvement are: Handwriting; consistent use of correct grammar; development of monitoring in foundation subjects; direct instruction and expertise of teachers; use of cognitive science in foundation subjects.

Next steps are: -

- Standards coaching
- Reading and writing book scouting
- Foundation subject monitoring
- Monitoring of interventions.

**Governors asked** the following questions: -

- How do you introduce joined-up writing? Little Wandle uses print up to Year 2? - Answer: We introduce cursive writing in Year 2.
- How do you achieve the transition from printing to cursive writing ? - Answer: We are working on it.
- Do you define end points for knowledge or for skills? - Answer: Knowledge, skills, attitudes, values.
- What knowledge? - Answer: We have defined key knowledge for every topic.
- How do you check that it is embedded?- Answer: We carry out retrieval exercises. Detailed planning needs to be annotated regularly.
- What do you do if several children are not secure in their knowledge? - Answer: The teacher needs to assess them for learning and take this into account in their planning and delivery.

### ***Curriculum Development Update***

Mr. Clay reported that the curriculum was developed with a spiral approach and focused on the following elements: -

- Language
- Knowledge
- Skills
- Attitude and values
- The TCAT review gave good feedback.
- Everything has been mapped out and CPD is taking place. This includes School Improvement Liverpool.
- The focus is on quality-first teaching for every subject.
- Structures for subjects are in place.
- The quality is visible in the books.
- Gaps are being filled, checking of prior knowledge takes place.

Ofsted has released its expectations for subject knowledge of primary school teachers. In future, primary school teachers are expected to be experts in every subject that they teach. This applies to all subjects and schools. High-quality CPD will be required to enable this development.

**Governors requested** to see books at a future meetings.

**Action 4:** *Present children's books at future meetings.*

### **PAP / Score Card**

Mr. Wright referred governors to the priorities listed in the PAP. Objectives for the current you are derived from the priorities. He highlighted the following points: -

- 77% of the non-SEN children in Year 6 are on track in writing, including 73% of the non-SEN boys.

- KS 1 - 50% of the children are on track in writing, including 67% of the non-SEN boys. This is equivalent to FFT5 performance.

Mr. Wright highlighted the following actions and developments: -

- The Reception teacher is receiving training in developing physical skills. Implementation of her training is reflected in her teaching and the environment.
- Speech and language and developed and promoted throughout.
- Persistent absence was 23.5% (Boys: 27.6%). Rigorous systems to tackle absence and promote attendance are in place. As a result, persistent absence has dropped to below 20%, despite a spike of illnesses before and after Christmas. Good attendance is rewarded with postcards home.
- Effective support for teachers is provided as reported.
- The new curriculum model is being rolled out.
- Mr. Clay is half-way through his SENCo training.
- TCAT have released cognitive science documents.
- All staff are SENECA Level 2 qualified. This is reflected in the practice throughout the school.
- The school has two fully qualified senior mental health practitioners. This practice is rolled out throughout the school.

## **Link Governor Reports**

### ***Vulnerable Groups***

Mr. Calrow had visited to review support for vulnerable groups. When he met with the team, they had also reviewed attendance, and he highlighted the use of positive rewards and postcards to celebrate good attendance. Mr. Calrow also referred to the following aspects that had been reviewed: -

- Quality-first teaching
- Dyslexia screening
- Personal reading books
- Enrichment and trips
- Use of internal tutoring for key target groups, avoiding taking the same children out of lessons all the time
- Needs of each class were reviewed.
- Constraints from the local authority hamper the EHCP process.
- Writing was reviewed.

**Governors asked** the following question: -

- Can some children not get an educational psychologist assessment? - Answer: The situation is the same in all schools across Warrington; we get three assessments per year from the local authority. This delays the application process.
- Can we encourage parental involvement in commissioning assessments for their children in order to accelerate the process? - Answer: This is often difficult for families due to the cost of such assessments.

- How many do you need? - Answer: At least nine children are the most urgent, but the need across the school is significantly greater. There is not enough capacity in the local authority. TCAT is putting together a team in the trust that may be able to address the need in future.

### ***Quality of Education - Standards***

Mr. Harris had met with Mr. Manuel and reported the following matters: -

- They had reviewed quality assurance and the involvement of teachers in quality assurance of assessment.
- The standard of work in Year 6 books was very high.
- Grammar was less strong.
- Outcomes appear on track.
- Year 1- Support strategies are in place
- Standards are strong generally, with further attention required to writing and grammar.

*Mr. Harris left the meeting.*

### ***Quality of Education - Curriculum***

Mr. Burrows presented his report: -

- Core subjects are strong.
- Foundation subjects are being developed, including more support for staff and involvement of subject leaders.
- A spiral curriculum is being introduced.
- Books and feedback from staff show improvement.
- The approach has more structure, ambition and consistency.
- Changes are being embedded.
- CPD is taking place.
- Next steps are to carry out staff and pupil voice.

### ***Personal Development***

Dr. Dixon had met with Mr. Clay three times and gave the following update: -

- Two members of staff have been trained as senior mental health practitioners.
- A PASS assessment of all children was carried out at the beginning of the year, followed up by Boxall assessment. Where necessary, children receive individual follow-up. In future, this cycle will be carried out at the start of every year.
- It is planned for staff to be trained in domestic abuse.
- The welfare team takes a graduated approach and receives good feedback.
- Work with the NHS mental health team takes place where necessary.

**Governors asked** the following questions: -

- What happens with the PASS data? - Answer: We RAG rate the data and decide next steps.
- Has that been done yet? - Answer: Not yet.

- How is the assessment carried out? - Answer: It is done on an iPad. A teacher works through the assessment with the children. We are planning to enhance the consistency of results in future through getting the two senior mental health practitioners to carry out all assessments.

Mr. Wright thanked governors for the high quality of their reports, commitment and challenge.

### **Governance Action Plan**

Governors noted progress in addressing the governance action plan. Ms Whyte will carry out a meeting with parents, one of the outstanding actions.

**Governors asked** if they could be invited to school events. Mr. Wright answered that governors would be invited to future events.

### **Policy Review**

Governors **agreed** the Homework Policy, as updated to reflect the move to online homework in KS2 and the reading diary. Take-up is good.

**Governors asked** if children struggle to access homework remotely if their parents cannot afford the necessary electronic devices. Mr. Wright answered that they can do it in school, and that the school makes iPads available if necessary.

### **Any Other Business**

The school has received 58 applications for admission to Reception class in September, the highest number of applications since Mr. Wright became headteacher. Nursery is also full, with the highest level of children on record, and the toddlers group is proving popular. **Governors asked** the following questions: -

Did we have a year group with two classes in the past? - Answer: Yes, it was the Year 4 when I joined. Unfortunately, the school needed to make staff redundant after that year group had left. What is the prospect? - Answer: We are involved in the Peel Hall project and may be asked to expand to accommodate more children as housing gets built.

A £150k grant for outdoor development was received from TCAT. The school plans to carry out the work in spring and summer.

### **Date and Time of the Next Meeting**

23.3.2023, 4 pm, in person



## Action Log - February 2023

No.	Description	Responsible
1	<i>Ms Whyte to complete Safeguarding training.</i>	Ms Whyte
2	<i>Access training in headteacher performance management.</i>	Mrs. Gill
3	<i>All governors to complete RPA cyber security training.</i>	Mr. Wright / Governors
4	<i>Present children's books at future meetings.</i>	Mr. Wright