

Meadowside Community Primary School - Full Governing Board

Minutes of the Meeting Held on 30.6.2022

Present: Phil Calrow (Chair), Stuart Wright, Adrian Burrows, Jenny Gill, Gareth Harris, Alan Manuel, Nicola Whyte, Kerry Woods

Apologies: Judith Murray

In Attendance: David Clay, Donna Lowe, Conor McClafferty, Dr. Carsten Kressel (Minutes, from recording)

The meeting was held remotely, via Zoom.

Welcome and Apologies

Apologies had been received from Judith Murray.

Declarations of Interest

No declarations of personal or pecuniary interest in the matters to be discussed were made.

Governing Board

Governor Training

No training information had been received.

Minutes

The minutes of the meeting held on 19.5.2022 were **agreed** as a true and accurate record.

Matters Arising / Action Log

None.

Whole-School Data Report

Mr. Wright presented whole-school data that is based on standardised scores, except Year 2 (teacher assessment, informed by a test) and Year 6 (teacher assessment, pending SATS test results). The data was correlated with FFT targets and separate analysis for groups (gender, SEND, Pupil Premium). In an internal review exercise, teachers were asked if groups had made progress since September and if there were any year groups of concern.

Phonics

83% of the children in Year 1 passed the check. All non-SEND children passed. 76% in Year 2 passed, representing progress. The year group has a high share of SEND, affecting outcomes. The Little Wandle synthetic phonics scheme has a good impact.

Reading

Year 1 results have improved significantly to 80%.

Year 2 - Results have improved. While many children have not reached ARE yet, the gap is closing, with 45% just below ARE. The same picture exists in maths.

In Year 4 and 5, children exceeded the FFT 50 target.

In Year 6, teacher assessment of 58% ARE is below the ARE target of 62%.

In Year 3, 58% ARE is below the FFT 50 target of 69%, but a good number is just below the target.

Overall, reading provision with Talk for Reading has a good impact.

Maths

The performance is good overall.

Year 1 - 67% ARE compared to an FFT 50 target of 55%.

Year 2 - This has been the first full academic year without interruption by lockdown for the year group. 59% are just below ARE. The contextual data shows that the class is performing in line with expectations.

Mrs. Gill and Mrs. Woods joined the meeting.

Years 3 to 5 have increases of ARE to 65%, 77% and 69% respectively.

Year 6 ARE has fallen from 69% to 63%. In-year mobility has had an impact, but many children have caught up and are just below ARE.

Target children have been identified. They will get detailed diagnostic tests in September that will identify any gaps that need to be addressed. We will use Recovery Premium and school-led tutoring funding for this purpose, in the same that it has been done successfully in the current year.

Writing

More work is required, and the data will be analysed carefully to determine further action. Data is similar to last year, with some exceptions. Writing is always the issue preventing achievement of GLD. Furthermore, writing provision is always assessed to be strong during external reviews, but the data does not lift. The biggest concern are Years 3 to 5, which are well below the FFT 50 targets. Adding the groups just below ARE gets the year groups close to the FFT 50 target. Year 5 is a challenging cohort, similar to Year 2, which has always been held back by writing. Year 6 has 52% ARE, compared to a FFT 50 target of 66%, despite a significant increase since last year.

Writing is assessed with GPS tests, in which the school performs well, and a portfolio of writing. Years 4 and 5 clearly exceed FFT 50 targets for GPS in standardised tests, with Years 3 and 6 not significantly below the target. Spelling has improved significantly. Therefore, the GPS element is not deemed to be the limiting factor in isolation. However, the knowledge of grammar, punctuation and spelling shown in the tests is not replicated consistently in longer pieces of writing. A trust deep dive in writing identified strengths in the process and teaching of writing. The children were very positive about writing, and excellent behaviour was evident in all observed lessons. The Word Warrior scheme is applied consistently and is seen as a strength; learning in Year 4 was observed as very strong; Year 1 also was a strength. Areas for development were identified in an improved balance between non-fiction and fiction texts with more emphasis to be placed on the former; more opportunities for short-burst writing in lessons that need to be interwoven with the curriculum; editing and children being taught how to edit.

The deep dive reviewer was at pains to find something that could be improved. The school will look at how to improve details of interwoven writing and Talk for Writing. They need to be challenged to apply their learning in writing. Short-burst writing will be integrated into writing lessons. Visualisation and modelling will need to be improved. However, the methodology and provision is praised.

Reading and maths have improved; now, the same needs to apply to writing.

Early Years

Speech and language needs to be developed further. A strong screening process is in place, and vocabulary is being developed. Fine motor skills are an essential building block, with 78% on track. Still, writing is at 33% and continues to form a thread for improvement throughout the school.

Nursery

Staffing issues need to be addressed. 58 children are on the books, the highest number ever. They make good progress.

Governors asked the following questions:-

- Is all this data based on teacher assessment? - Answer: No, only in Years 2 and 6. The other data is based on standardised scores.
- How is the data quality assured? - Answer: We use NFER tests.
- How is data in Years 2 and 6 quality assured? - Answer: The data has been moderated rigorously throughout the year, within the trust and externally, too. No local authority moderation took place, but MAT moderation is rigorous. In Year 6, we await the external SATS results.
- How will external results be shared? - Answer: We will share the results separately when they are received.
- What is the FFT? - Answer: The Fischer Family Trust (FFT) is an educational charity that offers customised national comparison data, based on performance of the school during previous statutory examinations. The data also has a small degree of contextual information.
- Is Covid taken into account? - Answer: No. The FFT produce three benchmarks, FFT 50, FFT 20 and FFT 5. We usually use FFT 50, which indicates that 50% of all schools will achieve the target. - Achievement in Year 6 fell slightly in the current year, due to the impact of the pandemic on their basic learning. The pandemic is not taken into consideration for targets and outcomes, but the data will not be published.
- Have strategy discussions about writing taken place? - Answer: Writing has always been an issue. Results, consistency and quality of provision improved when we introduced Talk for Writing. The pandemic may have had an impact on the writing, but we need to overcome this. We can see a strong, positive impact in GPS, but that needs to be translated into longer pieces of independent writing. We will consider this issue in-depth during the Inset days in September.

- Does the weakness in writing affect other subjects like history or children's communication?
- Answer: No, communication has been transformed since oracy was introduced. All the necessary elements are visible in children's writing, but consistency needs to be improved. We need to increase our expectations in this respect.

Designated Provision

Progress has been excellent. The Little Wandle scheme has had a positive impact.

Attendance and punctuality stand at 90%. Work is ongoing with the welfare team to improve attendance, with positive impact in KS 2, where it has increased to 94.8%. Support is focused on KS 1 to improve attendance in that key stage, which has decreased to 88.7%.

Book looks and learning walks show that the children are making good progress.

Wider non-core subjects will receive further attention.

Transition in KS 1 is hampered by lack of paperwork for four children expected to start.

Governors asked what the influence of DP results on measured and reported school results was. Mr. Wright and Mr. Clay answered that the DP is for children with cognition and learning needs. The admission criteria applied by the local authority are that the children's learning age should be about half of their chronological age. All children have individualised targets and make good progress against those. Their progress is monitored against previous progress and starting points and moderated with other DPs. The aim is to increase the speed of their progress. The children in KS 1 have been able to access the national curriculum because of the nature of their needs and have achieved ARE or scores close to ARE in some subjects as a result. The main impact exists in relation to KS 2 data, where the main area of need is cognition. This year, two children out of three have been able to access the SATS. Their results are expected to be at KS 2 levels. One child was unable to access the SATS, as it was working at KS 1 levels. It is regarded as a success if children can access at least some exams and receive a score. The impact of these results on reported outcomes is significant, higher than the recorded impact on high school results. Consequently, the school will always be low in national league tables.

National Tutoring Programme

Conor McClafferty reported on the impact of the tutoring programme. The academic mentor was very effective. A tuition partner, who was sourced via Randstad, worked in the school for three afternoons per week. School-led tuition was also accessed. The impact was assessed as follows: -

- In the target group of children in Year 1 (including Pupil Premium and SEND), more children made accelerated progress in reading and maths than children in the non-target group.
- In Year 2, the target made above expected progress in reading and at least expected progress in maths. However, the standardised scores show that the target group achieved below the expected progress in reading, whereas all children made expected progress in maths. The cohort has already been identified for additional progress when it enters Year 3.
- Year 3 - One SEND child did not make expected progress in reading. Writing requires more attention; more children made accelerated progress in the target group than in the

non- target group. Standardised scores in reading and maths are affected by pupils who joined without data from the previous year. Nonetheless, they show accelerated progress particularly in maths.

- Year 4 - Good accelerated progress for the target group in reading, writing and maths. Standardised scores show that all children have made accelerated progress, but the share of children making accelerated progress in maths is slightly lower than in the non-target group.
- Year 5 - The target group has made more accelerated progress in reading and maths, reflecting the support that has gone into the year group, also in writing. All SEND and all Pupil Premium children made good progress, but the writing results reflect their share of the target group. Standardised scores show the progress the target group made, albeit in maths, the non-target group made greater accelerated progress.
- Year 6 - A higher share of children in the target group made accelerated progress in reading and writing.
- Overall, the impact the impact of tutoring has been positive.

Governors asked the following questions: -

- What is the date range for the tutoring? - Answer: The tutoring was held back by unclear guidance and a slow start-up nationally, so that it only started in January. Data comparisons were made from the previous to the current summer.
- How confident are we that the progress is due to tuition compared to good teaching in the classroom? - Answer: It is difficult to distinguish between both aspects because the target children are also targeted in class. We cannot separate the two strands.
- Who directs the tutors? - Answer: The Randstad tutors are directed externally in their teaching, and they are limited to 15 hours per child. Academic mentors are employed in-house and get directed very carefully by the teachers. The others tutors are also in-house and also get directed according to need. Tutoring will restart in September, informed by individual diagnostic tests. It will go beyond the post-teach approach that needed to be adopted initially.

Mr. Harris and Mr. McClafferty left the meeting.

Priority Action Plan - Score Card

Mr. Manuel reported that reviews in writing and maths were both very positive. Particular strengths in maths were the vocabulary; start and end points for each unit; the level of questioning by all staff; the quality of support from TAs and HLTAs, who worked as a close team with teachers; engagement of the children. Areas for development in maths were: increased use of talk partners similar to English; learning outside the classroom; arithmetic skills.

Mr. Wright reported that the Priority Action Plan is a two-year plan. SLT reviewed and colour-coded the plan. They found that most aspects were already achieved or in progress. The actions in reading and maths have been effective. Going forward into the coming academic year, the school will focus on the following aspects: -

- Writing.
- The whole-school curriculum has been developed and will be launched in September, with ongoing refinement throughout the year.
- PE will receive further attention under Chloe Forster's subject leadership to promote active lifestyles. This includes participation in as many competitions as possible, despite logistical and cost-related difficulties for many children to travel to them. The school has gained the Games Mark in Gold.
- Early Years - Consistency and routines across all provisions. A clear pathway into Reception needs to be defined, and the environment will be language-rich.

The score card records how the school measures itself against inspection criteria. The school self-evaluates as strong good with some elements of outstanding.

Budget

Governors had **agreed** the budget for 2022/23 earlier in the week. It foresees a reserve of £15k at the end of the coming academic year due to the financial situation.

Staffing and HR

Mr. Wright reported the following staffing matters: -

- Emma Burrows will move to the Midlands.
- Mrs. Gill had participated in recruiting Shirley Webb for Year 1.
- Jane Nuttall will leave after filling temporary vacancies in Reception and nursery.
- Donna Lowe will leave in October. Consideration of future structures is in progress.

Governor Action Plan

Mrs. Gill had been unable to attend TCAT finance training but will attend other relevant training. Mrs Woods and Mr. Wright had attended the SEND conference.

The Chair emphasised the importance of governors attending relevant training, to enable them to offer challenge to school leaders.

Policy Review

Governors **agreed** the Uniform Policy. Mr. Wright informed governors that the school uniform will be changed. It will be introduced to parents and has already been shown to parents of the new intake for September.

Any Other Business

The school has gained the Gold Games Mark, led by Miss Chloe Forster as PE lead. Chloe Forster has also started a performing arts club, which staged a performance of Annie, with great success. Governors expressed their appreciation.

Meeting dates will be placed in the Governor Hub.

Action Log - May 2022

No actions were recorded in the meeting.