

Meadowside Community Primary School - Local Governing Board

Minutes of the Meeting Held on 13.7.2023

Present: Jenny Gill (Chair), Claire Curtis, Adrian Burrows, Sarah Dixon, Nicola Whyte, Kerry Woods

Apologies: Phil Calrow, Gareth Harris

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

Welcome and Apologies

Mr. Calrow and Mr. Harris had sent apologies. Mrs. Gill chaired the meeting.

Declarations of Interest

No 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 Matters

Governor Training

No additional training had taken place since the last meeting. The training advertised by the local authority will only start in the autumn again.

Governors noted the availability of training on Governor Hub.

Minutes

The minutes of the meeting held on 12.6.2023 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 - Mr. Harris was prepared to continue as a governor.
- Action 2 - Children's books were available for review.
- Action 3 - The school buys Safeguarding through the trust, not from the local authority. Implications of this arrangement were queried. There do not appear to be any adverse implications.
- Action 4 - Signatories to the PTA account remained to be changed. Sarah Messenger has been approached to lend her support for this task.
- Action 5 - Meeting dates for 2023/24 will be set with Entrust. They will be placed on Governor Hub. Thursday remains the default day for meetings. Meetings will be held in person.

Action 1: *Set meeting dates for 2023/24.*

Education Report

Whole-school Data

Data was presented in the usual format. Mrs. Curtis invited governors to offer feedback.

Governors asked the following questions: -

- Do you think anything is missing in the data compilation? - Answer: Data for groups is available. On-track and just below data seems helpful. Explanations are offered.
- What does the FFT reference mean? - Answer: It is used to put data in context with similar schools across the country. This information is compiled showing the number of children on track or just below. FFD data is also available for attendance. Generally, we want to match the national average or work towards it.
- Does FFT also contain GD data? - Answer: We may need to concentrate more on this in future.
- How do we know that we are below the national average? - Answer: The data shows this to be the case. We will target our support particularly to the lower years in future, so that the children are put on a trajectory to meet the national average by the end of KS 2. Full analysis of the data will be undertaken in the autumn.
- Can we compare data from this year with end-of-year data for previous years for the same cohort? - Answer: That information is available.
- Can we compare data to our targets and expectations? - Answer: That is done by comparison with the targets. We particularly focus on how children, who are not on track, are supported.
- Is there anything that stands out? - Answer: That should come out of the analysis and the comments by teachers and can guide governors in their questioning. We use the data to decide where we place the emphasis for support and monitoring. The provision map for SEND is very strong. We need to expand that approach to children, who are not on the SEND register, and empower teachers and TAs accordingly.
- Did we expect girls in Year 3 to outperform boys in maths? - Answer: The class is affected by SEND and Covid; it is also very boy-heavy.
- Do girls generally outperform boys? - Answer: Often in reading and writing, but not necessarily in maths.
- Is there anything else we need to be aware of? - Answer: Writing needs attention, as do times tables in maths. Different pedagogical approaches and explicit links will be explored.

Mrs. Curtis also highlighted the following points: -

- NFER tests inform teacher assessment.
- SPAG appears as an area of concern.
- Writing will be a priority in future. It also is decisive for the GLD results in Reception.
- Nursery data is shown separately. Some of the data is very low and will be explored later in the meeting.

Data

- GLD has dropped to 37%, mostly due to the scores in writing, speech and language.
- Year 1 phonics has dropped. Plans are in place to address the situation.

- KS 1 - Maths is good; moderation of teacher assessment combined test results with class work. The results shows the impact achieved by the focus on writing.
- KS 2 - No surprises. Some children got very close to ARE in reading. Writing was moderated externally, no judgements were changed. GD was 3%, equating to one child. Combined ARE is 42%, 48% without DP.
- Staff know the children very well.

Monitoring

Mr. Manuel referred to the actions listed in his monitoring document. He reported that Ofsted was positive in respect of maths and reading but that writing needs more focus.

The multiplication check was done by all children in Year 4 except two, who were not in a position to access the test because of their SEND. There is no pass mark; 33% of the children achieved 20 marks or more. Another 20% were just below that threshold. Times tables need to be a focus next year.

Governors asked the following questions: -

- What is the purpose of the times tables test? - Answer: They test children's recall knowledge. Furthermore, the children need this knowledge for the future maths curriculum.
- How long do they have to give the answers? - Answer: Six seconds per question.

Based on the monitoring and assessment, priorities for the coming year are: -

- Grammar attainment
- Approach to the teaching of writing - Review Talk for Writing
- Staff coaching and support
- Fine-tune interventions
- Times tables

Curriculum

Mr. Clay brought sample books for governors to review and gave the following update: -

- All children have access to the full curriculum, including children with SEND.
- Maths is a strength.
- The aim is for all subjects to be well-sequenced and fully embedded.
- Teachers got used to the curriculum.
- Subject leaders will be empowered more to lead and monitor their subjects. The aim is to achieve consistency of planning and delivery.
- Content needs to be refined. Curriculum leaders will be involved in the process.
- Subject-specific CPD in the wider curriculum will be provided for leaders and other staff.
- Subject leaders will get dedicated time to carry out their duties.
- Subject leader training will be accessed from School Improvement Liverpool and the trust.
- Following the departure of key members of staff, subjects were reallocated.
- Trust training will be accessed.

- ECTs will be asked to support subject leaders as part of their development.

Governors asked the following questions: -

- Do you think you will get the curriculum to where you want it to be next year? - Answer: Improvement is a perpetual process. The heavy work was done. Now, subject leaders need to take responsibility. We will prioritise certain subjects. Strong leaders as role models will be needed. This is an opportunity for staff to come forward and demonstrate leadership.
- Did we have subject leaders before? - Answer: Yes, but the curriculum development relied too much on Mr. Clay's work, which was validated by Ofsted. Now, it is for the subject leaders to step up to the mark.

DP

Mr. Clay highlighted the following points: -

- We set targets for the children based on their previous progress and track them throughout the year.
- KS 1 data is strong.
- KS 2 progress is also strong. More emphasis on phonics is required to improve outcomes.
- Engagement steps are monitored, including attention. Good progress is being made.
- Lauren Perks is leaving at the end of the academic year. Therefore, Mr. Clay will go back into the DP to teach.

PAP / Score Card

Governors noted the action plan as rewritten for Ofsted. It has not been updated further since then.

Mrs. Curtis introduced the priorities for the coming year. They reflect the findings of the Ofsted inspection as well as her own assessment of the needs of the school. She particularly highlighted the following points: -

- The culture needs to be clarified and made explicit. She aims to work on this with staff at the Inset day; governors are invited to attend and participate.
- Ofsted recommendations: -
 - Early reading linked to attendance. The aim is to avoid repeated and cumulative missing of the phonics curriculum, which is always taught at 9 am. Furthermore, setting will be removed, with Little Wandle being taught to the whole class. Weaker children get a catch-up in the afternoon, after the main session in the morning.
 - Curriculum to be embedded. Trips and visits will be reviewed, linked to the curriculum.
 - British Values to be made explicit. British values will be addressed through assemblies.
- Quality of Education - Writing, SPAG, times tables
- Leadership - Modelling and communication of values from the top; SEND team to support the whole-school approach; policy to be reviewed to ensure consistency.

- EYFS - From September, children will get their exact entitlement, divided into half-day sessions; top-up can be bought. Groups will be smaller, enabling better adult ratios. Expertise will be shared.

Link Governor Reports

Dr. Dixon presented her report on personal development: -

- The Ofsted inspection placed a focus on British values. Inspectors found that British values are embedded in the curriculum but not overt enough. They will be made more explicit.
- Friday morning meetings are received well. Initial feedback was positive, and feedback will be sought. A register taken to monitor, who attends.
- Two members of staff attended EBSA (Emotionally based school avoidance) training, which they found very useful. They immediately started to implement the training. The individual reasons for poor attendance are being explored, with excellent outcomes.
- Sammy Phillips completed ELSA training.
- Year 6 attended a forest camp.
- Year 4 had a very successful residential trip.
- New outdoor equipment is being installed as part of the recently started outdoor development. Play leaders have been appointed. The aim is to encourage play across year groups with support from the play leaders, using the new equipment.
- The school has signed up to the My Happy Mind moment, which is offered by the NHS. The programme is funded completely and free of charge for schools for next year. It encourages children to take responsibility for their well-being. Parents can also participate in the programme.
- The number of assemblies in the hall will increase to three per week, with the remaining two held in class.
- A head girl and a head boy will be elected.

SEND Review

The SEND review by the local authority was very positive. It took place shortly after the Ofsted inspection and reviewed the SEND model and consistency of practice. In future, SEND reviews will be annual, as Meadowside has a DP.

Governance Action Plan

Governors noted the following points: -

- The focus is on encouraging governors to visit the school more frequently.
- Mrs. Gill and Ms Whyte monitored administration of the SATS. Mrs. Gill also visited for guided reading in Year 2 and accompanied a Year 4 trip.
- Governors are encouraged to undertake Safer Recruitment training. It was noted that Mr. Calrow and Ms Whyte have received such training.
- Termly TCAT training for governors should be attended.
- Regular skills audits are mandatory.

Policy Review

Governors **agreed** the Lettings Policy - The standard trust policy was adapted for the Polish school, with a competitive rate. Prices were increased modestly for the coming academic year, subject to further review in future. The Polish school will continue to rent space for the coming year. Workshops for parents will be explored. Governors noted that the standard rate for showers in the trust policy does not apply in the absence of such facilities.

Any Other Business

None.

Date and Time of the Next Meeting

Tba

Action Log - July 2023

No.	Description	Responsible
1	<i>Set meeting dates for 2023/24.</i>	Mrs. Curtis
2	<i>Submit regular monitoring reports on debt levels of families.</i>	Mrs. Curtis