

# Meadowside Community Primary School - Full Governing Board

## Minutes of the Meeting Held on 7.4.2022

**Present:** Phil Calrow (Chair), Stuart Wright, Adrian Burrows, Jenny Gill, Kerry Woods, Nicola Whyte

**Apologies:** Gareth Harris, Judith Murray

**In Attendance:** Alan Manuel, David Clay, Dr. Carsten Kressel (Minutes)

### Welcome and Apologies

Apologies had been received from Gareth Harris, Judith Murray and Donna Lowe.

### Declarations of Interest

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

### Governing Board

#### *Membership / Structure*

Nicola Whyte was **co-opted** for a period of four years, in recognition of her background in admissions and family support. She was also **appointed** as Safeguarding link governor.

Aidy Burrows' term of office as a parent governor had expired. He was **co-opted** for a period of four years.

Parent governor elections will be held.

**Action 1:** *Organise parent governor elections*

#### *Governor Action Plan*

A draft action plan was drafted, and a skills audit was carried out in this context. The action plan requires governors to visit the school and engage with the children; and to increase and maintain their skills. A governor visit will be organised in the summer term.

**Action 2:** *Organise a governor visit in the summer term.*

#### *Governor Training*

Face-to-face training is commencing again. Governors were invited to review the training programme. Governors were also encouraged to access the twice-yearly TCAT training.

### Minutes

The minutes of the meeting held on 17.2.2022 were **agreed** as a true and accurate record.

### Matters Arising / Action Log

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

- Action 1 - The skills audit and action plan had been completed.
- Action 2 -

## Discussion of Pre-reading Task

The school is anticipating an Ofsted inspection shortly.

The curriculum needs to describe its intent, its implementation and the anticipated impact. The curriculum was rewritten in that way and is being reviewed again.

## Curriculum Model

Mr. Clay presented the curriculum plan 2022.

The school has looked at language development and the growth mindset.

TCAT refers to the OECD framework for its overarching vision. This was broken down to the Meadowside level. As part of the current exercise, the vision was reviewed, together with its implementation. This information was used to draft the mission statement.

Development steps and strategies were devised. The main elements are: -

- Language-rich
- Oracy - throughout the curriculum
- Dialogical teaching
- Vocabulary development
- Reading

The curriculum needs to be knowledge-rich, well sequenced and structured in keeping with the latest findings of cognitive science. Key knowledge is repeated periodically to ensure it sticks. Retrieval is used for this purpose. Cognitive science is used to develop explicit links between subjects. Questions grids and road maps will be used.

Relevant principles, attitudes and values include the growth mindset, learner agency, self-efficacy, intrinsic motivation. They also include sustainability, children's rights, a consistent approach and an equally consistent approach to delivery for SEND children.

Core subjects are in place; the foundation subjects need more work. Timetabling has been adapted. Planning is detailed, specific and sequenced. Curriculum plans are in place. A recent book review showed clear sequencing and learning. Work continues to sequence all foundation subjects up to the same standard as the core subjects.

**Governors asked** the following questions: -

- Is the vision new? - Answer: No, but it was not spelt out in this detail before. The old mission statement that was in use a few years ago was too unspecific. It was replaced initially by the curriculum before the new mission statement was drafted.
- Do the children have an understanding of the mission statement? - Answer: The school council was consulted during the development; it will be explained to the others.
- Is dialogical teaching derived from the Socratic method? - Answer: Children should be in dialogue and learn from each other. It is embedded in Talk for Writing and Talk for Reading.

- How do you cater for more and less able pupils? - Answer: We have identified challenge from the core learning and knowledge. All children need to be able to access the core knowledge. We are using the tutoring approach, which is very effective.
- Why do we take these steps now? - Answer: It is an opportune moment to review our curriculum after having operated it for three years, and in response to the new inspection framework. During the pandemic, we had time to reflect and an incentive to review our practice.

## **Educational Standard**

Mr. Manuel presented on standards. He monitors standards and coaches teachers every morning and teaches maths and a foundation subject in Year 5 in the afternoons. He identified the need for consistency as an issue. Teachers are developed to improve their practice sustainably. Pupils displayed gaps in their learning and knowledge together with a lack of attainment, progress and engagement, and also learner helplessness.

Mr. Manuel goes into classrooms to identify what could be enhanced. Standards in certain year groups were very good. More supports needs to go into other year groups that were identified. Where necessary, he supports teachers with co-teaching and coaching. The initial aim is to achieve fidelity by developing short-term strategies. Longer-term, the aim is to develop and achieve quality-first teaching.

Planned actions for the summer term include: -

- Coaching in Years 4-6
- Book looks

**Governors asked** the following questions: -

- What is learner helplessness? - Answer: Some children rely too much on support and need to develop independence and determination so that they can enjoy the process. The school works with Oxford University to raise aspirations and expectations and get the children to engage in their learning.
- Do teachers already use the strategies you offer them? - Answer: Yes, the aim is to enable them to refine their practice and make it more explicit in our context.
- How will this be followed up? - Answer: We are making significant changes and will check how they were embedded.
- Will we see results of this work in the SATS? - Answer: Yes, we are working to support the year groups that were most affected by the pandemic and also staff absence.

## **Assessment - Spring Term Data Analysis**

The whole-school attainment document had been uploaded.

Pupil results are split into pupil groups, in addition to the overall picture. The following groups were identified as being in need of closer attention: -

- Year 4 - Boys and Pupil Premium children in reading and writing - Text choices will be reviewed.
- Year 5 - Girls in maths. Review of the data reveals that girls in the cohort have a high level of SEND, whereas non-SEND children attain well.
- Year 2 - Pupil Premium
- Reception - Children came in with low communication and language skills and literacy. They have made accelerated progress from the baseline. Well Comm assessments are made to assess communication and language, and appropriate interventions are used. Again, rapid progress is being made.
- In nursery, the focus is on primary skills to lay the foundation for communication and language in the school.
- Year 5 has caught up well.
- Year 2 has been affected by the pandemic.

**Governors asked** the following questions: -

- Has the school also considered children's progress in addition to their attainment? - Answer: Yes. The school also identified children just below ARE for swift intervention.
- Were there any surprises? - Answer: The long-term impact of the pandemic is very strong.

## **Link Governor Reports**

Governors noted the link governor reports that had been uploaded.

### ***SEND***

Mr. Calrow had met with the school council. He thoroughly enjoyed talking to the children. The school is calm and well presented. All children are engaged and on task, including in the DP. The children in DP access a version of the Meadowside curriculum.

### ***Quality of Education***

Mr. Harris had submitted a report.

## **Policy Review**

Governors **adopted** the following policies: -

- Reading & Phonics Policy
- Designated Teacher Policy

The Safer Recruitment Policy, a local authority policy, was **extended** pending confirmation of its status by the trust.

## **TCAT Education Review**

The first in-depth review by TCAT took place in October, followed by a follow-up visit in January. Progress was demonstrated and plans were explained during that visit. Further follow-up visits will take place on a termly basis.

The Little Wandle synthetic phonics scheme was introduced in January. The trust carried out a deep dive on 6.4.2022. The feedback was very positive, which is a credit to Lauren Perks.

### Dates of the Next Meetings

19.5.2022, 4 pm, Business, Finance & Premises

14.7.2022, 4 pm, Education

### Any Other Business

#### *Education White Paper*

The school almost meets the 32.5 hour requirement stipulated in the White Paper and will extend its timetable slightly from September, subject to consultation.

**Action 3:** *Establish the need for consultation before extending the school day.*

### Action Log - April 2022

No.	Description	Responsible
1	<i>Organise parent governor elections</i>	Mr. Wright
2	<i>Organise a governor visit in the summer term.</i>	Mr. Wright
3	<i>Establish the need for consultation before extending the school day.</i>	Mr. Wright