

The Governing Body of Steeton Primary School
Link Governor meeting with the Executive Headteacher:
Quality of Education

Minutes of the meeting of 27 February 2023

The meeting opened at 2.33pm

Attendance

Governors

John Cooper (EHT)
Adam Longden

Others

Claire Redman (HoS)
Helen Osman (Clerk)

Apologies

Emma Wainwright

Documents

A. Samples of PSHRE floorbooks and pupils' books	Item QE 11/22	<i>Viewed at the meeting</i>
B. Samples of pupils' Reading Journals	Item QE 15/22(a)	<i>Viewed at the meeting</i>

Summary of Actions

Action No.	Action	Person	Deadline
QE 02/22 (i)	LGs/QE to meet a group of pupils at their meeting on 27 February 2022 to discuss their views on teaching and learning at Steeton. EHT to provide a list of suggested questions for LGs to explore with pupils. [Deadlines amended LG/QE meeting 27-02-2023]	LGs/QE J Cooper	05-06-2023 25-05-2023
QE 05/22 (ii)	EHT to ensure that the planned external review of the school includes an Ofsted-style interview with Chair/GB.	J Cooper	Spring term
QE 11/22 (a)	School to hold a gallery event with every other Book Look from September 2023.	C Redman	Autumn 2023
QE 11/22 (b)	School to make up a book of photographs of displays of pupils' work.	C Redman	31-05-2023
QE14/22	EHT and Clerk to update the SEF (QE section) to reflect evidence presented to LG/QE meetings	J Cooper H Osman	April 2023
QE 15/22	EHT to amend the timing of SDP milestones QE 11 (standing item on careers work) and QE 12 (Outdoor learning environment) to Spring 2024 term.	J Cooper	31-05-2023

QE 07/22 Discussion with pupils

- Item deferred to the next meeting in absence of Emma Wainwright.

QE 08/22 Apologies for absence and their acceptance

- Apologies had been received, and were accepted, from Emma Wainwright.

QE 09/22 Notification of urgent other business

- No other business was notified.

QE 10/22 Declarations of interest in items on this agenda

4. No interests were declared.

QE 11/22 Minutes of the meeting of 01 December 2022 and matters arising

➤ **The minutes were agreed as a true record**

Actions from minutes		
Item	Action	Status
QE 02/22 (i)	<p>LGs/QE to meet a group of pupils at their meeting on 27 February 2022 to discuss their views on teaching and learning at Steeton.</p> <p>EHT to provide a list of suggested questions for LGs to explore with pupils.</p> <p>The meeting with pupils was deferred to 05 June 2023 in the absence of Emma Wainwright from this meeting.</p>	Revised timescale
QE 03/22	<p>HoS to bring to next meeting a proposed system of middle leader accountability for their subject areas.</p> <p>See Item LM 17/22 below.</p>	Closed
QE 04/22 (i)	<p>HoS to consider how best to present floorbooks and artworks as evidence for Ofsted.</p> <p>The HoS showed governors the floorbook for Lower Key Stage 2 PSHRE¹ (<i>Documents A</i>) - a similar floorbook existed for each Phase. Much of the PSRE curriculum in Key Stage 1 and Lower Key Stage 2 was taught through discussion and thus was not evidenced in pupil books: the floorbooks addressed this by documenting non-written learning through, for example, photographs, pupils' drawing etc.</p> <p>Asked whether the floor books showed the work of the children or, rather, the work of the teacher, the HoS said that, while there tended to be a high level of teacher input at the start of the school year, this changed rapidly as pupils became used to this way of recording their work. The work in the floorbooks was pupils' own work, organised by the teacher.</p> <p>Governors commented on:</p> <ul style="list-style-type: none"> • The evidence that the school taught a wide range of religions • The evidence of the work done on, and the impact of, Reading For Pleasure. • The impressive quality of presentation, both of the children's work and of the books as a whole. <p>Governors thought the use of stickers to indicate the parts of the curriculum addressed on each age an ingenious way to allow evidence of individual areas to be reviewed swiftly without requiring the use of several different books.</p> <p>Asked whether the compilation of floorbooks was onerous for staff, the HoS said that it took time to do at the end of each half term but that this was time that would otherwise be spent on marking individual books.</p> <p>The HoS showed examples of Key Stage 2 pupil workbooks for PSHRE and Reading For Pleasure. Governors were astonished by the high quality of the writing in these books.</p> <p>Asked whether she believed there were any gaps on the evidence that the school held on the quality of education, the HoS said that she would like more evidence on Music. She was considering the possibility of using Seesaw² to evidence Music and, perhaps, Computing as well.</p>	Closed

¹ PSHRE – Personal, Social, Health and Relationships Education – a curriculum topic.

² Seesaw – a learning app that enables pupils of any age to create, reflect, collaborate and share their learning.

The EHT commented that Ofsted did not inspect schools on Mondays and so, sadly, would never see a Magic Monday in person. The HoS planned to film a Magic Monday session as evidence of the high level of pupils' engagement and quality of work during this central element of the curriculum.

QE 04/22 (ii) *HoS to consider how to exhibit pupils' artwork to parents and the wider community without diverting staff time from curriculum delivery.* **Closed**

The HoS said that parents saw pupils' artwork, both in their books and in displays, during Book Look events. Governors agreed that:

a) From 2023-24 every other Book Look should include a gallery event where parents could see the work that pupils had produced in Magic Monday sessions; and **New action**

b) The school would make up a book of the photographs that staff took of displays of children's work. **New action**

QE 05/22 (i) *Clerk to prepare draft agendas for future Link Governor meetings.* **Closed**
 Agenda-setting system established.

QE 05/22 (ii) *EHT to ensure that the planned external review of the school includes an Ofsted-style interview with Chair/GB.* **Ongoing**

In hand. The EHT and Heads of the three partners schools would meet the local authority (LA) school improvement adviser to discuss the arrangements for the external review of all three schools.

QE 12/22 Review Autumn 2022 pupil progress and attainment data – Document A

a) Outcome of the January 2023 SATs paper tests

5. The Head of School reported the progress and attainment data for the end of February 2023:

Key Stage 2: % pupils at Age Related Expectation (ARE)				
Subject	End year prediction	Current	National average 2022	Comment
Reading	71	59	75	Action in hand*
Writing	64	60	70	On track and a little ahead
Maths	66	59	72	On track
GPS ³	71	62		Action in hand*

* The class teacher has used LBQ gap analysis as well as the raw SATs paper scores to identify the questions that pupils find more difficult – for example, in Reading she is targeting learning on inference.

6. Governors welcomed these positive indicators that pupils were on track to meet the predicted outcomes, though they noted that the predictions were below national averages for the reasons discussed previously.

7. **Asked** about the proportions of pupils likely to exceed expectation by the end of the year, the HoS said that she did not have that information to hand.

Phonics test: % pupils at Age Related Expectation (ARE)			
	End year prediction	Current	
Year 1	90%	80%	Intervention in place – expected to reach prediction
Year 2 retest		64%	Cohort badly affected by Covid – intervention in place

Key Stage 1: % pupils at Age Related Expectation (ARE)

³ GPS - Grammar, Punctuation and Spelling

Subject	End year prediction	Current	National average 2022	
Reading	64	61	67	On track
Writing	64	64	58	Focusing on supporting pupils to reach Greater Depth
Maths	67	64	68	On track

8. Governors were pleased to note that current attainment at Key Stage 1 was close to or above national average – this boded well for Key Stage 2 outcomes in due course. The HoS said that the three partners schools would undertake Writing moderation for Key Stage 1 on 17 April 2023, which would include a review of processes. Governors noted that rigorous moderation was particularly important in Writing, which was internally assessed by schools.

QE 13/22 Approve Pupil and Sports Premium Plan for 2022-23

9. The HoS said that the proportion of children eligible for Pupil Premium (PP) funding had increased significantly, from 14% to 18%. The three-year Pupil Premium Plan was similar to the previous plan: it focused on the use of PP funding for Teaching Assistant support, Inclusion Leader support, the splitting of classes to provide more intensive Maths support while other pupils were doing fitness and activities to develop cultural capital.
10. The HoS would bring the Sports Premium statement to the next meeting for consideration prior to its deadline for completion of July 2023. The EHT said that he would ensure that Sports Premium work was up to date prior to the external LA review of the school this term.

QE 14/22 Mid-year review Self Evaluation Form: Quality of Education

11. The EHT proposed that he and the Clerk should update the SEF in light of further evidence gathered by LGs so far in 2022-23. The meeting agreed that this would be useful.

Action: EHT, Clerk

QE 15/22 Review SDP monitoring milestones for 2022-23 – Documents B

- a) Monitor the impact of Reading For Pleasure, including an anonymised sample of books showing progress of individual pupils during the current year
12. The HoS reminded governors that, although Reading For Pleasure was well underway and already showing evidence of impact, its full impact would not be realised until the school was in a budgetary position to provide high quality class libraries so that pupils could truly be said to be reading for pleasure rather than at the instigation of staff.
13. The HoS explained that each child received a Reading Journal every term throughout their time in Key Stages 1 and 2 so that, by the end of Year 6, they would have a collection of 36 journals which they could use as they wished. The journals were kept in class during the term and were used by pupils freely to record their reading through drawings, writing etc. If a pupil could not fill in the journal it suggested strongly that they had not read or understood the book. Thus the journals provided evidence of true reading for pleasure and autonomy of learning. Most pupils filled in their journals, even the younger ones who were not yet able to write fluently.
14. Governors viewed a selection of Reading Journals from Years 1 and 2 and commented that it was clear from the pictures and writing that pupils had read and understood the books they had read. As when they had looked at PSHRE books earlier in this meeting, they were impressed with the high standard of work and evident care taken by pupils. As well as recording what they had been reading, the journals were evidence of the skills that pupils were learning through Magic Mondays and an opportunity for pupils to show their talents in free work.
15. The HoS said that the floorbooks used throughout school had been introduced as a result of the educational research on which Reading For Pleasure had been based. It was this academic research, supported by live research with Steeton's pupils, families and staff, that gave the school such confidence that Reading For Pleasure was the right approach. The live research was ongoing and would culminate

in evaluation of the impact of Reading For Pleasure, assessed through lesson observations, teacher voice and pupil voice.

16. Governors commented on the significant difference that Reading For Pleasure represented to traditional reading lessons, in which children had sat silently at their desks reading the book set by the teacher and had come to the front of the class one at a time to read aloud. The HoS agreed: under Reading For Pleasure, pupils voted for the books to read, shared their favourite books with friends, heard guest speakers reading, met authors, discussed how they felt about reading. At Forest School they looked at story trails, and they compiled Reading Rivers of all the they had read at home in a day or a week. Governors agreed that they could see the impact in the Reading Journals. This was clearly a very well thought out programme.
 17. Governors noted that the only real constraint on Reading For Pleasure was the school's budget position, which could not at present accommodate the purchase of sufficient books to provide a high quality class library for every class. They noted that this was a priority for the Resources Committee. The EHT observed that the school annually spent £30k on ICT compared with £4k on books.
- b) *Review evidence of the school's work to address the issue of lack of aspirations* (eg Careers Week, external speakers to raise aspirations for boys and girls, evidence in work/floorbooks) [SDP milestone QE 11]
18. As discussed at other recent Link Governor meetings, the time of the HoS needed to be focused on implementation and embedding of the curriculum for the remainder of this school year. Governors therefore agreed that the timing of this milestone, like the work itself, should be deferred to the Spring 2024 term. Nevertheless, they noted that the books they had seen at this meeting and on other occasions showed clear evidence that children were thinking about what they might like to do in future and how what they did in school would help them.

Action: EHT

- c) *Review the impact of the learning environment on children's aspirations* [SDP milestone QE 12]
19. The EHT said that there was more that the school could do use the outdoor areas to focus on the curriculum. An example might be a historical timeline. Governors agreed: the recent refreshing of signage on the school's FOREST⁴ principles was very effective and could, they thought, be followed up with other low-cost but high-impact curriculum-related displays in 2023-24. They agreed that the timescale for this milestone should be adjusted to the Spring 2024 term.

Action: EHT

20. Governors agreed to review all the Quality of Education SDP milestones at the next meeting.

QE 16/22 Receive summary of support provided to Year 6 cohort throughout their time at Steeton

21. The EHT proposed, and governors agreed, that the SENCo should be invited to attend the next meeting to provide evidence of the support that the school had provided to the Year 6 cohort throughout its time at Steeton.

QE 17/22 Consider structure of middle leader accountability

22. The EHT said that the school currently had a temporary middle leader structure that included two Phase Leaders on TLR allowances. This structure could not be made permanent until a final decision had been taken on the proposed federation of Steeton and its partner schools and the full implications determined. The school was budgeting for the two TLR positions, and a number of other temporary positions, in 2023-24 and would review the middle leadership structure in light of both federation and the reduction of the school's Published Admission Number (PAN) from September 2024.

⁴ FOREST – Friendship, Opportunity, Resilience, Empathy, Self awareness, Teamwork

23. **Governors agreed** that this should be taken forward by the Link Governors for Leadership and Management.

QE 18/22 Review class structures

24. The EHT said that he had discussed the school's supported class structure with an Ofsted inspector. The school needed to be able to demonstrate that pupils in the supported classes made as much progress as those in other classes.
25. The EHT reminded governors that each Phase (Years 1 and 2, 3 and 4, 5 and 6) was made up of 90 pupils who were split into three classes. Taking Years 3 and 4 as an example, the classes were made up as follows:
- 1 class of Year 3 pupils working at ARE for Year 3
 - 1 class of Year 4 pupils working at ARE for Year 4
 - 1 mixed class of pupils of Year 3 and 4 working below ARE – some of these children were working at ARE for Year 1 or 2
26. The EHT explained that provision in the supported classes was carefully tailored to the needs of the individual pupils. The aim was to reinforce the foundations of their learning without holding them back. The school had initially been concerned that pupils in the supported classes would remain there. In fact, there was continual movement between the supported and other classes. This was due to the deployment of highly skilled staff to the supported classes, the provision of ample planning time for those staff and a nurturing environment that supported children who were academically able but had SEMH⁵ needs. The supported class structure made the best use of limited support staff resources by deploying them to where they were most needed: there were insufficient support staff to provide for the needs of these pupils if they were spread across three ordinary classes.
27. The HoS said that the quality of teaching in the supported classes was exemplary. LG/PCi noted that feedback from parents of children in the supported classes was positive. Pupils' books showed evidence of strong progress made by pupils in supported classes. The EHT added that external SEND and educational psychology professionals had commented positively on the supported class approach.
28. **Replying to questions**, the EHT and HoS said that there was no sign of children in the supported classes being stigmatised. The curriculum was designed so that all pupils learned the same topics at the same time, and all children had access to rich literature through Reading For Pleasure.

QE 19/22 Any other business notified at Item QE 08/22 above

29. There was no other business.

QE 20/22 Date of next meeting

30. The next meeting will be held at **2.30pm** on **Monday 05 June 2023**.

QE 21/22 Closure of meeting

31. **The meeting closed at 3.41pm.**

Helen Osman Governance Services
Supporting excellent governance in Bradford

⁵ SEMH – Social, Emotional and Mental Health