The Governing Body of Steeton Primary School

Link Governor meeting with the Executive Headteacher:

**Quality of Education**

**Minutes of the meeting of 01 December 2022**

**The meeting commenced at 2.11pm**

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| **Attendance** |
| John Cooper (EHT) |  | Claire Redman (HoS) |
| Adam Longden |  | Helen Osman (Clerk) |
| Emma Wainwright  |  |  |

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| **Documents** |
| 1. School Development Plan 2022-23 – Leadership & Management
 | Item QE 03/22 | *Available prior to meeting* |
| 1. SEF narrative 2022-23 (v 2.0) – Leadership & Management
 | General | *Available prior to meeting* |
| 1. Curriculum leaflet (overall curriculum)
 | Item QE 04/22 | *Tabled at meeting* |
| 1. Art and design curriculum
 | Item QE 04/22 | *Tabled at meeting* |
| 1. Medium term curriculum plan for Art and Design (Autumn 1 half term)
 | Item QE 04/22 | *Tabled at meeting* |
| 1. Report of HoS Learning Walk on 28-11-2022 – Magic Monday
 | Item QE 04/22 | *Tabled at meeting* |
| 1. Anonymised samples of pupils’ Art and Design work – sketch books and individual artworks
 | Item QE 04/22 | *Tabled at meeting* |

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| **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. | LGs/QEJ Cooper | 27-02-202309-02-2023 |
| QE 03/22 | HoS to bring to next meeting a proposed system of middle leader accountability for their subject areas | C Redman | 09-02-2022 |
| QE 04/22 (i) | HoS to consider how best to present floorbooks and artworks as evidence for Ofsted. | C Redman | 31-12-2022 |
| 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. | C Redman | Spring 2023 |
| QE 05/22 (i) | Clerk to prepare draft agendas for future Link Governor meetings | H Osman  | Spring 2023 and beyond |
| 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 |

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| **QE 01/22** | 1. **Minutes of the meeting of 28 June 2022 and matters arising**
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* + ***The minutes were agreed as a true record of the meeting.***

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| **Update on actions arising from previous meetings** |
| **Item**  | **Action** | **Status** |

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| QE 05/20(ii) | *Emma Wainwright, EHT and HoS to meet early in the summer term to develop a draft promotional leaflet for autumn 2022, for discussion at the next meeting.* [Timing amended at LG/QE meeting on 28-06-2022]Completed. | **Closed** |
| QE 16/21 | *EHT to discuss with SLT the scope to hold year group meetings for parents in the autumn 1 half term to brief them on the Big Ideas for the year ahead*.The HoS said that it would be resource-intensive to hold year-group parent meetings. Instead, the school had supplemented the parent Book Looks with a termly curriculum newsletter, as well as the Head of School’s weekly newsletter.Governors, who were both parents of children in school, considered that the new termly Curriculum Newsletters were a significant development from the point of view of parents: they provided a clear insight into what was going on in school in a single document. They and the weekly HoS newsletters were a strong piece of work. | **Closed** |

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| **Points for discussion as noted at previous meetings** |
| **Item**  |  |

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| This meeting | *LGs to meet a random sample of pupils before or after the meeting to discuss quality of education, including the extent to which pupils remember what they have leaned*.See Item QE 02/22 below. |
| This meeting | *Pupil and Sports Premiums: receipt of the reports on 2021-22 outcomes and approval of the plans for 2022-23* [*Delegated by FGB 02-11-2022*]The EHT said that the Pupil and Sports Premium plans would follow the same principles as in 2021-22. The Pupil Premium plan would be ready in time to meet the government deadline of 31 December 2022 for publication. Governors agreed to review the Pupil and Sports Premium plans at the next meeting. |

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| **QE 02/22** | 1. **LG/QE meeting with pupils**
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1. Governors agreed to meet pupils immediately before the next LG/QE meeting to discuss their views on teaching and learning at Steeton. The EHT would provide a list of suggested questions for governors to explore with pupils, as a guide.

**Action: Governors, EHT**

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| **QE 03/22** | 1. **Review of the School Development Plan 2022-23 (Quality of Education)**
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1. Governors discussed the Quality of Education section of the School Development Plan (SDP) for 2022-23, commenting as set out below on the milestones.

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|  | **Milestone** |
| **QE01** | *Present the new Curriculum Intent on the school website to the Governing Body.* |
| **QE02** | *Provide staff with planning time on a half termly basis* *to plan as a phase with the new curriculum intent.* |
| **QE03** | *Staff are required to use some of the planning time* *to provide Assessment data for foundation subjects.* |
| **QE04** | *Faculty leaders will present to governing body. How has Curriculum implementation gone well?* *Is the impact matching expectations?* |

1. The EHT said that these four milestones, which all related to the new curriculum, were on track.

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| **QE05** | *School leaders to provide QE LGs a data shot after each assessment interval. Provision of a narrative with analysis is also expected. QE LG to report back salient messages to governing body*  |

1. The EHT said that the autumn term data would be reported to LGs/QE at their next meeting.

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| **QE06** | *School leaders to provide Full Governing Body with an appraisal of how Learning for Life Curriculum is going- Is it providing a boost to pupil cultural capital as suggested?*  |

1. The EHT said that examples of the Learning For Life curriculum would be presented to the Governing Body on 14 December 2022. **Governors asked** that the information presented to the GB demonstrate progression from Early Years to Year 6, not just within year groups: the impact of the school on the long term progression of pupils was a key interest of this Link Governor group.

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| **QE07** | *Insert Writing for Pleasure system into monitoring calendar to assess the impact.*  |
| **QE08** | *Governors to be represented at the Monitoring/book looks linked to Writing for Pleasure.* |

1. The EHT said that these milestones had been met.

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| **QE09** |  *Report to full governing body the impact of moving from Read 2 Write to Writing for Pleasure.*  |

1. The EHT said that this report would be taken to the Governing Body meeting on 08 February 2023.

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| **QE10** | *Report impact on data at each assessment interval and at the end of the academic year.* |

1. Governors asked, and the HoS agreed, that the termly report to this group on the impact of Writing for Pleasure on assessment data be accompanied by an anonymised sample of pupils’ books showing the progression of individual pupils throughout the year.

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| **QE11** | *Create a standing item at the QE meeting which collects evidence that school is addressing the issue of lack of aspirations:* *Bring to QE meeting evidence of impact against this target including:*1. *Careers week*
2. *External speakers to raise aspirations for boys and girls*
3. *Evidence in work/floor books that school is addressing the lack of aspirations experienced in some of our children’s home lives.*
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1. The EHT said that the activities at (a) to (c) had been in hand prior to Covid and would be relaunched.

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| **QE12** | *At the QE meeting in November 2022 create an agenda item to discuss the impact of the learning environment on children’s aspirations.*  |
| **QE13** | *Update curriculum Policy Framework to be passed at Governors.* |

1. Not discussed.

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| **QE14** | *Provide time for an LBQ development day*  |
| **QE15** | *Create an LBQ action plan which empowers staff to use the many curriculum opportunities that LBQ brings.* |
| **QE16** | *Create conditions for implementation of LBQ action plan in terms of both training and IT support* |

1. The EHT said that the LBQ development day would be used to consider how the benefits of LBQ might best be applied across the wider curriculum to ensure that the school realised its full potential. The HS said that the foundation subject assessments would use LBQ. She added that the company that provided LBQ made use of Steeton as a demonstrator school: she hoped to be able to negotiate a reduction in the cost of LBQ licences for next year in return for that support.

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| **QE17** | *Provide Literacy leader the time to understand the impact of Reading for Pleasure across school* |
| **QE18** | *Review the RfP action plan with SLT and develop a plan for using RfP moving forward.* |
| **QE19** | *Present new plan to SLT who will cascade the information to the QE LG committee* |

1. **Replying to questions**, the HoS said that the Literacy Trust was the charity with which the school had worked on the 2021-22 Reading For Pleasure project.

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| **QE20** | *Plan in termly faculty days across school year.*  |
| **QE21** | *Reassure the QE LGs that* *faculty meetings are taking place and that information, CPD next steps is cascaded to SLT, and CPD plan adapted accordingly.* |
| **QE22** | *Plan the first moderation and learning walk day for partner school.* |

1. The HoS said that the faculty system had not proved as successful as anticipated, partly due to Covid disruption but mainly because (a) the school had too few staff to form useful faculties and (b) staff had been reluctant to be the person solely responsible for engaging with Ofsted if they chose to undertake a Deep Dive in their area. Instead, the school had developed a system of curriculum leaders and co-ordinators. **Replying to questions**, the HoS confirmed that there was a curriculum leader for every subject except History and Geography, which sat under the Deputy Headteacher.
2. Governors were concerned about the reluctance of curriculum leaders – whether or not they were called faculty leaders – to lead with Ofsted on their subjects. A large part of the reason for putting faculties in place had been to ensure that middle leaders were well placed to discuss their areas of the curriculum with Ofsted: the curriculum framework made clear that staff at all levels should be able to articulate why and how the school taught what it did. **Replying to questions**, the HoS said that the DHT would engage with Ofsted on the curriculum as a whole. **Asked** what would happen if the DHT were unavailable, the HoS said that she would take this on. Governors noted that there was extensive evidence in school of the curriculum and its impact on learning. The HoS added that curriculum leaders were now reaching the point where they were keen to discuss their areas of the curriculum and would be more comfortable leading for the school on those areas with Ofsted.
3. The HoS said that she would consider further how best to ensure middle leader accountability for their areas of the curriculum while minimising bureaucracy, and bring a proposed system to the next meeting.

**Action: HoS**

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| **QE 04/22** | 1. **Review of sample curriculum documents and pupils’ work: Art and Design** *- Documents C to G*
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1. The HoS talked through the sample curriculum documents (Documents C to G), which related to Art and Design. Similar documents had been produced for each curriculum subject. Governors were impressed by the clarity of the documents: it was easy to understand what was being taught, when and why, and how learning in any year built on previous learning.
2. As governors could see from the photographic evidence from the Magic Monday Learning Walk that she had conducted on 28 November 2022 (Document F), the HoS said that the samples of pupils’ artwork (Documents G) had been produced during Magic Monday and drew together learning from geography and history about Kenya. On her Learning Walk, the HoS had found pupils to be completely engrossed in their work and keen to show their work to her.
3. The EHT said that Sandy Lane’s Link Governors for Behaviour, Attitudes and Personal Development had met a group of pupils in the week prior to this meeting and had found that their answers to questions about the meaning of “resilience” had focused heavily on their Magic Monday learning about not giving up when things were difficult and continually trying to improve their work.
4. Governors were astonished by the quality of the samples of children’s work, commenting that some of the mixed media artwork produced by Year 1 children was of a higher standard than they themselves could produce. They could see from the samples how pupils were developing their skills over time. They commented that the focus on producing the highest quality work tied into the development of pride, self-belief, resilience and wellbeing. Many people went though life believing that they were not creative: this kind of learning would ensure that Steeton’s pupils did not have to carry that burden. The HoS said that Magic Mondays had also released the creative potential of staff: after some initial uncertainty, and with the support of, for example, a local artist, staff had developed their creative skills so that they were now well placed to support children to develop their skills.
5. **Replying to questions**, the HoS confirmed that children’s artwork was retained by the school as evidence of the curriculum intent, how it was delivered and the end products. Final pieces of art were posted round school and class floorbooks recorded curriculum evidence. The EHT asked that the HoS consider how floorbooks could be could best be presented as evidence for Ofsted and others.

**Action: HoS**

1. Referring to the discussion by the Link Governors for Leadership and Management of possible fundraising ideas, **Governors asked** whether there might be scope to hold an art exhibition featuring children’s work with, say, a £2.50 charge for a family ticket and light refreshments. Emma Wainwright said that she would be happy to work with the school on this. The EHT thought this would be a good way to bring parents and the wider community into school and showcase pupils’ work, but that it would be important to avoid distracting staff time from curriculum delivery. Governors suggested that the school consider combining exhibitions of pupils’ work with Book Looks to streamline the work involved.
2. The HoS undertook to consider further the how to exhibit pupils’ artwork to parents and the wider community without diverting staff time unduly from curriculum delivery.

**Action: HoS**

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| **QE 05/22** | 1. **Other matters**
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1. Governors decided that, while it had been useful in the early days of Link Governors meetings not to have pre-set agendas so that discussions could be free-flowing and exploratory, with the increasing delegation of responsibilities to LG groups it would now be useful to have formal agendas.

**Action: Clerk**

1. Emma Wainwright, in her capacity as Chair of the Governing Body, said that she would find it helpful if the planned external review of the school included a mock Ofsted interview with her.

**Action: EHT**

1. **Replying to questions**, the HoS said that, while the prospect of an Ofsted inspection inevitably placed pressure on staff, she was confident that the school’s curriculum and teaching and learning would stand up well to Ofsted scrutiny.

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| **QE xx/22** | 1. **Date of next meeting**
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1. The next meeting will include a discussion with pupils and will be held from **2.30pm on Monday 27 February 2023**, immediately following the Link Governor (Leadership & Management) meeting.

**The meeting closed at 3.05pm**

***Helen Osman Governance Services***

*Supporting excellent governance in Bradford*