The Governing Body of Steeton Primary School

Link Governor meeting with the Head of School:

**Quality of Education**

**Minutes of the meeting of 05 June 2023**

**The meeting opened at 2.26pm**

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| **Attendance** | | |
| ***Link Governors*** |  | ***Others*** |
| Adam Longden |  | Six pupils – *Item QE 22/22 only* |
| Emma Wainwright – *to Item QE 28/22* |  | Elinor Birtwhistle (Assistant Headteacher – AHT) – *Item QE 22/22 only* |
|  |  | Helen Osman (Clerk) |
|  |  | Claire Redman (Head of School - HoS) |
|  |  | Jade Wilson (SENCo) – *Item QE 23/22 only* |

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| **Documents** | | |
| 1. Leaflet: SEND at Steeton Primary School, March 2023 | Item QE 23/22 | *Tabled at meeting* |
| 1. Case Study 1 | Item QE 23/22 | *Issued with agenda* |
| 1. Case Study 2 | Item QE 23/22 | *Issued with agenda* |
| 1. Data: Termly Headlines (Spring tab) | Item QE 28/22 | *Tabled at meeting* |
| 1. School Development Plan (SDP) – QE section | Item QE 30/22 | *Issued with agenda* |
| 1. Self Evaluation Form (SEF) narrative v 2.0 – QE section | Item QE 31/22 | *Issued with agenda* |

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| **Summary of Actions** | | | |
| **Action No.** | **Action** | **Person** | **Deadline** |
| QE 15/22 | Clerk to amend the timing of SDP milestones QE 11 (standing item on careers work) and QE 12 (Outdoor learning environment) to Spring 2024 term. [*Change of action person agreed 05-06-2023*] | H Osman | 31-05-2023 |
| QE 28/22 | HoS to report to FGB on the use and impact of Pupil and Spots Premium funding | C Redman | 05-07-2023 |

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| **QE 22/22** | **Discussion with pupils** |

1. The Head of School (HoS) thanked pupils and Mrs Birtwhistle for coming to this meeting. She explained that the Governors were responsible for making sure that the school provided high quality education to all its children, and so they wanted to talk to pupils to find out what they thought.
2. The pupils said that they were from Years 2, 4 and 6: Mrs Birtwhistle said that they had been chosen at random by their class teachers. They had not been briefed before this meeting, but she had discussed the foundation subjects with them and asked them to think about which were their favourite subjects, why they liked them and the skills involved, and to think of a piece of work they had done that they were proud to show to people.
3. The main points of a lively discussion with pupils are set out below.
   * + - A pupil showed his Learning For Life book, highlighting a piece of work he was really pleased with and that he had had done by himself. **Relying to questions**, the pupil said that the topic had been Ancient Greece. **Asked** when in the topic they had produced this piece of work, the pupil said that it had been at the end: when they came to the end of a Big Idea pupils put all they had learned into one piece of writing.
       - A pupil said that their favourite subject was PSHRE[[1]](#footnote-1). **Asked** why, the pupil said that she could act things out – work was not all written in books.
       - Asked for examples of Big Ideas in Years 1 and 2, pupils looked through their books and said that they had learned about Samuel Pepys. They had thought about how he had felt inside. A pupil said he had had no idea how Samuel Pepys had felt – he had lived over a hundred years ago! **Asked** how he knew about Pepys, the pupil said that the teacher had told the class about him. The class had imagined how he must have felt: angry, unhappy, petrified, sad. Asked what the topic had been, pupils said it had been the Great Fire of London. They had written diaries about it.
       - The Year 2 pupils showed photographs in their books from when Samuel Pepys had visited the school – he had returned from the dead! (Not really – he had been an actor.) The actor had called one of the pupils an idiot! **Asked** what he had thought about that, the pupil said that it had been because he had been pretending to be a soldier of the King bringing a message to tear down the houses to stop the spread of the fire, and the child had been the Lord Mayor and had refused.
       - **Asked** about their favourite lessons, a pupil showed work in their book on Geography, which demonstrated how the Union Jack was made up of the flags of England, Ireland and Wales. London was the capital of the United Kingdom but had never had its own flag. A governor suggested that the pupil look at the Royal Standard, which was a really interesting flag to learn about.
       - **Asked** what Geography meant, the child said that they knew all the countries and their sizes. The biggest was Russia and the smallest was Vatican City. No-one lived in Vatican City: there was so much architecture, but they forgot to build a hospital: how crazy was that?!
       - A pupil asked why they could not put borders around countries. **Asked** whether the child thought that they should do so, they said that they should have spray painted them on the ground so that people knew when they were moving from one country to the next, like when travelling from England to Scotland to see relations. Pupils talked about different ways of being aware of countries: in some places there were tables that had flags on them showing the country that each place at the table faced. In Britain there was Hadrian’s Wall at the border. **Replying to questions**, the chid who had mentioned Hadrian’s Wall said that Hadrian had been a Roman.
       - Year 6 pupils showed pictures they had drawn of how to make a torch. **Replying to questions**, they said that this work had been done in Magic Mondays as part of Design Technology (DT).
       - The Assistant Headteacher (AHT) explained that Magic Mondays focused on Art in the first two terms of the year and on Design Technology in the third term. Design Technology drew on the skills developed though Art, but the end product had to be something useful as well as attractive, such as a torch, a loaf of bread etc. To design a torch, pupils had to learn about circuits, think about how to fit the workings into a tube and decorate it. This was the first DT project that they had undertaken.
       - A pupil said that they liked having different books for Art and DT. The AHT explained that all the artwork that a pupil produced was in one book, and a new book started whenever necessary. For DT, a single book covered all the DT work the pupil produced on all topics throughout their school career.
       - In the current term, all pupils would be working on puppets in their DT lessons, in ways appropriate to their age. Key Stage 1 would produce wooden puppets; Lower Key Stage 2 sewn puppets based on pre-punched models; and Upper Key Stage 2 fully sewn puppets.
       - **Asked** how they had found the first DT topic, Year 6 pupils said that it had been medium-hard but good. The change from just doing sketches in books to making what they had drawn was weird but it was nice to have separate books for them – it worked better.
       - A Year 2 pupil said that their favourite lessons were Magic Mondays. **Asked** what they liked about it, they said that they liked doing creative things. Their favourite piece of work had been when the class had been asked to learn all about the Great Fire of London and imagine the smell of the smoke, the heat of the fire. They had been asked to use adjectives – the child gave examples – and had imagined how people would be feeling. The fire had happened in a bakery because the baker forgot to shut the oven because he had been so tired. He had escaped over the roof, but a neighbour had died. People had pulled houses down to stop the spread of the fire, but it had not worked because the wind had carried the flames. **Asked** how this made the child feel, they said that they had not felt very good about all the bad things that had happened. **Asked** whether society had learned anything from the Great Fire to make things safer now, children said that we now had better fire engines; and we no longer made houses from wood but used bricks instead.
       - A child said that people had buried their favourite things in the garden so they could dig them up afterwards, and they had hidden things in (the chid looked this up in their book) the Cathedral. Pepys had buried his favourite wine glasses and some cheese. He kept his diary in code or in French so no-one would know what he had written. He wrote down everything that happened and how he felt.
       - A Year 4 child said that their most recent topic had been Ancient Greece. They had learned about how the Olympics had started. The child showed in his book how pupils were asked to write down what they already knew about the topic, what they wanted to know and then what they had learned. **Asked** what they had wanted to know, the child said that he had wanted to know whether football was an Olympic sport: he did not think it was, because there were already a lot of football competitions. Asked whether we had enough, he said that we needed more!
       - **Asked** about their favourite parts of the topic, Year 4 children said that they liked learning about Athens and Sparta – they had not known that Sparta was a Thing. The boys in Sparta had to go to war – they had no choice – and they had only one set of clothes for their whole life.
       - **Asked** how they had found out about the things they had wanted to know about the Olympics, a Year 4 pupil said that he had known a lot already from television. Pupils looked up more information. The HoS aid that a lot of the Reading For Pleasure books were linked to the topics.
       - Pupils talked about a man from Macedonia, called Alexander the Great, who was King. He had started an army and had been a very brave warrior. A pupil showed in their book a map of the areas that Alexander had conquered. He had tried to conquer Pakistan, but the warriors had had enough by then and wanted to see their families. There was a place called Alexandria after him, and he had named cities after his horse and dog.
       - Pupils had also learned about the Greek gods – there were lots, including (a child looked them up in his book) Zeus, Poseidon and Nike – the sports brand Nike had been named after this god.
       - The Ancient Greeks had invented the theatre and acting, which were very like they are now except that performances had usually been outside.
       - Democracy and voting also came from Ancient Greece, but only boys had been allowed to vote. **Asked** what he thought about this, the child said that he didn’t really like voting – he didn’t feel good about it because some people might not feel good if no-one voted for them. But he thought that everyone should be able to vote.
4. The HoS thanked pupils for answering governors’ questions so fully. The school’s job was to make sure that children knew more, remembered more and could do more – and they had certainly showed today how much they knew and remembered and had done.
5. Governors thanked pupils for taking time to meet them and share what they had been learning – it had been very interesting to hear them speak about their favourite subjects and topics, and governors had learned a lot.

*Mrs Birtwistle and pupils left the meeting at 2.59pm*

1. Governors thanked the HoS for arranging this useful and fascinating discussion with children, which had given a helpful real-life insight into teaching and learning of subjects such as History and Geography. It was interesting to see how children interpreted the learning differently according to their personalities and characteristics – it was evident that all were fully engaged. The language they had used had been impressive, including “conquered” in Year 4 and “petrified” in Year 2, and the children had all been able to articulate their learning.
2. Governors had previously discussed retention of learning and it had been interesting to see how the integrated curriculum provided a wide range of hooks for all children to engage with a subject or topic.
3. Governors had noted how children continually referred to their books, either to show examples of their work or to remind themselves of details. It was clear from the way they did this that they referred to their books regularly – they did not simply complete the required work and then forget about it. Every one of the children present today had sopped at the pages with the stickers for the Big Idea.

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| **QE 23/22** | **Review evidence of support provided to current Year 6 cohort throughout its time at Steeton –** *Documents A to C* |

1. The SENCo tabled a leaflet that gave an overview of SEND at Steeton Primary School.
2. The SENCo reminded governors that she currently worked 2.5 days per week at Steeton and 2.0 days per week at Myrtle Park. This was her fourth year in post at Steeton and she had developed a strong understanding of the needs of Steeton’s pupils and established systems and ways of working that met those needs. She had been supporting Myrtle Park for one year and was finding it useful experience to work in a different environment, with children who had a different set of cultures and needs.
3. The SENCo said that she had been asked to present to governors evidence of the support that the school had provided to the current Year 6 cohort during their time at Steeton. She had therefore provided two examples relating to children who had had severe needs. The case studies tracked the support provided since she had taken up post in September 2019 (when they had entered Year 3), through the Covid lockdowns to the present.
4. The attendance of both children had been poor. Neither had attended school or engaged with more than a few remote learning sessions during Covid. **Asked** whether there had been medical reasons for non-attendance, the SENCo said that there had not – poor attendance had been due to safeguarding issues. She believed that staff had done everything possible to get them into school: the case studies gave details of the varied and persistent actions taken by staff, including delivery of food parcels and work packs during the periods of lockdown. Though these contacts, the school knew that the children were safe, but their learning had suffered.
5. These pupils had returned to school, in Year 4, when it had re-opened after the first lockdown, though their attendance had remained poor. Neither had been able to read at all and neither had had basic Maths skills. The SENCo had engaged with Bradford Council’s Skills Team who had assessed the children and supported the SENCo in establishing bespoke Phonics teaching and had reviewed the programme periodically. At this point, the second lockdown had occurred: again, the children had been offered a place on site and remote learning but neither had engaged.
6. School had reopened again in the summer of 2021 and these children had returned but had lost much of the learning gained during the inter-lockdown period. The school had identified that the attendance of one of these children was particularly poor on Fridays and had engaged with the parent to determine the reason: it had emerged that the child was afraid to come into school on Fridays because this was the day of the Big Write, and he could neither read nor write.
7. The SENCo had again engaged with the Bradford Council Skills Team, who had diagnosed both children with severe specific learning dyslexia, and one with autism. The school had embarked on applications for EHCPs, one of which had been granted and one not. The specific learning dyslexia had required the school to approach teaching and learning for these children in a different way. Busy boxes had been made for each of them which included a wide range of ideas for games and activities that staff and parents could undertake with the children to immerse them in pattern, number etc.
8. The SENCo summarised the progress that had been made by these children:

* 1. *Case study 1*

1. The attendance of this child had improved greatly and now stood at 93%. As the children had moved through school, it had become clear that the needs of this child were more severe than those of the child in Case Study 2. This child had therefore continued to follow the separate programme that had been established with Bradford Council’s Skills Team, while the other had moved onto a more technology-based curriculum.
   1. *Case study* *2*
2. This child had been working at Reception level and below when he had been in Year 3. At the start of Year 6 (September 2022) he had been working securely at Year 4 level. He was following a technology-based curriculum, in which technology was fully embedded in everything that he did, and was flourishing. The school and the parents were pleased that he would be moving to South Craven as his secondary school, which also used technology to support the curriculum: they hoped that this would enable him to continue to access the curriculum independently.
3. Governors thanked the SENCo for these informative and helpful examples of how the school supported its pupils. It was astonishing how far these children had travelled, particularly in light of the disruption caused by Covid. They hoped that the SENCo took time to reflect on the difference that she had made to these and other children – differences that would benefit them for the rest of their lives.
4. The SENCo said that the key was to identify need as early as possible and to engage with parents to secure their consent to actions in support of their child. **Replying to questions**, she confirmed that this could involve difficult conversations with parents: it was hard for any parent to face the educational, neurological or other needs of their child.
5. The SENCo said that a key feature of the school’s approach to supporting pupils was a willingness to set aside its established protocols and systems when this was necessary to meet the specific needs of individual children. The HoS said that the case studies illustrated the value of the integrated classes in each Phase, where children who were working below Age Related Expectation for their year group, whether for SEND or other reasons, were supported by Quality First Teaching delivered by highly skilled staff for as long as needed to enable them to re-join the age-related classes.
6. Nevertheless, the existence of these protocols and systems, and the recording of the school’s actions, were essential in securing the right support for children. For example, the school had recently put significant time and effort into resolving the situation of a Year 6 child, now in secondary school, who had mistakenly been admitted to a mainstream secondary school. Steeton had fought for this child to be placed in a more appropriate setting, including by taking the case to mediation, and the child was now in specialist provision. This would not have been possible if the school had not been able to provide evidence of all the support that it had provided to attempt to meet his needs. The HoS said that one of the impacts that the SENCo had had on school was to increase staff understanding of the reasons why things had to be done according to protocols: for example, because parental consent was required; to build relationships; or to provide evidence to support applications for EHCPs or specialist provision.
7. The HoS said that the SENCo led weekly meetings of the learning support assistants and provided CPD for them. The SENCo added that she planned to ask the Specialist Link Teacher (cognitive learning) to provide CPD for staff so that they could be more independent, for example by giving them the skills to carry out language assessments. She hoped in due course to be able to provide this CPD for teachers as well. The SENCo also provided drop-in sessions and workshops for staff at which she advised on how to support children about whom they were concerned – this was particularly important when the school had several new staff. Governors welcomed this sharing of knowledge and skills: supporting the needs of all children was the responsibility of every member of staff. Steeton had a high proportion of children with particular needs and it was important that other staff should have the skills to assist the SENCo.
8. **Asked** what challenges arose in relation to integration with the wider curriculum, the SENCo said that this had become significantly easier with the creation of the integrated classes in each Phase. The whole Year Group undertook the same subjects and topics, but the integrated classes made it easier for staff to cater to the abilities of individual pupils.
9. Governors liked the idea of the Busy Boxes, which offered a different approach to traditional workbooks and were perhaps more accessible to parents whose own confidence in schoolwork might not be high. **Asked** how parents had reacted to the boxes, the SENCo said that feedback indicated that parents liked them because they felt that they could help their children. The boxes had also helped parents to bond with their children.
10. Referring to the support that the SENCo was now providing for Myrtle Park, **governors asked** how the SENCo saw the future. The SENCo said that she would like to get the staff CPD up and running and fully embedded so that meeting SEND needs was part of the culture of day-to-day school life for every member of staff. She attended Pupil Progress Meetings and would like to work further with staff on pupil progress and assessment. Those were her priorities for Steeton: at Myrtle Park she was still establishing systems.
11. The HoS said that she and the SENCo had held early discussions about the scope to provide a charged-for SENCo support service. The SENCo explained that there was no handbook or website that parents could look to for advice. She provided such advice for parents, including parents of children who did not attend Steeton. Governors welcomed this inclusive approach, which demonstrated that the school’s vision and values were very real: the school believed in, and was proud of, its inclusive culture and this provision of advice to non-Steeton parent was consistent with the school’s moral purpose.
12. The SENCos said that, as the school moved to single form entry from September 2024, space would become available for other purposes. She had suggested to the HoS that there might be scope to use this space for Designated Specialist Provision or Resourced Provision, specialising in SEMH, to tie in with the specialism of the Inclusion and Welfare Officer. **Replying to questions**, she said that the nearest site offering such provision was Cottingley, approximately fifteen minutes away. The four others in Bradford were at least thirty minutes away on the other side of Bradford. **Asked** about nearby provision in North Yorkshire, the SENCo said that it was very unusual for a local authority (LA) to place a child with another LA. The HoS added that, although this was just an idea at present, she believed it to be worth exploring further. Governors agreed: depending on practicalities, this could be very much in line with the school’s vision and values.
13. Governors thanked the SENCo for both this discussion and her work in school. It was good that SEND was so integrated throughout school and its planning and systems. They agreed that, while it was important that the proper structures and processes were in place, they should be seen as a tool for SEND support rather than as a driver: the driver needed to be the needs of individual children, as demonstrated through the case studies presented for this meeting. This flexibility was essential, and was reflected in the way that children were moved in-year between (for example) the integrated and the age-related classes according to need.

*Jade Wilson left the meeting at 3.38pm*

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| **QE 24/22** | **Apologies for absence and their acceptance** |

1. All governors were present.

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| **QE 25/22** | 1. **Notification of urgent other business** |

1. No other business was notified.

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| **QE 26/22** | 1. **Declarations of interest in items on this agenda** |

1. No interests were declared.

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| **QE 27/22** | 1. **Minutes of the meeting of 27 Feburary 2023 and matters arising** |

* ***The minutes were agreed as a true record of the meeting.***

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| **Updates on actions arising fm previous meetings** | | |
| **Item** | **Action** | **Status** |

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| 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]*  See Item QE 22/22 above. | **Closed** |
| QE 05/22 (ii) | *EHT to ensure that the planned external review of the school includes an Ofsted-style interview with Chair/GB.*  Completed. | **Closed** |
| QE 11/22 (a) | *School to hold a gallery event with every other Book Look from September 2023.*  Established as routine. | **Closed** |
| QE 11/22 (b) | *School to make up a book of photographs of displays of pupils’ work.*  Completed. | **Closed** |
| QE14/22 | *EHT and Clerk to update the SEF (QE section) to reflect evidence presented to LG/QE meetings.*  See Item QE 31/22 below. | **Closed** |
| 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.*  To be done. The Clerk would make this change to the SDP milestones, and any others arising from this meeting. | **Ongoing - change of lead person** |

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| **QE 28/22** | 1. **Review previous term pupil progress and attainment data** – *Document D* |

1. The HoS tabled the headline pupil tracking data for the spring 2023 term. She said that the cohort of Indian children continued to grow but that overall numbers remained low and that care should therefore be taken in interpreting the data for these children. For example, in Year 2 there were only two children of Indian heritage, one of whom was at Age Related Expectation (ARE) while the other did not yet speak English. **Replying to questions**, the HoS confirmed that the school’s 290 pupils between them spoke fourteen different languages. There was no funding available to support the management of this range of languages: the school largely relied on free translation software and the good offices of older children.
2. Referring to the relatively low proportion of children working at ARE in Writing across the year groups, the HoS explained that this reflected the nature of teaching and learning Writing: children had to learn the basics before they could learn the full range of skills, and therefore most did not reach ARE until the summer term.
3. The HoS said that Writing For Pleasure began in Year 2. Younger children learned Writing through Drawing Club, with the intention that they should develop the confidence and skills to undertake the more formal Writing curriculum when they entered Year 2. She showed governors an example of a Year 1 book that showed the progression of the child from mark-making; to phonetics; to pictures telling a story; to full sentences – she said that the child sprang to life when he talked about it. Another child had produced a fully structured story. There was a wide range of development between these two examples.

*Emma Wainwright left the meeting at 3.45pm*

1. *Outcome of partnership Writing moderation on 17 April 2023*
2. The HoS said that staff from all phases had met with colleagues from Myrtle Park and Sandy Lane on 17 April 2023. The Writing leader from Sandy Lane had opened the session with an overview od the assessment of Writing and staff had then moved into phase groups and reviewed the “cuspy” children from each school – that is, those on the cusp between the different assessment points (eg between ARE and Greater Depth).
3. **Replying to questions**, the HoS said that staff had found the event useful in reassuring them that their judgments were in line with those of two other schools. They had found it more useful that the 2VLC[[2]](#footnote-2) moderation sessions because Sandy Lane and Myrtle Park children were ore similar to, and faced similar challenges to, those at Steeton. The three schools planned to run further moderation sessions in 2023-24.
4. *Review the use and impact of Pupil and Sports Premium funding*
5. Governors agreed that the HoS should report to the Governing Body meeting on 12 July 2023 on the use and impact of the Sports and Pupil Premium funding in 2022-23. Her report would include:
   * + - an overview of how the funding had been spent;
       - an assessment of impact in terms of:
         * Narrowing the attainment gap for children eligible for Pupil Premium funding; and
         * Enhancing the physical skills of pupils and upskilling staff in sports.

**Action: HoS**

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| **QE 29/22** | **Consider any action required on QE in light of the report of the LA external review of school** |

1. The Governing Body had discussed the very positive report of the Local Authority review of teaching and learning at Steeton at its meeting on 10 May 2023. Governors considered whether there were any points in the report that needed the particular attention of this group. The HoS reported that:
   * + - Magic Monday displays now included a brief narrative describing the journey that pupils had made;
       - the recommended actions on Phonics were underway;
       - peer observations were taking place during the week of this meeting; and
       - though sceptical about the value of doing so, staff were working with children to ensure that they could use the term “retrieval” when they spoke about what they remembered.

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| **QE 30/22** | 1. **Review SDP monitoring milestones for 2022-23 –** *Document E* |

1. *Monitor the impact of Reading For Pleasure*, including an anonymised sample of books showing progress of individual pupils during the current year. (SDP milestone QE 11)
2. Governors noted that the Reading For Pleasure books that they had seen at Item QE 28/22 clearly showed how pupils had progressed through the year. The impact of Reading For Pleasure was particularly evidence in the work that children produced in Drawing Club, where children were drawing pictures based on their individual reading and, in some cases, including writing. The HoS said that, although these journals were currently kept in school, from September 2023 children would be able to take them home to share their learning with their parents.
3. The HoS said that, through Running To Read, teacher had been able to resource the new class libraries. The Literacy Leader and Higher Level Teaching Assistant (HLTA) were installing Book Nooks in classrooms: areas with comfortable chairs, twinkling lights, trees and pallet shelving to display the books. She showed photographs of the two that had been installed so far.
4. The school had applied for the Reading For Pleasure charter mark, recently launched by the Open University and the Literacy Trust. Governors were somewhat taken aback by the £8k cost of accreditation but considered that the charter mark was an essential investment in light of the school’s strategic planning.
5. Responding to governors’ observation that the ultimate indicator of the impact of Reading For Pleasure would be the Reading SATs outcomes over the next few years, the HoS cautioned that the Reading SAT bore little relation to the philosophy that underpinned Reading For Pleasure. Nevertheless, the love of reading that the Reading For Pleasure approach was designed to foster could be expected to make children more familiar with a wider range of books and support both Reading and Writing outcomes.
6. *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)
7. Governors noted that they had agreed at the previous meeting to amend the deadline for this milestone to Spring 2024. The HoS said that, although a careers week had not been held this year, a wide range of external speakers had talked to pupils about their jobs: examples included a fire officer, paramedics and an astrophysicist. A careers week would be held in 2024.
8. *Review of SDP milestones*
9. Governors reviewed all milestones that had not yet been RAG-rated[[3]](#footnote-3) as green (completed).

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| **QE03** | *Staff are required to use some of the planning time to provide Assessment data for foundation subjects.*  The HoS said that staff were trialling the assessment of foundation subjects this half term at the curriculum impact meetings. She explained that there was no published guidance or other material about what curriculum assessment should look like. Taking account of the outcome of this trial, this milestone would be updated and taken forward in the 2023-24 SDP and monitoring. |
| **QE04** | *~~Faculty leaders will present to governing body. How has Curriculum implementation gone well? Is the impact matching expectations?~~~~1~~*  This milestone had been scored out and lacked a RAG rating because governors had agreed that it was no longer required, as the proposed system of faculties had not gone ahead. |
| **QE13** | *Update curriculum Policy Framework to be passed at Governors.*  The HoS said that the information required to update the curriculum policy framework existed but had yet to be pulled together into a single framework document: this would be done in time for approval at the Governing Body meeting on 12 July 2023. |
| **QE14** | *Provide time for an LBQ development day.*  The HoS said that the Maths Leaders from Steeton, Myrtle Park and Sandy Lane had met and that an LBQ development day would be held this term. |
| **QE15** | *Create an LBQ action plan which empowers staff to use the many curriculum opportunities that LBQ brings.*  Follows from milestone QE14. |
| **QE16** | *Create conditions for implementation of LBQ action plan in terms of both training and IT support.*  Follows from milestone QE14. Governors agreed that this milestone should be rolled forward into the autumn term and included in the 2023-24 SDP. |

1. Governors noted that the Link Governors for Leadership and Management (LGs/LM) had proposed that one of the LM milestones should be transferred to the QE section of the SDP and monitored by this group; LGs/QE agreed.

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| **LM19** | *LGs to check whether outcomes (data) across school are providing a robust enough platform for success against national averages for all national end of phase assessments. (Y1 phonics check, KS1, Y4 Multiplication check, KS2)*  As discussed at QE 28/22 above. Governors agreed to review this further at the next meeting, when the 2023 SATs outcomes would be available. |

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| **QE 31/22** | 1. **Mid-year review Self Evaluation Form: Quality of Education –** *Document F* |

1. The HoS said that she and the Executive Headteacher had reviewed the SEF to take account of developments since the start of the school year and had removed information that was no longer relevant – for example information about how the school had managed Covid. **Replying to questions**, she said that IDACI[[4]](#footnote-4) was an indicator of deprivation.
2. ***The meeting agreed*** that the updated SEF gave an accurate overview of the Quality of Education at Steeton at the mid-year point.

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| **QE 32/22** | 1. **Agree one or two key points from this meeting to draw to the attention of the Governing Body** |

1. Governors agreed that the following points should be drawn to the attention of the GB at its meeting on 12 July 2023:
   * + - Feedback on their discussion with pupils, as discussed at paragraphs 6 - 8 above.
       - Feedback on the discussion with the SENCo, which had given an excellent overview of the school’s SEND provision and the challenges that pupils and the school faced.
       - The suggestion by the SENCo that the school consider offering Designated Specialist Provision or Resources Provision.

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| **QE 33/22** | 1. **Any other business notified at Item QE 25/22 above** |

1. There was no other business.

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| **QE 34/22** | 1. **Date of next meeting** |

1. The next meeting will be held at **2.30pm** on **Monday 20 November 2023**.

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| **QE 35/22** | 1. **Closure of meeting** |

**The meeting closed at 4.17pm.**

***Helen Osman Governance Services***

*Supporting excellent governance in Bradford*

1. PSHRE – Personal, Social, Health and Relationships Education – a curriculum topic. [↑](#footnote-ref-1)
2. 2VLC – Two Valleys Learning Collaborative: a collaborative arrangement of local primary schools [↑](#footnote-ref-2)
3. RAG rating: Red, Amber, Green ratings - a visual representation of progress [↑](#footnote-ref-3)
4. IDACI - Income Deprivation Affecting Children Index [↑](#footnote-ref-4)