 **Beechwood Primary School**

Learning & Outcomes Committee Meeting

Held remotely on Monday 12th Septemberl 2022 at 4.30pm

**PART ONE MINUTES**

***Present:***  Mrs J Cargill (JCa) Committee Chair

Mrs S Harper (SH) Headteacher

Mrs D Reed (DR)

Mrs J Stubbs (JS)

Mrs L Ogden (LO)

Mr J Cargill (JDC)

***In Attendance***: Ms H Cummings (Clerk) Clerk to Governors

Mrs L Lockett (LL) Assistant Head

Mrs L McDonough (LM) Assistant Head

1. **Apologies for Absence/ Declarations of Interest**

There were no apologies for absence as all members of the committee were present.

Governors were notified of the following:

* DR is Chair of Governors at Westminster Nursery.
* JDC is a governor at Sandbach Boys School

Governors were reminded of the need to update their declarations of interest on GovernorHub, or to re-confirm if there were no changes.

1. **Election of Committee Chair**

JCa was elected as Chair of the committee for a term of one year.

1. **Election of Committee Vice Chair**

Item not required as a Vice Chair was not felt to be necessary.

1. **Agreement of Committee Terms of Reference and Annual Planner**

The Learning & Outcomes Committee plan for 2022/23 was approved.

The Terms of Reference were agreed and would be taken to the FGB meeting for approval.

**ACTION: Clerk to add TOR to FGB agenda.**

1. **Minutes of the previous meeting**

The minutes of the meeting held on 24th April 2022 were agreed as a true record.

1. **Actions from the last meeting and any matters arising**

The action log was reviewed, and all actions had been completed.

**Governor question:** The minutes refer to Year 6 teachers working with Year 5 to ensure a smooth transition into Year 6. Did this happen?

Response: Yes, we had a two-week transition period which was really successful. It enabled the new Year 6 to settle very quickly.

**Governor question**: Monitoring had identified limited opportunities for writing in KS2 Science. Has this been addressed?

Response: Yes, we had CPD last term to look at ways to incorporate more writing into KS2 Science.

1. **Headteacher’s Report**

The Headteacher’s report had been available for Governors to review on GovernorHub. The following areas were highlighted:

**Coaching plans and Appraisals**

LL introduced the new coaching and monitoring plans being introduced for staff. Each member of staff would be assigned a coach, from among the Phase Leads or SLT. Coaches would observe teaching and meet with staff once a week to discuss and celebrate strengths, and identify areas that could be developed. Coaches would also be able to feedback to staff meetings about positive areas that all staff could learn from.

Ultimately, it was hoped that the coaching could be used to identify individual appraisal targets for teachers, to develop their practice.

**Governor question**: How did you match people with the coaches?

Response: We looked at a lot of factors including the level of support required, working relationships and teaching styles. We tried to match people with different teaching styles who do not work together day-to-day.

**Governor question**: Will this have any impact on PPA time?

Response: No.

**Governor question**: Have staff received any training in coaching?

Response: Not specifically, but we have held meetings to agree how it will work. We have agreed that no development points will be given in the first three weeks – it will all be about celebrating strengths and good practice.

**Governor question**: If development points are identified, will they be followed up?

Response: This is different from lesson monitoring. Development points will be suggestions for how staff might consider different approaches. We want to demonstrate our trust in the teachers by encouraging them to take risks in their teaching. We want them to recognise, celebrate and share their own strengths.

**Governor question:** Will SLT observe coaching conversations?

Response: No. We want coaches to build relationships with staff and not feel threatened.

**Governor question**: Are staff happy with the plans?

Response: We introduced the plan on the INSET day at the beginning of term and no issues were raised. It is too early to tell, but we hope staff will feel relaxed about it when it is in operation.

**Mobility Data**

Following discussion at the previous meeting, the Headteacher presented mobility data from September 2021 to July 2022. Governors noted the high level of pupil mobility and understood that meaningful comparisons over time, for a given cohort, were extremely difficult. Governors had been particularly concerned about the end of year attainment data for Year 2, but the information showed that while 75% of children leaving the school during Year 2 had been working at ARE (Age Related Expectations), only 1 out of the 9 children who joined the school in Year 2 had been working at ARE.

**School-led Tutoring**

The Headteacher explained that the rules had been relaxed slightly to allow non-Pupil Premium children to benefit from the funding.

The impact report available on GovernorHub showed the impact of the 15 hours of school-led tutoring delivered during the summer term. The Headteacher noted that while there had been an impact in a number of areas, this was yet to feed through to writing. She would therefore be continuing to work with small groups who had already completed their tuition.

In addition, a number of children had started the Reading Recovery programme, and members of SLT would be targeting writing and extra sessions with children in Years 1, 3 and 5, who had potential to reach ARE would happen each Monday.

**Assessment Data 2021-22**

Governors had reviewed the following assessment data on GovernorHub prior to the meeting:

* Attainment Data Summer 2022
* Key groups attainment
* Progress from autumn to summer
* EYFS Data July 2022

The Headteacher explained that progress was shown from autumn to summer as a change in categories from September 2021 made earlier data incompatible.

Governors noted that attainment was lower than usual, and the Headteacher confirmed that the Senior Leadership Team would be focusing on a number of key areas through the School Development Plan (SDP). In addition, where pupil progress was well below expected, teachers could be asked to complete a case study to explain the data.

**Governor question**: The data for Year 1 looks good – is it a particularly able cohort?

Response: This year group had not started school during the lockdowns, so did not miss out in the same way as other years. They have also benefitted from the new phonics scheme, so the data is more what we would expect to see.

**Governor question:** The data for key groups shows boys attainment is much lower than girls in writing, in most year groups. Is this being addressed?

Response: It is always a priority, but it reflects the data nationally. There may also be other factors affecting the data, for example in Year 3, 5 boys have EHCPs.

The EYFS data for the nursery children showed that great progress had been made since the baseline assessments, particularly in the prime areas of Communication & Language; Personal, Social and Emotional Development; and Physical Development. While Literacy attainment was still low, 87% of pupils had made expected or better progress.

LM noted that the transition for the current nursery and Reception groups had been challenging. The pandemic had meant that a significant number of children had never been left by their parents, but staff were working hard to settle them.

For Reception, governors heard that there was no requirement to report on those achieving a Good Level of Development (GLD) this year, but assessment showed that 54% would have achieved it under the new measure. This reflected the greater difficulty in achieving GLD, as under the old measure, 80% of children would have achieved GLD. LM reported that the two-week transition had worked very well for children moving into Year 1.

**Safeguarding**

Governors noted the number of Safeguarding cases included in the Headteacher’s report.

1. **Review of SDP 2021/22**

The School Development Plan for 2021/22 had been updated to show progress made towards objectives at the end of the summer term. Governors had reviewed the updated plan and there were no questions.

**ACTION: LL to upload video clip to illustrate ‘Speak like an Expert’**

1. **SDP 2022/23**

The Headteacher introduced the new School Development Plan for 2022/23, which had been available to governors on GovernorHub. Governors noted that four of the six priorities were relevant to this committee, and examined the milestones laid down in the Governor plans. The Headteacher explained that while the governor plans gave an overview of the priorities, these were underpinned by detailed action plans used by the school.

**Quality of Education Curriculum**

Governors noted the following key priorities for Quality of Education - Curriculum:

**1. Staff Coaching -** Implement one-to-one staff coaching to further improve the quality of teaching and learning by increasing staff confidence enhancing the delivery of the intended curriculum.

**2. Pupil Engagement** - Further increase pupil engagement and progress in Key Stage Two through a bespoke digital learning platform incorporating personalised feedback.

* 1. **Pupil attainment in core subjects –** Further improve the attainment in all year groups in reading, writing and maths.

**Governor question**: Do you plan to extend the use of Showbie to KS1?

Response: We have no immediate plans but will keep it under review and maybe look at using it for certain subjects.

**Quality of Education – SEND**

Governors noted the following key priorities for Quality of Education - SEND:

**3**. **SEND Reading** – Embed ‘catch up’ reading programmes to ensure that ALL pupils, including the lowest 20% of readers, are able to confidently read books appropriate to their age and stage.

**3.1 EHCP Provision** – Further improve provision for children with an EHCP.

**Early Years**

Governors noted the following key priorities for Early Years:

**6. Early Reading –** Further embed the ELS phonics programme and develop the provision for early reading, engaging and up-skilling more parents with this.

**6.2 Embedding the Early Years Curriculum –** Further embed the bespoke Early Years Curriculum.

Governors heard that work on Early Reading was already underway and parents had been invited to attend a ‘Reading Café’ where good practice in reading with their children could be modelled.

**Governor question**: Are parents of EAL children engaging with this?

Response: Some have attended, and Michelle is working with these and other EAL parents. We have also started an ‘EAL café’ to offer additional support.

**Governor question**: How long do you continue with the phonics programme?

Response: Up to the end of Year 2 if needed. If it has not worked by that point, then we look at alternative approaches such as Reading Recovery.

1. **Pupil Premium**

The Pupil Premium impact report would be taken to the FGB in December, along with the strategy statement for 2022/23.

1. **Sports Funding 2022/23**

The Sports Funding Impact report had been reviewed and approved at the FGB meeting in July, subject to minor changes which would be agreed by GC as Sports Premium governor.

The Headteacher outlined the focus areas for the coming year as follows:

* Promote Moki bands in KS2 to monitor and track activity. Greater focus on least active children.
* Additional CPD delivered alongside trained sports coaches e.g. tag rugby in Year 3.
* Train an additional adult to assist in Forest Schools.
* Increase Forest School offer.
* Further develop Forest School area.
* Top-up swimming for Year 6.

**Governor question**: Has there been any negative response from parents regarding the tracking of activity levels with the Moki bands?

Response: No

**Governor question**: Have you observed any impact of the Forest Schools programme?

Response: The children love it. It develops a different skill set, so some of our more reluctant learners are really motivated by Forest schools.

1. **Governance Teaching & Learning**

Visits

There were no visits to report since the FGB in July.

JCa and JDC had arranged a visit to look at the implementation of Showbie.

Training

LO had booked to attend the third of the governor induction courses, along with a Safeguarding course.

The Headteacher reminded governors of the availability of training through the National College.

1. **Policies**

Governors had reviewed the following on GH prior to the meeting and were happy to **approve** with no amendments.

* Curriculum Policy
* Feedback Policy
* Forest School Policy
* Workflow Policy

**ACTION: Clerk to add Inclusion Policy to FGB agenda for approval.**

1. **Any Other Business**

Governors were reminded to complete the board self-review that had recently been sent out on Survey Monkey,

1. **Confirm the Date of the next Meeting**

The date of the next meeting was confirmed as Monday 9th January at 4.30pm

**There were no Part 2 minutes recorded at this meeting. The meeting closed at 6.05pm.**

**Signed Date:**

***(Chair of the Learning and Outcomes Committee***)

***Minutes by H. Cummings (15/9/22)***