

Name of organisation Trent-Rylands Federation
Trent Vale Infant and Nursery School *and* Beeston Rylands Junior School

Meeting title: Pupils Outcome Committee

Date and time: Thursday 4 November 2021

Location: Virtual – Zoom

Membership

'A' denotes absence

	Mrs J Barratt
	Mrs S Osborne
	Mrs C Turner
	Dr G Williams (chair)
	Mr J Harper
	Mr C Jones
A	Mrs L Shepherd
A	Mr S Williams
	Mr A McPherson
A	Mrs L Sharples
A	Mrs K Naylor
A	Councillor K Foale
	Mrs D Baguley
	Mr J Wynn
A	Mrs L Griffiths

In attendance Minute Clerks: Mrs R Beech was absent, Dr Williams and Mr Jones recorded the minutes.

Action

PO/01/21 Apologies for absence

Apologies for absence were received from L Shepherd, K Naylor. J Harper joined for Item 8 (work commitment). These were accepted.

PO/02/21 Declaration of interest

Mr C Jones made a declaration of interest. Mr Jones' partner is a teacher at Trent Vale Infant and Nursery School and Beeston Rylands Junior school.

No other declarations of interest, either direct or indirect, for items of business on the agenda were made.

PO/03/21 Minutes of the previous meeting

The minutes of the meeting held on 13th May 2021, having been circulated previously, were agreed by the chair and agreed as signed, as the meeting was held virtually.

PO/04/21 Matters arising

Policies on GovernorHub

Policies were now all uploaded to GovernorHub in addition to key policies accessible on the school website, and all policies available at school.

Assessment findings from the family of schools

Governors had asked whether the pattern of pupil attainment in July 2021 was similar across the family of schools. The pattern was different at BRJS compared to their schools locally. Informal observations made by teachers were that children in nearby schools had support needs for writing. For TRF, the pattern appeared similar to the national pattern, where reading and maths required more support.

Caveat on Website Regarding Executive Head

Co-Hs had reviewed the website and provided an explanation of the Co-Head structure alongside references to an 'Executive Head'.

Membership of Committees

Co-H(CT) observed that there is an imbalance in membership between Pupil Outcomes Committee (POC) and Resources Committee. The chair invited members to reflect on their membership to POC in preparation for revisiting sub-committees at the Full Governing Body meeting.

CT

PO/05/21 2020-21 Attainment and Progress Data

- a. F1
- b. F2
- c. Phonics Screening Check
- d. Year 1
- e. Year 2
- f. Year 3
- g. Year 4
- h. Year 5
- i. Year 6

Co-Hs provided data and narrative regarding each year group, with the exception of the F1 data (November, 2021), these data were from the preceding year (July 2021) teacher assessments.

F1 (Nursery) are a group who spent a considerable amount of their lives in lockdown. Assessed against the PRIME areas of early years development (Communication and Language, PSED, and Physical Development), around half were met age related expectations (ARE). Other pupils met one or two of the age-related expectations.

Most F2 (Reception) pupils had consistent attendance throughout lockdown. Most had met ARE by July 2021 in F1.

Year 1 pupils missed 2 months of school during lockdown but were in line with National ARE for Good Level of Development by the July 2021 of their F2 year. These Year 1 pupils will complete the phonics screening check in June 2022.

Year 2 pupils missed half of F2 and 2 months of Year 1 during lockdown. Teacher assessed phonics screening check by July 2021 (Y1) indicated a little over half of pupils met the threshold to pass the check. This group completes a second phonics screening check in December 2021. Although the number of children at the, attainment, Expected ARE standard for writing is in line with national 2019 results, fewer children meet the Expected ARE standard, compared with national 2019 results, in reading and maths. Fewer children have performance at Greater Depth any reading, writing, or maths, when compared to the national 2019 results. Expected progress has been maintained but no overall accelerated progress.

Year 3 (BRJS), this is a small cohort compared to other year cohorts in the federation. The group have fewer children at Expected ARE standard attainment compared with national 2019 averages in reading and writing. However, they are broadly in line with national 2019 averages for maths. A substantial proportion of pupils from disadvantaged backgrounds are not currently at Expected ARE in any of the three subjects. Most pupils have made good progress, although no pupils have made accelerated progress. School closers had the greatest impact on DPs. This group missed two periods of their KS1 education.

Year 4 pupils are in line for Expected ARE standard for reading and maths attainment. Writing is below the 2019 national level. For Greater Depth ARE, writing and maths are below the national level but in-line for reading. Most pupils have made good progress, a small group have made accelerated progress. This group missed one period of their KS1 education & a term of KS2.

Year 5 pupils are above the 2019 national results for Expected ARE attainment, above the national results for Greater Depth ARE standard in reading and maths, while in line for writing. Where there is focus, it is in supporting more pupils from disadvantaged backgrounds in meeting the Expected ARE standard. Pupils have broadly made good progress; a small group have made accelerated progress. This group missed two periods of their KS2 education.

Year 6 pupils' attainment, when assessed at the end of their Year 5, continues to be above or in line with 2019 KS2 national averages for reading and writing but below for maths. Pupils have broadly made good progress; a small group have made accelerated progress. This group missed two periods of their KS2 education.

The pupils who were in Year 6 in July 2021 had attainment in line with, or above, the 2019 national averages for Expected ARE. They were above the 2019 national averages for Greater Depth ARE in reading and writing, and near the 2019 national average for maths.

A governor commented that the hard work of the teaching team and leadership team is reflected in the attainment standards are often in line with 2019 national averages even with significant disruption to learning.

A governor commented the pattern appears to reflect where children had mastered more foundational learning

Co-H also noted that older pupils were also able to engage in more independent learning.

PO/06/21

School Improvement Plan Priority 1**Priority 1 – Quality of Education****To have a relentless focus on improving the quality and consistency of teaching**

The focus has been on empowering teachers to self-monitor and continue to improve the quality and consistency of teaching through co-operative planning and peer work scrutiny activity. Learning walks and book scrutiny work had also been undertaken. Teachers have been adaptive to pupil needs, assessing where there are gaps in the learning. There has been a focus on assessment for learning through looking at work in books to inform subsequent teaching sessions.

The school has been less affected by the ongoing Covid-19 pandemic than many other schools. The Co-Hs put this down to a continued regime of thorough cleaning and handwashing. This has meant the majority of children have stayed in school, benefitting from the high-quality teaching experiences.

The school leadership team continues to monitor the quality of Covid-19 learning packs for children who are required to isolate and have been in regular contact with pupils and parents who are affected. Generally, a small number of these have been sent out each week to support children who are off school provided they are sufficiently recovered to study through home learning.

Related to this priority, the Co-Hs have also made a decision to buy a validated phonics teaching scheme. This is also in response to a change in Government specification that prescribes a selection of validated phonics schemes and will replace the current scheme. Funding for the scheme is drawn from budget available from School Improvement Plan Priority 2.

The chair noted that the Co-H (CT) had talked through the rationale behind the changes in specification and the range of phonics schemes during the Summer term 2021.

Outdoor learning has been rolled out for F1 and F2 pupils and further outdoor provision has been developed. Other years have also benefitted from Forest School provision. Co-Hs noted that their action plan includes an item to audit outside provision against externally developed frameworks. Moreover, Beeston Wildlife Group has been approached to help develop the pond area and £600 funding has been secured.

PO/07/21

School Improvement Plan Priority 2**Priority 2 – Quality of Education****To identify the use of the Pupil Premium and Catch-Up Funding**

Co-Hs introduced the Pupil Premium and Catch-Up Funding action plan, which aims to reduce the impact of lost learning due to the Covid-19 pandemic and to Accelerate the progress of disadvantaged pupils, so their attainment is equal to non-disadvantaged pupils nationally.

Highlighted within these plans was the tutoring arrangements to support pupil learning. This included both school-led tutoring as well as a funding from a Co-H (SO) led funding bid, which awarded additional tutoring funding to the school. A new action plan is required, which will be updated and uploaded to the school websites by December 2021.

SO

A governor asked how is the tutoring delivered?

There are two tutoring schemes

School-led tutoring: Trent-Vale Infants School: 1 day a week with a tutor who is provided with identified pupils to focus on. Beeston Rylands Junior School: 2 days a week, with a focus on Years 3 & 4, and Year 5. These are 1 to 1 with Years 3 & 4 focusing on writing and reading, with Year 5 focused on Maths.

National Tutoring Team: these consist of ex-teachers, retired teachers, and students. Trained to deliver specific programmes, these are focused on maths tutoring.

Funding from these streams will also pay for the purchase of a new phonics scheme that will be rolled out across both schools.

PO/08/21

**School Improvement Plan Priority 3
Priority 3 – Quality of Education and Leadership and Management**

Teachers have been discussing the journey from EYFS to Year 6. Different subjects are at different stages and are working to get curriculum policy to the same place. The teams have a planned Christmas completion date. Hence (see PO/16/21.dd) request to defer approval of curriculum policies.

To develop a team of foundation subject leaders who have the skills and knowledge to undertake the role of subject leader according to the current Ofsted Framework

A governor asked if these curriculum policies took into account F1 or started at F2?

The current project runs from Year 1 to Year 6. The next project is to develop curriculum mapping to align F1 more closely to the other years.

A governor asked if the curriculum reflected environmental sustainability themes?

It was confirmed that environmental sustainability featured at different levels of the curriculum throughout the school and a school policy is planned.

JH

PO/09/21

Quality of Teaching and Learning

Quality of learning and teaching has been implemented through a relentless focus on improving the quality and consistency of teaching. This has been reflected in staff meetings, Senior Leadership Team support with advisory support from Phil Drabble and Wendy Weldon of the Local Education Authority.

PO/10/21

Safeguarding

Monitoring visit has taken place with Safeguarding Governor, further work required to carry out audit so additional visit has been arranged. Alistair McPherson confirmed as new Deputy Safeguarding Governor.

Co-Hs

PO/11/21

Attendance

Absenteeism is low, and there is low persistent absenteeism. There are a small number of cases of absenteeism and the SLT are working closely with the families on this. There are also fewer cases of Covid observed at TRF than in

other schools and this has contributed to low absenteeism. There are a small number of children and families with highly complex needs who the school are working alongside other agencies. Governors acknowledged the difficulty and complexity of these cases and the work being done by the school.

A governor asked if absenteeism had spiked following the two-week half term, as had been the pattern in 2019?

CT

The Co-H would look into these data and report back at the next POC.

PO/12/21 Behaviour

Both schools report good levels of behaviour, few children have been on 'red' at TVI. Individual cases have bespoke behaviour plans with teachers and families. Few children have missed playtime at BRJS. There are plans to increase the number of year groups at the same playtime, but this will be monitored carefully.

PO/13/21 Pupil Voice (School Council)

Co-H (CT) had asked for feedback from the School Councils at TVI and BRJS. The School Council at TVI valued the opportunities to play together and developing friendships. CT meets with both school councils weekly. They noted the positive behaviour of their peers. At BRJS, the School Council were also positive, and they liked that the school allowed playtime mixing of Years 3 and 4 and Years 5 and 6.

The School Council at BRJS has asked for football at playtimes.

A governor asked if this was supervised football, noting that this had been the practice in the past to mitigate behaviour problems that had been experienced in the past with unstructured football at playtime?

The Co-Hs recognised this risk and were looking into provision for organised football matches during playtime.

CT

PO/14/21 Parent Questionnaires

The Co-Hs made the case to defer parent questionnaires until later in the academic year as the schools were settling back into routine after the 2020/21 Covid-19 disruptions. **Governors agreed** that this was prudent given the circumstances.

CT

PO/15/21 Governor Monitoring Visits

The Co-Hs confirmed that a group of governors were scheduled to attend both schools along the theme of learning behaviour and learning environment.

PO/16/21 Policies to be recommended for ratification:

- a. Annual review of the Child Protection and Safeguarding Policy
- b. Annual review of the Looked After Children Policy
- c. Annual review of the Peer on Peer Abuse Policy
- d. Annual review for the Policy and Procedure for all Visitors
- e. Annual review of the Procedure for completing the Single Central Record
- f. Annual review of the Procedure for Checking Evidence for DBS checks
- g. Annual review of the Staff Employee Code of Conduct

- h. Online Safety Policy
- i. ICT and Internet Use Policy
- j. Annual review of the Use of Force (Physical Intervention) policy
- k. Annual review of the Acceptable Use (esafety) policy
- l. Annual review of the Pupil Discipline and Behaviour policy Janine
- m. Annual review of the Anti-bullying Policy
- n. Use of Pupil Images Policy
- o. Annual review of the Collective Worship Policy
- p. Information about the curriculum
- q. Annual review of the Teaching and Learning policy
- r. Remote Education policy
- s. Annual review of the Curriculum Planning policy
- t. Annual review of the Assessment for Learning policy
- u. Annual review of the Marking and Feedback policy
- v. Annual review of the Monitoring and Evaluation policy
- w. Annual review of the SEN policy
- x. Annual review of the EAL policy
- y. Annual review of the Single Equality policy
- z. Dealing with Prejudice Based Incidents
- aa. Annual review of the Homework policy
- bb. Annual review of the School Prospectus
- cc. Annual review of the food policy

A governor asked whether the procedure in (f) was able to differentiate between checks of different levels. SO

Co-H agreed to re-check the procedure in (f) for agreement and ratification at full governors.

A governor asked if the definition in (z) had been put forward recognising the difference between “incident” (as in the policy) and “crime”, where the definition was likely to have adapted, since “incident” and “crime” are operationalised differently. JB

Co-H agreed to cross-check the definition and re-check the wording for agreement and ratification at full governors.

With the exception of (f) and (z), the above policies were agreed and passed for ratification at FGBM. (f) and (z) would be returned to either FGBM or Spring 2021 Pupil Outcomes Committee.

- dd. Annual review of the curriculum policies – TV and BRJS
 - i. English
 - ii. Handwriting – joint
 - iii. Mathematics
 - iv. Science
 - v. Computing
 - vi. History
 - vii. Geography
 - viii. RE*
 - ix. Relationships, Sex and Health Education Policy (RSHE)*
 - x. Drugs Education
 - xi. Music

- xii. Art and Design
- xiii. Design and Technology
- xiv. Physical Education
- xv. Modern Foreign Languages
- xvi. SMSC including British Values

With regard for School Improvement Plan Priority 3, Co-Headteachers asked, and the **Governors agreed**, that the review of curriculum policies dd.i. to dd.xvi. were deferred to the Spring Pupil Outcomes Committee.

JH

PO/17/21 Confidentiality of Business

It was

resolved

that all papers and reports be made available as necessary

PO/18/21 Date and Purpose of Next Meeting

The governing body –

agreed the following dates for future meeting:-

Thursday 24 February 2022 – 5.30pm

The meeting closed at 7.24 pm.

Signed

.....(chair).....Date
