

MINUTES OF MEETING

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

Meeting title: Pupils Outcome Committee

Date and time: Thursday 24th February 2022

Location: Virtual – Zoom

Membership

'A' denotes absence

	Dr G Williams (chair)
A	Mr J Harper
	Mr C Jones
	Mrs L Shepherd
	Mr A McPherson
	Mrs K Naylor
	Mrs D Baguley
	Mrs C Turner (Co-Headteacher)
	Mrs J Barratt (Co-Headteacher)
	Mrs S Osborne (Co-Headteacher)
A	Mr J Wynn

In attendance Minute Clerk: Mrs R Beech

Action

PO/20/21 Apologies for absence

Apologies for absence were received from J Harper and J Wynn – family commitments.

PO/21/21 Declaration of interest

Mr C Jones made a declaration of interest. Mr Jones partner is a teacher at Beeston Rylands Junior school.

Mrs S Shepherd made a declaration of interest. Mrs Shepherd's sister is a teacher at Trent Vale Infant and Nursery School.

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

PO/22/21 Minutes of the previous meeting

The minutes of the meeting held on 4th November 2021, having been circulated previously, were agreed by the chair and agreed as signed, due to social distancing.

PO/23/21

Matters arising

a)Membership of committees and imbalance

Membership of all committees had been adjusted and are now more balanced.

b)New action plan for tutoring

This has now been completed.

c)Safeguarding audit completed

This has now been completed.

d)Absenteeism following a two-week half term

After discussion with office staff who monitor attendance, it was not possible to analyse to make a meaningful inference. Due to the high number of Covid absences in the weeks following October half-term this academic year.

e)Football

This was now taking place under the supervision of Premier Sports staff.

f)Parent Questionnaires

These will be distributed after the Easter break and will be based on the Ofsted parent questionnaire.

SLT

The chair asked if there were any comments or questions from Governors so far. There were none.

g)Curriculum policies – see PO/35/21

h)Governor visits The next scheduled Governor Visit Day will be 11th March where the focus will be on English and the wider curriculum.

i)Flexi Schooling The draft policy had previously been distributed to governors for review. Mr Jones thanked the Headteachers for the work they had done in preparing the document. There followed a lengthy discussion where the following points were raised by governors:

A governor commented that they felt the parent/school agreement could be more detailed.

A governor raised concerns around the criteria by which the agreement could be judged as 'not working'.

A governor commented that they would like to see pupil voice reflected in the policy.

A governor suggested that it should be written into the policy that flexi schooling would start as a trial with a review date. Governors agreed to this.

A headteacher commented that the schools must be mindful that, within a family, implementation of flexi-schooling is done on a child-by-child basis and in exceptional cases only.

HT

A headteacher commented that they would support the policy and recommend it to full governors but was concerned about it being open to 'one and all'.

The Governors voted in favour that the policy should be recommended to full governors subject to with minor revisions.

Primary Inspection Data Summary Report

- a. Trent Vale Infants and Nursery School (TVI)
- b. Beeston Rylands Junior School (BRJS)

PO/23/21

Both reports were shared with the governors for future reference but that these data reflected the last SAT timepoint, which took place in 2019, before the Covid-19 pandemic. The reports included the most recent demographic data for the school

A Governor asked what the information was used for. Mrs Barratt advised that the information would be used by Ofsted to inform them pre visit.

December 2021 Attainment and Progress Data for all main groups;

- a. F1
- b. F2
- c. Y1
- d. Y2
- e. Y3
- f. Y4
- g. Y5
- h. Y6

PO/24/21

Mrs Barratt and Mrs Turner delivered a detailed report on the current progress of pupils in all years at both the infants and junior school.

The EYFS system of assessment had now changed, the new system uses termly benchmarks.

a) F1 (Nursery) have spent a considerable amount of their lives in lockdown. 50% children are on-track. The number of children on-track has remained the same since the initial datapoint in October 2021 for PRIME areas.

b) Most F2 (Reception) pupils had consistent attendance throughout lockdown. Just over half of children on track to achieve their Early Learning Goals (ELG). DP (Disadvantaged Pupils) remain a concern for this cohort. The number of children on track has slightly increased from the initial datapoint in Oct 2021.

c) Year 1 pupils missed 2 months of school during lockdown. These pupils will complete the phonics screening check in June 2022. Attainment is above or in-line with the 2019 Key Stage 1 (KS1) national averages. DP children are performing above the 2019 KS1 national averages.

d) Year 2 pupils missed half of F2 and 2 months of Year 1 during lockdown. They have been significantly impacted by these closures, which is reflected in their data. Overall attainment is below that of 2019 KS1 national averages. DP children remain the lowest attaining group, but they have made good progress. Most children have made good progress with a small group making accelerated progress. In reading, the data shows fewer children at Age-Related Expectation (ARE) from July 2021 data.

BRJS:

e) Year 3 This is a small cohort. School closures had the greatest impact on DPs. This group missed two periods of their KS1 education. Most pupils have made good progress. All disadvantaged pupils have made good progress since KS1. Staff are beginning to see the positive impact of Education Endowment Foundation (EEF) funding in maths intervention.

f)Year This group missed one period of their KS1 education & a term of Key Stage 2 (KS2).

During the Autumn term Year 4 pupils have made good progress.

g)Year 5 - missed 2 periods of their KS2 education.

During the Autumn term most Year 5 pupils have made good progress.

Year 6 – Missed two periods of their KS2 education. The impact from closures is most noticeable in English grammar, punctuation and spelling (EGPaS).

A governor asked, noting that attainment data now reported the lowest attaining 20%, asked if the SLT foresaw that Ofsted would focus on the lowest attaining 20%. SLT confirmed that this was a likely area of focus. There followed a discussion as to balancing classes and targeting TA support.

A governor suggested this as a focus for a future Governor Visit Day.

The chair asked if there were any other comments before proceeding.

School Improvement Plan 2021-22 **Priority 1 – Quality of Education**

PO/25/21

Lesson observations have been completed alongside work scrutiny

Staff at TVI had attended a staff meeting on good quality English teaching as part of the Career Professional Development.

Remote education provision has continued to be a challenge for all staff. Paper packs have continued to be provided to support online resources. Many of these being returned complete on the child's return to school. However, children's progress even with packs is often poorer. Zoom check-ins have occurred wherever is possible and practical.

A new phonics scheme has been purchased, which will be implemented over both schools. Staff training is continuing, and resources have been ordered. There was a certain amount of 'unlearning' to be done by staff as part of the training process. TA time would also need to be redistributed on a regular basis in order to target individual children for short periods of time to ensure they do not fall behind.

A governor commented that one of the strengths of the Federation was the coherence of phonics over both schools and that it was good to see that this was developing comprehensively.

A governor asked how the bought in scheme falls in line with home grown schemes. Mrs Barratt explained how the 2 systems worked together and that they were maximising the use of both old and new resources.

A phonics evening and presentation to parents was to follow.

Garden/outdoor area development for F2 is on hold.

A governor asked if, even though the outdoor area developments for F2 were on hold, whether additional activities such as forest schools were still happening. Mrs Barratt informed the governors that forest school continued and that the local Wildlife Group who meet at the school in the evenings had worked to restore the pond area. F2 were also accessing patio spaces regularly during the day.

Priority 2 – Quality of Education

PO/26/21

Data has been analysed in terms of DPs and a report has been previously circulated to governors.

Writing and Maths are generally the weakest areas, but this varies between year groups.

Outside agencies, such as Think Children, were continuing to work one-to-one with children but demand was high.

Tutoring and intervention groups are being accessed by children identified as not making good progress and on the whole progress can already be observed by staff.

National tutoring - Pupil progress meetings ensure that these children are in various groups for maths, reading and receive teacher/TA support.

The chair expressed thanks to the Headteachers for putting the report together and encouraged other governors to review closely.

A governor asked what the barrier was to obtaining more time with Think Children so that it was open to more children. Mrs Turner to investigate.

Emotional literacy training for three Teaching Assistants across the federation was ongoing and will help with the increasing demand for mental Health support for children. There is a possibility more Teaching Assistants will be trained in the future.

HT

Priority 3 – Quality of Education and Leadership and Management

PO/27/21

Long term curriculum plans have now been created and checked to ensure that the NC is covered in an exciting and stimulating way from EYFS to Year 6. Progression and skills documents have been written and are now published on the school websites.

Juniors staff are now using these documents as the basis of subject monitoring in the Spring Term.

Monitoring activities are taking place enabling subject leaders to identify strengths and weaknesses and subject specific priorities going forward.

Staff have also looked at relevant Ofsted research and have started preparing for inspection by looking at possible deep dive questions inspectors may ask.

The Chair of Governors recognized the excellent progress in all three areas and thanked staff for achieving this in extremely difficult circumstances due to the pandemic.

Quality of teaching and learning.

PO/28/21

Lesson Observations and work scrutiny had taken place and were very positive. Work scrutiny focused on English in the wider curriculum as it is part of the School Improvement Plan.

There was no difference between DP and non-DP work – marked in the same way, same expectations, same standards. DP children were supported further to achieve.

Most feedback given has been implemented by teachers.

Safeguarding

PO/29/21

Mrs Shepherd as Safeguarding Governor had met with Mrs Turner on more than one occasion. They had completed a huge amount of work and everything was now up to date.

Attendance

PO/30/21

Detailed information to be deferred to the head teacher's report and presented at Full Governors due to the complex nature of attendance due to the pandemic.

Enforcement was working well, and attendance had significantly improved for all children referred.

HT
Full Govs

Absence as a result of Covid had been worse in the second half of the Autumn term than in any other term since the pandemic started.
Covid cases in children were now low (Spring Term) and no longer an immediate cause for concern.

Behaviour

PO/31/21

Infant behaviour was generally positive with 88% of children not having been on red.

Junior behaviour was generally good, 88% of children had not missed a playtime in the second half of the autumn term. A high percentage of missed playtimes were boys and DP pupils. Mrs Turner is working with staff to identify patterns/triggers.

A governor reported hearing bad language on the playground. Mrs Turner said that she would talk to staff and children about this issue.

There had been some incidents of antisocial behaviour by a very small group of children within the wider community. A Police Community Support Officer (PCSO) has visited school. Head teachers (HT) had been in conversation with the family of schools HTs and coordinating with Chilwell School. General pupil behaviour in the wider community was being very closely monitored at the moment.

HT

Governors felt that this topic should be revisited at future meetings to allow feedback to be given as to how the family of schools were working together to prevent antisocial behaviour in the wider community in the future.

Agenda

Pupil voice

PO/32/21

School council continues to be an excellent method of gathering the children's opinions and ideas.

TVI – The children liked the student teachers and thought they should continue to have students in school. The children had given their opinion on the curriculum which were favourable.

BRJS – Several of the children's previous requests had now been fulfilled: Joint project with Eco team for litter picking in the immediate area, more small play equipment for playtimes and lunchtime.

The children continue to complain about cold water for hand washing. As the weather improves this should become less of an issue and handwashing frequency is to be reviewed with the relaxing of Covid restrictions.

The children have asked for the yr3/6 Buddy system to return this year.

Parent Questionnaire

Deferred to next term

PO/33/21

Governor monitoring visits – what and how?

Agenda

Discussed and agreed to focus on work scrutiny looking at the wider curriculum and English.

PO/34/21

Policies to be recommended for ratification:

PO/35/21

- a. Review of the Home School Liaison Policy
- b. Review of the Register of Pupils Policy
- c. Review of the Womens' Refuge Policy
- d. Review of the Fasting During Ramadam Policy
- e. Annual review of the curriculum policies

Curriculum policies

- i. English
- ii. Handwriting – joint
- iii. Mathematics
- iv. Science
- v. Computing – further advice sought before full update is complete.
- vi. History
- vii. Geography
- viii. RE*
- ix. Joint PSHE (Personal, social health education) and RSE (Relationships, Sex Education) Policy – not yet reviewed and updated.
- 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

The format for curriculum policies has changed and can be seen in the updated versions.

A governor observed that some of the review dates on policies needed updating.

All of the above policies were reviewed and updates were complete, these were agreed and passed for ratification at full governors.

Confidentiality of business

It was

resolved

PO/36/21

that all papers and reports be made available as necessary

Date and purpose of next meeting

The governing body –
agreed the following dates for future meeting:-

PO/37/21 Thursday 19th May 2022 – 5.30pm

The meeting closed at 7.27 pm.

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