

# MINUTES OF MEETING

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**School:** Trent-Rylands Federation  
**Meeting title:** Summer term Pupil Outcomes meeting of the governing body  
**Date and time:** Thursday 11 May 2023 at 5.30pm  
**Location:** Via Teams

**Membership**  
'A' denotes absence

A Ms L Griffiths  
Mrs D Bagley

A Councillor Mrs K Foale  
Vacancy – staff member  
Vacancy – co-opted  
Vacancy – co-opted  
Vacancy - parent

A Mrs E Truman  
Mr C Jones  
Mr A McPherson (chair)

A Mrs K Naylor

A Mrs L Sharples  
Mrs L Shepherd (vice-chair)  
Mr S Williams  
Mrs C Turner– Executive Head  
Mrs J Barratt – Head of school

**In attendance**

Mr D R Allen (clerk to the governors)

A Mrs S Osborne - associate member and Head of school

**PO/34/23 Apologies for absence Action**

Apologies for absence were received from Councillor Mrs K Foale, Mrs K Naylor, Mrs S Osborne (all work), Mrs E Truman, Mrs L Sharples (both child's parent evening) and Ms L Griffiths (maternity leave)

It was

**resolved**

that the governing body consent to these absences.

**PO/35/23 Declaration of interest**

Mr C Jones partner is a teacher at Beeston Rylands Junior School.

Mrs Shepherd's sister teaches at Trent Vale.

Mrs Turner and Mrs Barratt declared an interest in item PO/48/23. They would leave the meeting for this item.

There were no further declarations of interest, either direct or indirect, for items of business on the agenda.

**PO/36/23 Minutes of the previous meeting held on 23 February 2023.**

The meeting was informed that it was Mr McPherson in the chair. Mr G Williams had resigned by that date.

The items were incorrectly numbered /22 instead of /23.

**PO/37/23 Matters arising**

Mrs Turner informed the meeting of new software purchased – Insight. This is currently in use in the junior school and has proved to be most successful in analysing data.

Trent Vale will be implementing the software shortly.

The parent vacancy will be advertised in the near future.

Mrs Truman, the new training governor, has still to receive the email address of her predecessor.

chair

The Equality Objectives have been uploaded onto the school website.

**PO/38/23 March 23 Attainment and Progress data**

Data had previously been uploaded onto governor hub. Governors were invited to send in questions prior to the meeting:

**Year 1 – what interventions are necessary to push more children towards GD?**

This is an issue. GD is about coherence and a flair – at the moment we are struggling with this and this cohort. The children just do not exhibit this, in their written work. We have already started to tackle this, but it will have little impact this year.

GDS has 2 parts

1. It comes from reading and raising the profile of language and how children then use this language and grammar structure in their own work . Book led discussion, developing a love of books, reading with fluency are all areas that we have been developing within our English lessons.

The new phonics scheme, where there is a focus on reading and prose and comprehension will help with this. Developing systems to track reading that children are doing at home, development of our school library, use of sharing books to accompany phonically decodable books will all expose children to new language and writing styles.

These are all actions that we have taken this year.

2. We have also changed the way we are teaching writing, so that we have a secure sequential approach. We have also changed the focus in F2 and Yr1. This is now much more transcription based. This will lay the foundations in year 2 for the development of different writing styles and remove the backlog which teachers have had to focus on this year in year

3. The SLT and English leads have recently developed sequenced writing progression. This makes features of texts more explicit.

4. Budget and lowest 20 % impact on interventions that can be delivered. This year it has been on the lowest 20 %

5. Tutoring this year is focused on transcription and more basic cohesion in writing.

Once we have achieved the basics of this year in improving reading/ phonics outcomes / basic writing- our next focus will be on GDS. It will form part of next years' SIP.

**Year 3: Page 16 – Could you explain this: “This cohort is now being measured against KS2 averages in terms of attainment.**

We need to remember that 2022 KS1 averages were lower than KS2...”

**Years 3-6 – Could we have some further commentary on the relationship between the attainment data and the progress data? What does ‘on track+’ indicate? For example, I’ve interpreted the year3 Reading data as 87% of pupils being on track (progress), but only 63% being at EXS+ (attainment).**

Progress can be seen as having greater significance than attainment. You can have low attainment but a really positive progress score. This is because progress takes into account what the children previously achieved (or their starting point). If a child remains at the same level as entry, their progress is 0 and on track. If a child has moved from WTS – EXS or EXS – HS they have made accelerated progress (ontrack+) and will have a positive progress score eg +1  
If a child has fallen back from their starting point they will have a negative progress score. Progress also takes into account those children who achieved Pre-Key stage levels (well below) If a child moves from a PK level to WTS, although they are still not achieving national expectations (attainment) they will have made accelerated progress.

Yr 3 and 6 progress can be measured using statutory KS1 data.

KS1 progress is measured from statutory EYFS data.

If no statutory assessments took place (due to covid) the progress for those year groups (eg Yrs4 and 5) can only be measured from teacher assessments.

For Yr3- 87% of children are exactly where they left KS1 for reading; 9% have moved up (WTS to EXS; EXS to HS) Some children will have moved back. 4 from EXs to WTS and 2 from HS to EXS. These 6 children are the ones who will need intervention to bring them back in line speedily as otherwise the gap starts to widen as they move through school.

YR3 READING Attainment: 63% left KS1 achieving EXS+ and 16% left achieving the HS. This data has been maintained as of Spring '23.

The bigger picture: progress scores at the end of KS2:

In order to calculate the school level progress measures, pupils' results (at KS2) are compared to the achievements of other pupils across the country who had a similar starting point (prior attainment).

Prior attainment is based on teacher assessment judgements at key stage 1 (KS1). Schools have progress measures published for 3 subjects: reading, writing and maths.

The main advantage to the progress measures is that they compare pupils with similar starting points to each other.

Most schools will have progress scores between –5 and +5 at the end of KS2

If a school has a progress score of 0 this means that on average their pupils achieved similar results at the end of KS2 (end of year 6) to pupils in other schools with similar results at the end of KS1 (end of year 2).

If a school has a positive progress score this means that on average their pupils made more progress than pupils in other schools with similar results at the end of KS1. For example: a score of +3 in reading would mean that on average pupils at the school got 3 scaled score points more in the KS2 English reading test, compared to other pupils nationally with similar results at the end of KS1.

A negative score doesn't mean a school has failed or pupils have made no progress. It just means that on average their pupils have made less progress than pupils in other schools with similar results at the end of KS1. For example: a score of -4 in maths would mean that on average pupils at the school got 4 scaled score points fewer in the KS2 maths test, compared to other pupils nationally with similar results at the end of KS1.

**PO/39/23 Improving Educational Opportunities for All**

This to be dealt with at the next meeting.

**agenda**

**PO/40/23 SIP 2022/23**

This had been previously uploaded onto governorhub.

Both headteachers agreed on the need to reduce the content of this document.

The SIP of both schools is updated termly. Mr B Hattersley, LA Improvement Adviser, had been impressed with the progress made to date.

The meeting agreed that one governor be appointed to oversee one aspect each of the SIP in future.

**Govs**

This would ensure a more in-depth knowledge for the governing body and be helpful to the headteachers.

**PO/41/23 Quality of Teaching and Learning**

The Monitoring Summary Report had been uploaded onto governorhub.

Again, Mr Hattersley had been impressed by work undertaken.

This included work scrutiny, phonics analysis and lesson observations.

**PO/42/23 Safeguarding**

Mr McPherson attended most recent safeguarding update. Feedback:

KSCIE 2023 - no major revisions expected, although it might be published a few weeks later than usual. Any (minor) changes will be reflected in the policy templates, toolkits etc. provided to schools, which will also likely be available a few weeks later than usual.

Early Help Unit gave a short presentation on their services - current standard referral is 3 weeks, with a 400% increase in demand compared to pre-Covid.

Key points from recent Rapid Reviews in Nottinghamshire:

o Importance of effective and accurate recording of incidents / concerns, eg. verbatim recording of descriptions of sexual violence, no matter how graphic it might be.

Sanitised descriptions can lead to incidents not being treated as seriously / urgently as they required.

o Importance of careful risk assessment when taking children out of school on trips

o Encouraging everyone involved in safeguarding to question and challenge when in discussions, meetings etc.

The next safeguarding meeting is planned for 15 June 2023 – both headteachers, Mr McPherson and Mrs Shepherd.

**PO/43/23 Attendance**

Attendance report had been uploaded onto governorhub. Attendance is currently 95/96% in both schools.

The meeting was informed of the large increase in requests for term time holidays.

In spite of all the hard work done by both schools there are still some persistent absentees, but this is lower than the national average.

**PO/44/23 Behaviour**

Mrs Turner reported that the new Behaviour Policy is working well at Beeston Rylands. She gave examples of the incentives used.

Mrs Barratt informed the meeting of the freshly implemented Star System used at Trent Vale. This is proving very popular with the children.

**PO/45/23 Pupil Voice**

Mrs Barratt informed the meeting that responses from the children were very positive – they liked to play, go on trips, go on the field, the new Star System, etc.

The children believed that silly behaviour is dealt with fairly. They didn't like the noise at lunchtimes.

Mrs Turner reported that the children believed the lessons are in good order, they love science and experiments, they enjoy maths, loved guided reading in the lower school.

The boys HATE the toilets. Air fresheners have slightly improved matters, but more needs to be done.

Mrs Turner is currently investigating what improvements can be made – with cost being a major factor.

**PO/46/23 Parent Questionnaire**

This to be carried out in the summer term.

**agenda****PO/47/23 Governor Monitoring visits**

These had been uploaded onto governorhub.

Mr Jones and Mr McPherson both stated their enjoyment of the governor visits day, when they were able to interact with the pupils.

**PO/48/23 Staffing structure**

**Confidential item, see separate sheet.**

**PO/49/23 Policies to be recommended for ratification**

- a) Transition
- b) Intimate care
- c) Confidentiality
- d) Class Organisation
- e) Bereavement
- f) Attendance

Policies had been previously uploaded onto governorhub.

Policies above were formally approved by the meeting.

However, the Attendance Policy has yet to be finalised. This to be completed before the end of the school year.

**CT+JB**

The meeting agreed that, in future, attendance be included in the SIP>

**PO/50/23 Determination of confidentiality of business**

It was

**resolved**

that there is one confidential item.

**The meeting closed at 7.30pm.**

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







