

MINUTES OF MEETING

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 23rd February 2023

Location: Virtual – Zoom

Membership

'A' denotes absence

	Mr G Williams (chair)
A	Mr J Harper
	Mr C Jones
A	Mrs L Shepherd
	Mr A McPherson
	Mrs K Naylor
	Mrs D Baguley
	Mrs C Turner (Co-Headteacher)
	Mrs J Barrett (Co-Headteacher)
	Mrs S Osborne (Co-Headteacher)
	Miss E Truman
A	Mrs L Griffiths

In attendance Minute Clerk: Mrs R Beech

PO/17/22 Apologies for absence

Action

Apologies for absence were received from L Griffiths and L Shepherd – family commitments. It was resolved to accept these apologies.
J Harper has resigned from the governing body effective immediately.
The chair welcomed Emma Truman to the committee.

PO/18/22 Declaration of interest

Mr C Jones made a declaration of interest. Mr Jones partner is a teacher at Beeston Rylands Junior school.
No other declarations of interest, either direct or indirect, for items of business on the agenda were made..

PO/19/22 **Minutes of the previous meeting**

The minutes of the meeting held on 10th November 2022, having been circulated previously, were agreed by the chair and agreed as signed.

PO/20/22 **Matters arising**

Data on the SEF – EAL numbers

The headteachers have reviewed this and the updated document has been uploaded to Governor Hub.

Funding for EAL

Having looked into this JB reported that there was no funding for EAL pupils. Contact has been made with the person whp co-ordinated EAL training and the first part of training has already taken place.

Amend SEF following staffing restructure.

This has been done and the updated document has been uploaded to Governor Hub.

Governor Visit /Afternoon tea

Tues pm for BRJS, TV can be flexible. Dates would be confirmed later in the meeting.

Single Equality Policy - publishing equality objectives?

SLT has looked at what other schools have done and Taken Governor Services advice. JB has contacted Gov services to ask them to do a website compliance for both schools.

JB outlined the objectives.

A governor asked if the objectives would be embedded in the policy or published separately on the website.

JB replied that having looked at other school and taking advise from Governor services they would appear separately on the website. She will inform the governors as soon as they are vacant to view on the website.- This has now been done

The chair asked if there were any further questions or comments.

PO/21/22

Primary Inspection Data Summary Report

- a. TV
- b. BRJS

CT apologised for the late circulation of these documents. This was due to their being only very recently available.

CT gave a summary of the report for KS2

- Expected standard in English Grammar, punctuation and spelling which was above the National Average for 2022.

- Reading was significantly below National Average. As a federation there was currently a big focus on reading: a new phonics scheme has been introduced to both schools and there is a focus on reading fluency in year 3 and 4. This was all outlined in the SIP.
- Absence for both FSM and SEN were in the lowest 20% of schools. CT outlined several individual cases to demonstrate the need to treat each case individually and to emphasise the time and effort that has been put into increasing each child's attendance.

A governor asked how the data was generated.

Explanations were provided of how both the school and the LEA / Government analysed, grouped and published the data. SO pointed out that this process would change this year due to changes in the assessments.

A governor asked whether there was a correlation between the Data Summary Report and the Progress Data in the next item.

The data was from different cohorts and some of the children remained the same some has left in July and others joined in September so there was no absolute correlation. SLT looked for patterns emerging year on year but also analysed the data for specific short term issues.

A governor asked if the Summary Data Report was what Ofsted would look to for information.

Yes they would. SO advised the meeting that if OFSTED were to look today their 3 lines of enquiry would be:

- Progress in Reading
- Persistent Absentees
- SEN and DP Absence

PO/22/22

The chair asked if there were any further questions or comments.

December 2022 Attainment and Progress Data for all main groups:

The reports and data had previously been circulated via Governor Hub and governors had been asked for questions in advance of the meeting to allow staff time to prepare informative answers.

A governor had asked :

Was any further action / support required for year 3 and 4? I think again last time it was discussed that performance issues in these classes largely due to high numbers of new arrivals, SEND, EAL etc. Would there be any value to seeing what the data looks like if the new arrivals were taken out? Or would this just be a waste of someone's time?

Was the data was calculated manually?

Data is currently calculated by hand. SO is currently looking for software/websites that will assist with the data calculations so that staff can spend time on analysis. She has been talking to other schools to find out what systems they use.

SO

A governor requested that during her enquiries she could find out how the other schools present this info to governors.

SO has created a document, which helps identify and analyse leavers and new arrivals, and remove them from the data so that progress of children who have been on roll long term. SO explained the many reasons for removing new starters/leavers from the data in order to give SLT a better picture of long-term progress within the 4 years.

CT gave examples of how this data has informed them regarding reading progress and briefly outlined the measures that had put into place as a result. **SO**

A governor requested that during her enquiries she could find out how the other schools present this info to governors.

A governor had asked:

What was the distribution of EAL throughout the schools?

The majority of TV EAL were in the nursery, at BRJS they were spread out with increased numbers in Y5. The level of EAL varied greatly and each child's needs within the curriculum varied so targeting for each individual child was crucial. Many of our EAL children have additional issues eg travel from the wider Notts area, short enrolment before moving to another school, recent arrival in the country and adapting to a new country/culture.

The chair asked if there were any further questions or comments.

PO/23/22

Improving Educational Opportunities for All Strategy (Pupil Premium Strategy and Catch-Up Funding Plan)

Both strategies had previously been distributed via Governor Hub.

Tutoring was having an impact at BRJS and the Headteacher was pleased with the set up. There was clear progress to be seen from many children and they were engaging well with the teacher and the content of the sessions.

TV were working on their tutoring as they felt last year's model needed improvement. It was due to start soon with a new model of sessions being twice a week.

SO is working with Connie(??) from the LEA to develop PP provision

The chair asked if there were any further questions or comments.

PO/24/22

School Improvement Plan 2022-2023-- Summary of Work completed so far

A huge amount of work had been done following the Education and Improvement Service Quality Assurance Review. Staff had worked incredibly hard and as a result a huge amount had been achieved.

Both headteachers outlined what had already been achieved across the 2 schools and what was still to be done.

A governor asked if it was actually helping?

Updating the objectives was helpful. There had been a huge amount of paperwork at BRJS to change over to a new format for the SIP which was now far more detailed and that time would tell if it had been worth it.

CT commented that it was unfortunate that the LEA had not informed them of their plans in September so that work could have been started earlier in the school year.

SO commented that having read many recent OFSTED reports the advice being given by the LEA advisor fall in line with what OFSTED are focusing on.

A second advisor was visiting in the near future and it was hoped that their focus would be in line with the first advisor. This was a concern among SLT. Several governors expressed similar concerns.

The chair asked if there were any further questions or comments.

Quality of teaching and learning.

PO/25/22

Observations and work scrutiny have taken place.

There have been some very positive lesson observations with good practices evident throughout.

ECT working well with more experienced staff in order to pass on best practice.

In light of the introduction of a new phonics scheme the phonics lead at TV has been observing sessions and interventions and has been able to offer feedback and provide developmental sessions with staff to 'tweak' the scheme, with particular emphasis on consistency.

A governor commented that the volume of evidence gave a very clear picture.

A governor asked if the feedback was shared more widely across the staff or whether it was purely individual.

This varied according to circumstance. If it was felt that individual staff needed working with then that would be the case but often best practice could be shared more widely or trends were spotted they needed to be addressed as a whole school.

A governor commented that the volume of evidence gave a very clear picture.

The chair asked if there were any further questions or comments.

PO/26/22

Safeguarding

Mrs Shepherd as Safeguarding Governor had met with Mrs Turner on more than one occasion.

The following were completed by L Shepherd:

- Confidential File Audit
- Single Central Record
- Vulnerable Pupils

The Annual Audit Tool for the NCC and NSCP was complete.

A governor had asked a question ahead of the meeting:

"Safeguarding - I'm interested to know if, with the arrival of CPOMS, this is now fully paperless... or at least will be once the current cohort of pupils works its way through and out of the schools?"

Yes it is completely paperless. There are some instances where staff report on paper – Middays do not yet have their own sign in so have to report on paper,

which is then either scanned in by a member of SLT with safeguarding privileges, and the paper copy destroyed.

A governor asked for clarification about what information was stored on paper and what was stored electronically.

CT and JB explained what information was stored by the different methods and how it was passed on to a new school when a child moved.

The chair asked if there were any further questions or comments.

PO/27/22

ATTENDANCE

BRJS are well aware that the overall picture for attendance is poor.

RB was invited by CT to provide some information:

- During the Autumn term a virus affected some children in the school which led to prolonged absence as their recovery was slow and left them weak and tired.
- Scarlet fever / Covid / Strep A – long recovery
- A stomach bug which spread through classes quickly led school to ask parents not to send their child to school if they showed any signs of illness.
- There were a much higher number of children with individual attendance needs – complex medical needs, non attenders due to refusal, hospital admissions, flexischooling.
- This academic year has seen an exceptionally large number of short admissions whose threshold for PA was low. (Mobility currently 20% for the year to date)

BRJS

There were a number of families which caused concern but that referrals to early help were made when necessary, one family would probably need to be referred to enforcement. CT was confident that although the general picture was poor, closer scrutiny showed that we are using a range of strategies to engage with parents when needed.

TV

The overall picture was much better at TV but that there were still some families that were causing concern. JB outlined measures that were being put into place for individual cases.

As the year goes on the number of PA decreases as incidents of illness decrease as the weather improves so we would expect to see a better picture by this time next term.

A governor commented that it was clear that there were good reasons why the picture looked so bleak and that was reassuring.

The chair asked if there were any further questions or comments.

BEHAVIOUR

PO/28/22

BRJS

The new behaviour policy has worked well for those children who can wait for their reward but also showed us which children need more immediate

intervention/rewards and these have been put into place on a very individual basis. These have been put into place. Lets get sessions (the reward) are great, the children are motivated and some are choosing the same session again to revisit a skill/activity which motivates them towards positive behaviour even more.

TV

The children know the rules well.
The majority of incidents are a couple of children who are being tracked and having lots of input.
Lunchtimes have been an area of focus with middays attending a course on positive behaviour which has had a good impact.
The majority of incidences involve boys – mostly rough play.
Further changes being looked at eg zoning playground for different activities.

Both schools recorded a significantly higher number of boys involved in negative behaviour incidents. Governors and staff commented that this wasn't a surprise and JB explained that part of learning at school was learning to control negative behaviours and boys were more prone to be 'boisterous'.

The chair asked if there were any further questions or comments.

PO/29/22

Pupil voice

School council continues to be an excellent method of gathering the children's opinions and ideas. Afternoon tea gives a different perspective from a different group of children in a very informal setting.

TV – 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.
Children thought that overall behaviour was good.
They really enjoyed history and talk well about it.
They were excited about the new library area that was being created outside the meeting room and had asked for more non-fiction books.

BRJS – Children had noticed that the long term reward of 'Let's Get' doesn't work for some children.
The 'disgusting' toilets continue to be a cause of concern.

A governor asked if the children spoke about challenges that were recognised by the governing Body such as absenteeism, EAL.
They did not.

The chair asked if there were any further questions or comments.

PO/30/22

Parent Questionnaire

Deferred to next term

PO/31/22

Governor monitoring visit

A date was set for both schools - Thursday 30th March am

Policies to be recommended for ratification:

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

Curriculum policies

- i. English
- ii. Handwriting – joint
- iii. Mathematics
- iv. Science
- v. Computing
- vi. History
- vii. Geography
- viii. RE*
- ix. Joint PSHE (Personal, social health education) and RSE (Relationships, Sex Education) Policy
- 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 –
- xvii. EYFS
- xviii. Curriculum Policy

A governor asked for clarification of curriculum drivers.

CT explained that these had always been in the background but they now felt they needed to be more prominent in the wider curriculum. There was still work to be done in making them even more explicit. An explanation of what they were and their purpose was provided.

A governor asked whether it was recommended that they be included in curriculum planning

It was.

Each curriculum leader had created a display which the Governors would be able to see on visit day. These showed how the drivers were embedded into the curriculum.

JB explained that some of the concepts were very hard for young minds to grasp so work had gone into making them more accessible to the KS1 children.

There was a lengthy conversation about how the concepts that were promoted within the drivers were very hard for young minds to grasp and an explanation of the work going on to make them more accessible to KS1 and lower KS2 children.

The chair asked if there were any further questions or comments.

PO/32/22 Confidentiality of business

It was

resolved

that all papers and reports be made available as necessary

PO/33/22 Date and purpose of next meeting

The governing body –

agreed the following dates for future meeting:-

11th May 2022 – 5.30pm via Teams

The meeting closed at 7.20 pm.

Signed

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