

MINUTES

WINWICK CE PRIMARY SCHOOL
Meeting of the Quality of Education Committee – summer 2022
Thursday 29 September 2022, 5.00pm
Venue: Hybrid meeting

PRESENT IN PERSON:

Mrs G Allen
Mrs S Dymond (Headteacher)
Mrs C Jenkinson
Mrs J Neal
Mr D Rees
Mr C Browning
Mr A Baker

PRESENT VIRTUALLY:

Mr C Mumford
Ms B Leek

IN ATTENDANCE:

Mrs L Duckett (Observer)
Mrs M Warburton (LA Clerk)
Mr N Henaghen (Observer)

Part One – non confidential business

1) Welcome and opening prayer

Mrs Neal welcomed everyone to the meeting. The meeting opened with prayer.

2) Absence and apologies

Apologies were received from Mrs Lacey; it was reported that they are expecting Mr Baker to join the meeting shortly.

3) Items for Any Other Business

- Primary Assessment Update (LA paper)
- Ratification of the First Aid Policy
- Pupil premium training for all governors

4) Declaration of personal interests for any item on this agenda

No interests were declared for any item on the agenda.

5) Previous committee minutes, matters arising and action log

To confirm the minutes from the meeting held on 14 June 2022.

AGREED: The minutes from the previous meeting held on 14 June 2022 were confirmed as a correct record.

Action Log

It was confirmed that Mr Mumford's SEND visit took place and an English link governor visit was also arranged with Mrs Duckett which went well.

Mr Mumford reported that he had included the requested information within his latest SEND report and it will also be included in his next report (ie: the number of SEND children in the school). Mr Mumford added that they will look at this information in this forthcoming report and compare and contrast to the previous report.

The following action was carried forward:

**ACTION: C/F: Governor Visit (Early Years):
Mrs Lacey to add this as an action for Mr Henaghen to explore further as previously requested in the visit report and reference 'an apprentice'.**

All other actions have been completed.

6) Terms of Reference

AGREED: The committee agreed to adopt the reviewed Terms of Reference.

7) Quality of Education matrix

Mrs Neal explained that this document follows on from the SDP and the governors' away day.

Mr Baker joined the meeting 5.17pm.

These are the objectives for the committees for next year. Mrs Neal reported that these will be checked against the objectives of the SDP and they should then be reviewed by each of the committees. A copy of the document has been uploaded to the governors' shared drive.

ACTION: Mr Mumford to check the objectives against the SDP (with support from Mrs Neal if required).

Each committee to review their objectives.

Mrs Neal suggested that they review the committee structure. Governors are encouraged at the start of their term of office to join all of the committees to experience them all and have oversight of the work of the governing body. After 12 months governors are then encouraged to choose a committee/s where they want to focus.

AGREED: The following committee members were agreed:

- Mr C Mumford (Chair)
- Mrs A Lacey (Vice Chair)
- Mrs S Dymond (Headteacher)
- Mrs J Neal
- Mr Dafydd Rees
- Mrs G Allen
- Mrs C Jenkinson
- Ms B Leek
- Ms L Duckett (Observer)
- Mr N Henaghen (Observer)

8) Reading

Governors were informed that a link has been provided to the Little Wandle website and the Reading Plus website if they wish to do any further research. A screen was shared with governors.

Reading Plus: A video was shared with governors to provide an overview.

How it works: The programme shows how many activities the children have completed; it provides visual skills tests, vocabulary activities and reading activities. For adaptive personalised learning the section shows a screenshot of examples of different texts which they are able to read of fiction and non-fiction. **A governor asked** if the teachers set the levels. Mrs Duckett explained that initially it carries out an insight assessment followed by in-year assessments. When a child then clicks on an activity it provides options of reading material depending on the age and stage of the child; this comes with a variety of activities. They may have a guided window to support their reading and this builds up their speed to be able to take in the information (which is based on how they were assessed).

A governor asked if this is in addition to books. Mrs Duckett explained that it is; the programme provides reading activities and vocabulary and fluency building activities and reading comprehension. There are a lot of modules that they have not yet unlocked.

A governor asked if this is being rolled out this term. Mrs Duckett explained that pre-Covid they were looking to introduce Reading Plus; the evidence is that it supports rapid learning.

Based on the 2018 data some of the highest performing readers did not perform as well on the SATS papers; it was not the answers, they were not getting through the reading tests due to their speed of reading and it was about what resources were available to increase that. The children could read books at home; this would provide additional skills.

The programme was launched during the pandemic; they were not available to provide the full training for this but LD would be liaising with Reading Plus to arrange for training for staff at a future point. However, the difference it has already made for the majority of children coming back into school that were using it during that time is evident compared to those that were not.

From an assessment point of view the range of reading scores provides an insight assessment and this is reset every year. It re-assesses from their starting point and different points during the year. The programme is able to generate the data from these.

A governor asked if it is dependent upon how much a child uses it. Mrs Duckett explained they have sessions which they deliver in school as well as at home. They also have homework club as well as an expectation that they work towards the activities. They put things in place in school if these are not being completed at home. Mrs Duckett added that if they have a child with an issue with reading the programme highlights if it is an issue with fluency; they are able to target interventions so that they are supporting this along with the other things they do. It is also able to give a projection for individual children and where you would expect them to be; they have not had any outside training on this as yet.

9) Phonics and Little Wandle

A video was shown to governors. Mrs Duckett explained that the programme comes with targeted reading that runs alongside the phonics and covers the same phonemes being covered in the phonics sessions. They have daily phonics sessions and each child would have three reads during a week which are focused on different areas; there is also a vocabulary element. The children have a book for the whole week and they have another one to take home.

The programme provides all of the CPD for staff and there is a recently developed section for SEND pupils. There is a cost to buy the resources; however these are very good for the children higher up in school that still need phonics. All staff were trained in January across the whole of the school and the modules remain for staff to watch again.

They started to phase this in over the spring and summer terms last year with the intention that the phonics element would be embedded for September.

Mrs Giblin did an amazing job sourcing the resources with the help from some TAs.

They purchased all of the books towards summer and the reading element started in September as it changed because of the way in which they did phonics; each group now needed 3 reading sessions per week instead of 1, as had been done previously. **A governor asked** if staff deliver it to the year group. Mrs Duckett explained that it is delivered to children in Reception, Year 1 and anyone in Year 2 that had not passed it previously, or anyone identified with an issue with their phonics. Mr Henaghen added that the school was required to buy into a verified scheme of work. It is about how they teach it and metacognition.

Governors were informed that the CPD section provides 'How to...' videos and examples for year groups, interventions and also whole class lessons.

The video shows the different elements of phonics sessions. They follow the same format so that the children know which element is coming next and this creates rapid progress. Teachers are able to watch the videos over and over again.

The clerk, Ms Leek and Mr Mumford left the meeting at 6.02pm. The clerk re-joined the meeting at 6.05pm.

Mrs Duckett reported that there are also sections for parents to explain how they are using the programme and what it is about. A training session was held for parents recently in various year groups linked to Reading. All parents have received information on this via Ping or face-to-face and that there would be a further parental meeting linked to Little Wandle later in the year.

With regard to reading, Mrs Duckett explained that a parent may ask why their child is still on a lower book band and in many cases they are able to read, however it is not just about a child's ability to read words, as it is also about having the depth and breadth of knowledge (ie: non-fiction), and that they understand (recognition and language comprehension). There is skill involved in decoding the words they are not sure of and then there is sight recognition of tricky words that they cannot sound out phonetically and this is built into the phonics programme/Reading Plus/reading sessions that they focus on all of these skills. For language comprehension there is a focus on this across the school, but once the children are able to read fluently as they move higher up the school, there is a larger weighting on that comprehension side of things. LD explained that as part of her work as an Evidence Lead with Warrington, in a recent session, when they look at the books that are covered through primary school due to the curriculum, approximately 70% are fiction and 30% are non-fiction. When they transition up to high school their interaction with text is 80% non-fiction and 20% fiction. Therefore as a school we are ensuring that children have access to a wide range of genres within each book band and that there is a wide range of genres across non-fiction which is important. Mrs Duckett explained there is also the vocabulary side and the knowledge of that and language structure which they are given exposure to when they are able to read across a range of books within their

levels before moving on. These are all of the reasons why they do not change the book band.

A governor asked if they are meeting expectations (they have not looked at data yet). Mrs Duckett explained that at the end of the December they can say 'this is where your child is at' as we will have assessment week. In the Reading Plus session, Mrs L Duckett had noted that there was an assessment section within Reading Plus that can show a mini report is produced with their reading level and information linked to Reading Plus but that we are not in a place where this is ready to be shared with parents as staff need further training on how to use this information to it's full potential, but there was a view to share this data with parents in the future once all staff are able to be able to do this. Information is provided for those children not making progress which staff can see and then identify children who may need intervention, which is how the assessment section is currently being used, but there was scope to use the information more widely once training had been received, but that this wasn't affecting children being able to continue to use the program to make progress with their reading.

Governors thanked Mrs Duckett for her presentation which was informative and helpful.

Governors were informed that this time next year they can look at the data and the 3-year trend however the instruction has been that 2022 data cannot be comparable with the last set of reported data from prior to Covid but it will give Governors an overview.

At the governors' away day they always look at reading and phonics for the next Spring 1 term; by summer they will have that phonics data.

Mr Henaghen and Mr Baker left the meeting at 6.23pm.

Mrs Neal thanked Mrs Duckett for a very helpful perspective; when the governing body talks about investment and the cost of this it provides information on the value it is going to give and the impact they are going to see.

A governor asked if there are any concerns about it being an American based programme and the difference in spelling. The headteacher informed governors that they have not seen it in the writing; some of it is linked to the meaning as it is not a spelling programme. The positives far outweigh any concerns.

10) Visit reports

The following governor visit reports are still waiting to be received by the committee:

- SEND – action carried forward and to be shared at FGB meeting November 2022

- English – to be shared at next QoE committee meeting

11) SDP updates on QoE section

Mrs Dymond invited comments and questions from governors.

The main focus is for reading, writing and maths and these are linked to the standards of progress for age related and greater depth which in turn are linked to performance targets for the headteacher and staff. They continue to use a foundation assessment system to embed. Kelly Mather has started a programme with the LA looking at 'Ambition for All' and her focus for SEND and how they can access the foundation and progress. All subject leaders have to complete their action plans by the end of this term and complete their subject leader reports.

12) Any Other Business

- Primary Assessment Update (LA paper)
This contains key questions for governors. The headteacher explained that because this current cohort will be the last to sit KS1 SATs the information is about how leaders track progress from baseline Reception to Year 6.

Although the information from the LA has been circulated prematurely, it does raise questions and when the IDSR training has taken place (on how to track moving forward) they will look to embed this.

Schools have been advised to look at their data for 2022 in isolation and not to compare this to 2019 as they are too far removed from each other.

ACTION: **Carry forward the Primary Assessment Update paper to the next committee meeting and summer term meeting.**

Review the IDSR at the spring term committee meeting.

- Ratification of the First Aid Policy

AGREED: **The committee agreed to ratify the First Aid Policy.**

- Pupil premium training for all governors
Mrs Jenkinson reported that it has been suggested that the governing body should update their knowledge. The headteacher added that it is important that governors are able to answer questions (as Mrs Jenkinson is a staff governor).

A governor commented that the only observation they have is that the information has been written in the first person and to amend it to read from a governor's point of view rather than a staff point of view.

ACTION: The document to be amended to reflect a governor's point of view rather than a staff point of view.

13) Future Meeting Dates

Spring 2023 Tuesday 24 January 2023, 5.00pm
Summer 2023 Tuesday 13 June 2023, 5.00pm

ACTION The clerk to send the draft minutes to the headteacher, Mrs Neal and Mr Mumford for consideration.

Part One of the meeting closed at 6.39pm

There was no Part Two confidential matters to discuss.

Signature: _____ **Date:** _____
Chair

Part One Challenges from Governors:

Agenda Item No.	Agenda Item	Challenge
8	Reading	A governor asked if the teachers set the levels. Mrs Duckett explained that initially it carries out an insight assessment followed by in-year assessments.
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8	Reading	A governor asked if this is being rolled out this term. Mrs Duckett explained that pre-Covid they were looking to introduce Reading Plus; the evidence is that it supports rapid learning.
8	Reading	A governor asked if it is dependent upon how much a child uses it. Mrs Duckett explained they have sessions which they deliver in school as well as at home.
9	Phonics and Little Wandle	A governor asked if staff deliver it to the year group. Mrs Duckett explained that it is delivered to children in Reception, Year 1 and anyone in Year 2 that had not passed it previously, or anyone identified with an issue with their phonics.

9	Phonics and Little Wandle	A governor asked if they are meeting expectations (they have not looked at data yet). Mrs Duckett explained that at the end of the December they can say 'this is where your child is at' as we will have assessment week.
9	Phonics and Little Wandle	A governor asked if there are any concerns about it being an American based programme and the difference in spelling. The headteacher informed governors that they have not seen it in the writing; some of it is linked to the meaning as it is not a spelling programme. The positives far outweigh any concerns.