



MINUTES

Winwick CE Primary
Meeting of the Quality of the Education – spring 2023
Tuesday 24 January 2023, 5pm

PRESENT:

Mrs J Neal – Chair of Governors
Mrs G Allen
Mr D Rees
Mrs L Duckett – Deputy Headteacher
Mr C Browning
Mrs C Jenkinson
Mrs C Mumford - Chair
Mrs A Lacey

IN ATTENDANCE:

Lisa Adams – clerk to governors

Part One: Non-Confidential Business

1) Welcome and opening prayer

The chair welcomed everyone and led the opening prayer.

2) Absence and apologies

The Headteacher was absent due to being involved in an inspection.

3) Items for any other business

- Governor recruitment advert for the church magazine
- Update on the recruitment process

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

The Deputy Headteacher declared an interest for the item on the recruitment process.

5) Minutes from previous Quality of Education committee

It was noted that the incorrect matrix was on the drive and the new one has been uploaded.

The Deputy Headteacher reported that she looked at what an apprentice would entail.

Action: item to remain as an action

6) Terms of reference

It was reported that there are no significant changes to the terms of reference. A copy can be found on google drive.

7) Quality of education matrix – update term 1

A copy of the matrix is on google drive.

It was noted that the key item was around the SIAMs visit and setting up a sub group. It was agreed that the following would sit on the sub group:

- Mrs C Jenkinson
- Mr C Mumford
- Mrs J Neal
- Mr A Baker

A copy of the information from the training session led by David Thorpe is in a folder on the drive. **A governor asked** what they would be discussing as a sub group that wasn't looked at during the training. It was agreed that at the summer term meeting a date would be set for a further meeting as it is likely that the inspection will take place in the next academic year.

The feedback from David was extremely positive, noting how the school's Christian vision was evident and that children and staff are flourishing. David was also able to provide tips and guidance on areas to explore moving forward. The school is currently putting things in place and will be able to report on what has been implemented and the impact it has had.

The Deputy Headteacher reported that there are a range of collective worships for the children which are led by staff, SLT and/or the class. There are opportunities for governors to come into school to observe collective worship in action.

After further discussion, it was agreed that it would be more productive for the RE lead to provide an up-date to the governors during the summer term, and if necessary, the sub-group as identified above could arrange to meet to look at what further action might be needed.

Action: RE lead to be invited to the next meeting or a full governing body meeting

Governor visits continue to take place, and will be fed back at the next meeting.

It was noted that all the curriculum presentations are up to date. There will be another English presentation later in the year, and a Maths and SEND presentation are due in the summer term. Mr C Browning presented on IT at a previous meeting.

Action: Mrs J Neal to carry out a behaviour visit

It was noted that the EYFS and PE visit is still outstanding.

Action: Mr C Mumford to contact Mrs A Lacey to ask her to arrange an EYFS and PE visit by the end of March

It was suggested that it would be useful to have a list of the visits that have taken place.

Action: Deputy Headteacher to locate the schedule of governor visits, and up-date as necessary

It was noted that the majority of the statutory governor role visits have been carried out with the exception of EYFS.

8) Reading – how it is delivered

The Deputy Headteacher showed governors the 'Little Wandle' books that the school has purchased. She explained how the books are used by the teachers for the lessons. The reception children initially start with picture books which is then built upon. Each child in KS1 do three reads a week.

The KS1 phonics is clear and structured and all staff have received training. There are still some Year 2 children who are using 'Little Wandle' and this will continue until they are ready to move on.

It was noted that there is guidance in the back of books to support the teacher. The school uses the 'collins' book band assessment which is more robust and challenging. It also covers a wide range of areas. The ARE expectation for children in Year 2 is to be on gold book bands. All the books are kept in a central area.

The Deputy Headteacher explained how the teachers plan for guided reading. Each class will have a book and this is broken down into sessions with either a pre read or post task. For any confident readers the class teacher may not listen to them read individually all the time particularly in KS2. There is always a vocabulary focus in reading, for example, children are asked to note down any words they don't understand and these will be discussed within the reading sessions, and the older year groups will look up the meaning for themselves. For KS2, this vocabulary check will often be done in the pre-read, so the children will come to the session with the vocabulary and then as a group they will talk about it. There are often follow-up activities to complete, for example, the children might write a description of a character that they have seen in the book and then we look at where they got there information from and discuss the evidence. The work load is significant initially to get

everything prepared for the guided reading sessions linked to one book, but once in place there is a shared resource bank so teachers are then able to share and re-use resources in the future. There are currently a range of planning available already on the shared drive.

A governor asked if it is easy to work through from a staff point of view. It was noted that it was.

The KS2 Team has been trialling whole class read, with a view to this being the main driver for reading across the key stage. There will still be guided reading for the lower attaining groups as additional intervention and it may also be used for other groups to support and extend, where required. It was explained that the KS2 Team will initially be using Reading Explorers to support this to ensure consistency in delivery and the fact that the way it is set up is in-line with educational research also. **A governor asked** if reading explorers has replaced the reading scheme. It was noted that it will replace if for the majority of groups initially whilst the whole class reading approach is being developed, but then this will be refined as we move forwards with it. It is really structured on how teachers lead a session and use the books. The Deputy Headteacher explained how the sessions work.

A copy of the overview was shared with governors. There are 4 skills and question types; literal, deductive, inferential and study skills. There is also a list of the text books that will cover each range to allow for enough coverage over the year.

There is a range of fiction, non-fiction and poetry. Some examples were shared with governors. It was noted that some of the books have a differentiated text for the higher achievers and lower achievers. It is an easy scheme for other staff to pick up if a member of staff is absent. Governors were assured that this scheme still does everything a guided read session would.

Interventions for children that require support are put in place at the earliest opportunity. It is important that the structure and consistency that everyone across the school is covering the same model. **A governor asked** if the intervention would be on top of these schemes. It was noted that it would be. The Teaching Assistant can develop the greater depth readers.

The Deputy Headteacher reported that she observed a lesson this morning and a child was able to talk about the book they were reading. When the English governor visits in the summer term they will be able to see all this in action. The Deputy Headteacher reminded governors that she is an evidence lead and has been exploring the educational research into reading. This is based around literacy at her own school and in supporting another school which she has been linked with.

A governor asked where they would find the evidence and how has the school measured the impact. It was noted that the school uses a range of evidence, especially the EEF Guidance – some of which has already been shared with them in the last session linked to reading. The Deputy

Headteacher noted that the next evidence lead session looks at measuring the impact for the lowest 20% and that the impact would also be evident through the subject leader monitoring, as well as considering any data.

With reading explorer all the planning is done so reduces the workload from the teachers. All the book bands are tracked and teachers assess them to see when the children can move up to the next book band.

9) Data

The Deputy Headteacher reported on the data. She informed governors that there is evidence of some progress. It was noted that a review of the complete data is more useful in the summer term.

Governors were informed that from the autumn term data the school pulls out the lowest 20% (nationally) and also the 20% that are not meeting ARE linked to the school assessments. Children who are not making progress are targeted as early as possible, this includes those children who are working at ARE but should be on track for GD.

It was noted that there were some absences in Year 1 so the intervention list is still being tweaked. There are no formal assessments in Year 1 so it is teacher assessed. **A governor asked** what the concerns were around the Year 1 cohort. It was reported that there are a wide range of issues. The writing is a significant issue which is currently being addressed. The curriculum has been altered to almost back to the recovery model again to ensure these children are making progress. Governors were assured that the Year 1 children still have the coverage of the curriculum although the focus is on basic skills. These children are also receiving two phonics sessions a day to get them up to standard.

A governor noted that the IDSR provides a good summary. The majority of the report shows that there is nothing significant to highlight.

It was reported that a high percentage of the persistent absences are also on free school meals. There is below average number of free school meal children in school.

10) Visit reports

SEND

Governors noted that it was a very positive report. Governors expressed their congratulations to the team.

English

It was noted that there is a lot of excellent work being done to improve literacy and phonics, and it is hoped that more examples of pupils work could be looked at during the next visit, which could tie in with a learning walk next term.

SIAMS

Governors noted that the training session was useful. Those that were unable to attend the training were encouraged to look at the materials on the drive. The Chair of Governors noted that she felt that from the session there wasn't much about governance, however, David commented that governance is an area of strength and felt that governors know the school well.

11) SDP Updates

A copy of the SDP was circulated to governors and a copy is on the file.

The foundation subjects have come a long way and the assessment systems are in place. The focus has been on art, DT, History, Geography and coding. There have been changes in the guided reading scheme.

Pupil conversations have been carried out linked to the texts they have been reading. A lot of work has been put in place in the autumn term so the next pupil conversation will focus on the range of reading.

EEF guidance on SPAG has been shared with staff which provides strategies to support children. The Teaching Assistants have been brought together as a group to look at the relevant CPD. There has been a session on common exception words which they had asked for.

It was reported that assessment week has been carried out and an English book review has been completed.

Mrs A Lacey left the meeting at 7pm

In terms of maths the school has purchased the white rose materials but will still follow the mastery approach. There are a few tweaks required for some of the year groups. It was reported that there has been a lot of work on the metacognition and the science of learning. A number of policies have been reviewed and updated in line with relevant research.

In terms of the governor section in leadership and management there are some parts that need to be completed.

Action: Mrs J Neal to send an email to all Chairs of committees reminding them to complete their section

12) Any other business

Ambassador school for music award for North West of England

The Deputy Headteacher reported that the school submitted a form on 4 November for 'Ambassador School for Music' and won it. There will be a ceremony at the Town Hall. Governors congratulated Mrs G Allen for her work with this.

Foundation governor vacancies

An advert for foundation governor vacancies is due to be put in the church magazine. Governors need to consider what skill set we are looking for and where there are gaps. Mrs B Leek has expressed that she may not want to stand again for the full 4 years. If this was the case then there will be some skill gaps.

Headteacher recruitment update

It was reported that the advert is on the school website and the diocese website.

13) Future meeting dates

Summer 2023 Tuesday 13 June 2023, 5pm

Part one of the meeting closed at 7pm

Signature: _____
Chair

Date: _____