 **Beechwood Primary School**

Learning & Outcomes Committee Meeting

Held remotely on Monday 9th January 2023 at 4.30pm

**PART ONE MINUTES**

***Present:***  Mrs J Cargill (JCa) Committee Chair

Mrs S Harper (SH) Headteacher

Mrs J Stubbs (JS)

Mrs L Ogden (LO)

Mr J Cargill (JDC)

***In Attendance***: Ms H Cummings (Clerk) Clerk to Governors

Mrs L Lockett (LL) Assistant Head

1. **Apologies for Absence/ Declarations of Interest**

Apologies were received and accepted from Donna Reed.

Governors were notified of the following general declarations of interest:

* DR is Chair of Governors at Westminster Nursery.
* JDC is a governor at Sandbach Boys School

No conflicts on interest were declared in relation to the business of the meeting.

1. **Minutes of the previous meeting**

The minutes of the meeting held on 12th September 2022 were agreed as a true record.

1. **Actions from the last meeting and any matters arising**

The action log was reviewed, and all actions had been completed with the exception of the following, which would be carried forward:

* LL to upload video clip to illustrate ‘Speak like an Expert’
1. **Headteacher’s Report**

The Headteacher’s report had been available for Governors to review on GovernorHub. The following areas were noted:

**Autumn Term Assessment Data**

Governors had reviewed the following documents on GovernorHub prior to the meeting:

* Attainment Data Autumn 2022
* Key groups attainment
* Progress from summer 2022

LL drew governors’ attention to the year 3 data which showed that attainment was low. Governors noted that only 14% of boys were working at ARE in writing in Year 3 and LL confirmed that Year 3 was a very weak cohort, with 14 children on the SEN register and 5 boys with EHCPs. Year 3 had also been greatly impacted by Covid, having missed a large portion of their Reception year. However, the year group had been streamed to allow one group to focus on developing fundamental skills and progress data showed that the vast majority of pupils were making expected levels of progress or above.

The data showed low levels of attainment and progress in Year 4 and governors heard that a member of staff was receiving informal support.

**Question**: What does informal support mean in practice?

Response: LL has been monitoring and will team-teach a number of sessions with the class teacher. This will enable her to identify any specific barriers to learning and develop an action plan to support.

Overall, the data showed that very few children were achieving ‘greater depth’. This had been the case since the pandemic and reflected the learning missed during that time. In addition, the data was skewed by the level of mobility within the school, and governors noted the mobility data included in the Headteacher’s report. It was agreed that it would be useful to see additional data at the next meeting, including only those children who had been at Beechwood throughout.

**ACTION: LL to present additional data set at next meeting.**

Question: Would it be worth doing a reflective ‘deep dive’ to look at pupils’ lived experience and context?

Response: Yes, there is often a ‘back-story’ and it is useful to understand the context in which a child is working.

**ACTION: JS to work with LL to look at wider pupil context.**

**School-Led Tuition**

Governors had reviewed the impact data on GovernorHub and noted that it did not include data for the writing groups. This was because the writing tuition was being delivered in a different way, to allow for more in-depth pieces of work, so data was not yet available. However, LL commented that the children participating had greatly increased in confidence as the small group enabled them to discuss ideas and get support.

Governors heard that the school was trying to offer more sessions in school time, to target pupils unable to attend out of school.

**Safeguarding**

Governors noted that a number of cases had been stepped-down or closed and 2 children had moved into the ‘Cared-for-Children’ category.

1. **Review of SDP 2022/23**

Governors had reviewed the updated sections of the SDP on GovernorHub as follows:

**Quality of Education Curriculum**

**KP 1 - Staff Coaching –** The new system had been established and all teachers had received coaching sessions. A baseline audit had been conducted and would be used to measure impact, along with lesson observations. While some staff had been anxious about the process at first, they had been reassured by the emphasis on strengths and the absence of judgement. The next steps would be for staff to share their strengths and engage in peer observations.

**Question**: Have you observed teachers being more adventurous and taking more risks?

Response: Yes. Knowing that they won’t be judged, staff have been willing to try different approaches, and some have already requested to observe others.

**KP 2 - Pupil Engagement** – Huge progress had been made in implementing Showbie, and high levels of engagement had been observed. Whilst it was too early to observe any impact on assessment data, teachers reported a positive impact on progress within lessons.

**KP 3 - Pupil attainment in core subjects –** The improvement in writing attainment in Year 6 was attributed to the impact of school-led tutoring. However, there was no improvement elsewhere, other than in Year 3. Whilst this was disappointing for staff, it was noted that Year 3 was the only group where the data had not been negatively affected by pupil mobility, and therefore it may not accurately reflect the experience of individual children.

**Question:** Are most of the pupils joining the school EAL?

Response: Approximately 50%, but there are often other issues affecting attainment.

Governors agreed that it was important to maintain aspirations and thanked staff for their tireless efforts to ensure the best possible education for children at Beechwood.

**Quality of Education – SEND**

**KP 3 - SEND Reading** – The Reading Recovery teacher was doing an excellent job and was working with 2 TAs to deliver the programme to 14 children in total. The programme had had a great impact on the confidence and attitude of learners, and even on attendance and parental engagement.

**KP 3.1 - EHCP Provision** – RG had been working to distill each EHCP down to one sheet of easily understood actions for the TAs who were supporting those children. Monitoring would then take place to ensure that the appropriate support was being provided.

**Early Years**

**KP 6 - Early Reading –** A weekly Reading Café was being held to boost parental engagement and confidence, and one REAL (Raising Early Attainment in Literacy) event had been held. Staff in Early Years had not been made aware of this element of the SDP, so SH had arranged to meet with them to discuss, and the new Early Years Lead would pick this up when she had settled in.

**KP 6.2 Embedding the Early Years Curriculum –** All curriculum plans had been implemented effectively and attainment had increased in 15 of the 17 areas. Attainment in writing had fallen by 12%, but SH explained that there was a significant gap between the ARE at baseline assessment and the criteria for ARE at the end of the autumn term. SH would continue to monitor.

1. **Pupil Premium**

Governors had reviewed the Pupil Premium impact report on GovernorHub and were pleased to note that the gaps in attainment and attendance observed nationally were not evident at Beechwood.

The Pupil Premium strategy document for 2022/23 had been published on the school website and governors heard that PP funding was expected to increase by £70 per pupil in the next financial year.

1. **Sports Funding 2022/23**

The focus areas for the current year were identified as the following:

* Promote Moki bands in KS2 to monitor and track activity. Greater focus on least active children.
* Additional CPD delivered alongside trained sports coaches e.g. tag rugby in Year 3.
* Train an additional adult to assist in Forest Schools.
* Increase Forest School offer.
* Further develop Forest School area.
* Top-up swimming for Year 6.

**Question**: How do you measure the impact of the Sports Funding?

Response: The Moki bands allow us to track fitness levels and we can observe improvements in stamina when the children complete the Golden Mile. We also look at participation in sports and after-school clubs, and pupil voice.

1. **Governance Teaching & Learning**

Visits

JCa had met with the Reading Recovery teacher, and JCa, JDC and LO had visited to look at Showbie. These visits had been reported to the FGB in December 2022.

It was agreed that a visit would be arranged to look at Early Years once the new EY lead had settled in.

Training

Governors had booked to attend the following training courses during the spring term:

* JCa – SEND
* LO – Phonics
* JDC – Assessment Data
1. **Policies**

Governors had reviewed the following policies on GH prior to the meeting:

* Assessment
* Extra-Curricular
* Monitoring & Evaluation
* Inclusion

**Question**: In section 4 of the Assessment Policy, Arithmetic has been added as a weekly test. Was this not already happening?

Response: It was previously referred to as ‘key skills’, but we want to focus on arithmetic to improve fluency. We believe this is key to enabling pupils to progress.

**Question**: In section 11 of the policy, why has Science been added to the list of subjects included in the short report?

Response: Science is a core subject, so we felt it was important to include it along with the other core subjects.

All policies were **approved** with no amendments, and the Inclusion policy would be added to the spring term FGB agenda for approval.

**ACTION: Clerk to update policy schedule and add inclusion policy to FGB agenda.**

1. **Any Other Business**

There was no other business to be discussed.

1. **Confirm the Date of the next Meeting**

The date of the next meeting was confirmed as Tuesday 25th April 2023 at 4.30pm

**There were no Part 2 minutes recorded at this meeting. The meeting closed at 5.35pm.**

**Signed Date:**

***(Chair of the Learning and Outcomes Committee***)

***Minutes by H. Cummings (10/1/23)***