



Whitchurch Primary School and Nursery
Achievement and Standards Committee Meeting, 23rd January 2023

Meeting Attendees:

Name	Role
Caroline Rowley (CR)	Headteacher
Vinay Patel (VP)	Governor
Nisha Chikhliya (NC)	Governor
Martin Thompson-Lawrie (MTL)	Deputy Headteacher / Contributor
Deepa Samani (DS)	Governor
Paul Smith (PS)	Governor
Maria Nickson (MN)	Governor

Clerked by Deepti Bal, Governance Professional

Meeting Record:

Governor Scrutiny/Governor Question (GQ)
 Meeting Action
 Decision

	Item	Action
1.	Welcome and Introductions CR welcomed Governors.	
2.	Apologies Apologies were received from Leon and Rita.	
3.	Declarations in Respect of the Agenda None	
4.	<p>Curriculum Presentation</p> <p>The key drivers are aspiration, life long learners, active and responsible global citizens, and mental & physical wellbeing.</p> <p>The school development plan includes quality of education as a priority. The focus is on implementation, currently. This is an ongoing developmental process as the pupils respond to the new curriculum. The school works with Lead Team Leaders to ensure there are links between the wider curriculum and core subjects.</p> <p>The curriculum design started with intent, last year, and is now focused on refining implementation.</p> <p>Hannah has previously led on Humanities where she rewrote the curricula for geography and history across the key stages. She has attended CPD particularly around the new Early Years curriculum and Ofsted courses to ensure that the curriculum is wide and broad. Hannah was also a leader of learning for wider subjects and the quality of teaching and learning. Her experiences are transferable.</p> <p>Hannah leads for Humanities, Art and DT. There have been adaptations in many subjects to redesign the curriculum maps and develop CPD approaches to support staff. Hannah works with local schools such as Avanti.</p>	

Hannah spends time supporting other curriculum leaders, weekly. This includes curriculum design and looking at pupil voice. This has been insightful with respect to responses from pupils. Hannah felt that pupil voice is a strength – they are very positive and enthusiastic. There has been a focus on the planning foundation area. There was not a set planning structure until this year. The school has introduced a weekly planning template to structure planning and support with key vocabulary. Work scrutiny has also been completed to ensure that it triangulates with the curriculum document. Hannah is checking to make sure that this matches what she would expect pupils to be able to do. Curriculum leaders are starting to analyse the data. There are discrepancies for two subjects due to change of staff and this is being moderated.

Hannah noted that there is more consistency and staff are using their plans more uniformly. This makes tracking prior knowledge and progress easier.

Hannah is also undertaking an NPQLT. She focuses on how pupils learn and retain information. The curriculum aims to provide opportunities across subjects for pupils to repeat and develop subject knowledge sequentially.

There is an enthusiastic team of staff at Whitchurch. They take on board feedback and seek out support.

There is clear progression of skills, clear curriculum maps, and long and medium term plans. The teaching and assessment framework continues to develop. Pupil voice is always clearly embedded and monitored.

Next steps are focused primarily on consistency and ensuring that all stakeholders are focused on assessment.

DS asked about curriculum adaptations.

Hannah felt that there is a supportive community and pupils have opportunities to acquire cultural capital. She suggested that this is unique to the Whitchurch curriculum, which allows pupils to leverage their experiences.

DS asked about staff wellbeing. Hannah explained that the Year Team Leader sets aside time to ensure that staff complete their planning, review approaches and objectives. Tasks are always manageable and the curriculum is changed where appropriate, to relieve workload. MTL added that how and what data is collected is refined – the requirements are updated regularly to ensure the right balance.

VP asked about timeframes on impact. Hannah felt that there needed to be a year of implementation before progress could be evaluated. Some impact can be managed this year, however. CR added that the school is on a journey and has clear timelines for these areas.

VP asked about quality assurance. MTL felt that pupil voice is a key area. Pupils sometimes struggle to articulate the specific skills that they are learning and this is being worked on.

Maths

There is a good insight into what goes on. Going into different classes to see what staff are doing and how the pupils are responding is felt to be beneficial.

Strengths include evidence of prior learning, good questioning, key vocabulary being explored, evidence of CPD being adapted, and use of stem sentences. Pupils are enthusiastic about maths, in particular.

There is a positive learning environment with rich learning walls. Pupils show independence in their work.

Areas requiring development include teacher planning using all materials (such as manipulatives) to target specific groups of pupils. Additional resources have been purchased to allow pupils to ask questions and consolidate their learning. The planning is very structured. The focus is on breaking down into steps to ensure that pupils reach their goals. This has been incorporated into Key Stage 2. There is a slight lack of effective deployment of the LSAs, which is being addressed.

Leaders have explained that the focus is on meeting the needs of pupils – every lesson may not look the same. The focus is on the key questions and how pupils get there, based on their learning aptitudes.

LSAs are clear on the vocabulary that pupils need to know – this will underpin maths learning. The weekly planning templates have also been very useful to structure this.

CR noted, previously, that there was variability in the planning approaches – the planning formats now give guidance on how to structure delivery.

	<p>The manipulatives have also been replenished. Pupils still require manipulatives across the key stages and this now supports their learning.</p> <p>The outdoor development area for EYFS and key vocabulary for adults each require development. The rekenreks have been really impactful.</p> <p><u>Summary</u> The templates are non-negotiable. There is adaptive teaching, the number of slides used are limited to encourage teachers to get involved and get the pupils to engage in work, the materials are identified and replenished, and a number of CPD sessions are planned.</p> <p><u>Calculation policy</u> Governors reviewed the Calculation policy. It is based on the White Rose approach and outlines maths progression across the key stages. There are concrete, pictorial and abstract methods for teachers to use.</p> <p>Training on the use of manipulatives has been given.</p> <p>Governors noted the work which has been done and how empowered the staff feel.</p>	
5.	<p>Minutes of the Previous Meeting and Matters Arising</p> <p>Minutes of the previous meeting were approved as a true and accurate record.</p> <ul style="list-style-type: none"> ● MTL to share updates of KCSIE 2022 document for Governors to read <ul style="list-style-type: none"> ○ Complete ● MTL / CR to present FFT (Fisher Family trust targets and school targets at FGB <ul style="list-style-type: none"> ○ Rolled over to FGB ● CR to present new home learning policy for FGB <ul style="list-style-type: none"> ○ Complete ● PS to complete an RE visit. <ul style="list-style-type: none"> ○ Rolled over to next meeting 	

<p>6.</p>	<p>Headteacher's Report</p> <p>Governors noted the policy matrix.</p> <p>The relevant policies are on the website for parents. Staff HR policies are on the Drive.</p> <p>The policies indicated in yellow are due for review.</p> <p><u>EAL</u></p> <p>MTL has taken over line management of EAL. He now line manages Rupal Price (Interventions and EAL Lead) and the school is in the process of re-assessing EAL pupils for English language proficiency - the rating is against five different stages.</p> <p>There are 22 pupils with EHCPs (eight girls, 14 boys)</p> <p>The main area of need is felt to be Communication and Interaction</p> <p>There are 54 pupils felt to have a SEND need (13 girls and 41 boys). The team is working to prepare and host annual reviews for pupils with EHCPs. The aim is to ensure that pupils are more included in SEND review weeks.</p> <p>Rajia Ahmed (EYFS Assistant Headteacher) has resigned from her position as EYFS Assistant Headteacher. There has been lots of external interest from Early Years Leaders. Rajia will remain as a class teacher.</p> <p>Trupti Patel (Nursery class teacher) has resigned from her position at the end of the Autumn term. Sonia Dhrona (Early Years' Practitioner) and Ruzna Azward (Early Years' Practitioner) lead in the Nursery class with the support of Reception staff with respect to planning and assessments.</p> <p>The final priority is to develop leadership structures and capacity.</p> <p>Academisation is no longer a government focus meaning Governors will not proceed with the working party to research options around academy / trust status.</p>	
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Fortnightly wider-leadership meetings continue and have been a success since their launch at the beginning of this school year. All senior and middle leaders receive weekly coaching, complete termly impact reports linked to their area of focus, and now have a link governor established. The next step is to arrange link governor visits to school to assess progress made to date, as well as enabling governors to have greater insight to areas of strength and development across the school.

Stakeholder wellbeing is an area of focus. The school's wellbeing committee meets half-termly with no set agenda so that staff have a forum to share updates and views linked to wellbeing. Staff are generally happy and well supported in their role. All new staff have an assigned buddy who helps them settle into Whitchurch.

MN asked about strike action. CR explained that there are 16 NEU members and they have been asked whether they intend to strike. Classes will be kept open where teachers are not on strike. CR explained that this will continue to be monitored. Their duties and the national curriculum will not be covered.

Motional (a social and emotional intervention programme) is fully embedded as used as support for the pastoral team's referral process. The school has reviewed the data at the end of the Autumn term, linked to each pupil's baseline snapshot and updated snapshot. Motional will serve as the baseline for any pupil referred to the pastoral team.

The school has launched Playpals - an initiative aimed at supporting pupils with conflict resolution and peer mediation. The school is in the process of advertising for applicants, who will undergo an informal interview with the pastoral team.

Core subjects remain a priority. It was noted that 63% of pupils in Y1 are on track to pass the phonics screening check scheduled for June 2023.

MN asked about ReadWriteInc and noted a new intake of staff. MTL explained that refresher training had been undertaken. Support through TeamTeach is also provided.

Governors noted the updates in English, maths and science. The SIP is explicitly focusing on writing as this is a key area to develop.

Governors noted updates to the most-able strategy for the top 2%. They are identified using CAT4 assessments focusing on verbal and non-verbal reasoning, quantitative reasoning and spatial reasoning. There is now a more-able register. All pupils and their teachers have been met with to develop an Educare plan, external pathways and enrichment opportunities to support academic perspectives.

In relation to Quality of Teaching, the school has evaluated the quality of education (focusing on teaching and learning) to be at least Good with elements of Outstanding.

All performance management review meetings and target setting for 2022-2023 for support staff have been completed and the school will now begin to arrange internal and external CPD for support staff based on their performance management targets.

During the week beginning 14th November, the Leader of Learning (Hannah Hogberg) and MTL completed learning walks for PPA subjects (Music, MFL, PE, etc) to ensure leaders have an in-depth overview of the quality of teaching across the full breadth of the teaching staff. The findings of the learning walks were very positive and have helped provide greater clarity for PPA staff on their priorities for the Spring term and beyond.

Attendance update

Attendance is 93.21%. Due to the high percentage of pupils who are identified as persistent absentees (14.2% for KS1/KS2 pupils combined) at the start of Spring 1, the wider leadership team met to identify pupils and co-ordinate on arranging follow-ups. e.g. Parent workshops, telephone calls and meetings with families to review and discuss their child(ren)'s poor attendance.

CR noted high anxiety with respect to illness. There has been a significant rise in instances of chicken pox and strep-A. The school does not push parents if they feel uncomfortable.

Y6 has greater persistent absence rates than the national average.

NC added that she had struggled to engage with families regarding attendance. CR explained that NC is available in the playground before and after school so that parents can get to know her.

Pupil Premium

	<p>The school has identified provision for all pupils eligible for Pupil Premium across the school. e.g. Curriculum support, interventions, extra-curricular activities engagement, etc. The next action is for MTL to coordinate a 'parents and carers' survey to determine what support families feel they need. Following a parent consultation, the next step is to hold planning meetings to devise 'rapid achievement plans' for all pupils eligible for Pupil Premium.</p> <p><u>Safeguarding</u> FGM figures were noted.</p> <p>On Tuesday 10th January, the school held CPD for all staff linked to FGM, led by an external trainer. Hooda will support staff across KS2 in delivering FGM lessons to pupils in the summer term.</p> <p><u>Data Pack</u> MTL drew Governors attention to the data pack.</p>	
7.	<p>Policies</p> <p><u>Most-able Policy</u></p> <p><u>Supporting children with medical needs Policy</u> MTL has worked with the team to develop the process and ensure that requirements and processes are in place. This has also included liaising with families regarding some pupils with complex health needs.</p> <p><u>Defib Policy</u> MTL and six other members of staff are trained in use of the defibrillator, but all first aiders can be called upon if required.</p> <p>MTL took an action to review the expiry dates of the pads to ensure the existing defibrillators are fit for purpose.</p>	<p>MTL to review the expiry dates of the defibrillator pads.</p>

8.	<p>AOB</p> <p>CR confirmed that a parental complaint has been received and shared with Governors. An independent investigating officer was appointed and a stage 1 investigation completed.</p> <p>PS suggested that the website include an indication that copying governors into complaints may preclude them from setting on a panel in the future.</p>	
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Post Meeting Action Log:

No	Item
1.	MTL / CR to present FFT (Fisher Family Trust targets and school targets at FGB)
2.	PS to complete an RE visit
3.	MTL to review the expiry dates of the defibrillator pads.

Accepted as a true and accurate record by the Chair _____