

**GLADSTONE ROAD PRIMARY SCHOOL**  
"Learning to Succeed"

**MEETING OF THE SCHOOL IMPROVEMENT COMMITTEE OF THE GOVERNING BODY**

**DATE:** Tuesday 13<sup>TH</sup> July 2021

**TIME:** 5.30 p.m.

**PRESENT:**

Mr Garry Johnson  
Ms Jane Pepper  
Mr Teddy Sulman  
Mr Conor Waterman  
Ms Kerry Johnson

Mrs Helen Halliday  
Ms Cheryl Govan (Committee Chairperson)  
Mrs Michaela Livingstone – *arrived 6.15pm*  
Dr Steve Moss – *arrived 6.30pm*  
Miss V Lewis (Clerk)

**MINUTES**

1. Welcome (5 minutes)

Committee Chair (CG) welcomed members to the meeting.

**Action: None required.**

2. Apologies for absence; consider acceptance of apologies (2 minutes)

SD: has some ongoing difficulties at home but has discussed with JP and Clerk and has special dispensation to not physically attend at present. This was agreed by all present.

SM: work commitments but hoping to join later – *arrived at 6.30pm*

ML: has had a staff meeting and will join later – *arrived 6.15pm.*

CG – leaving a little earlier due to work commitments and JP will take over Chair duties – *left at 6.35pm.*

**Action: None required – memberships to be revisited in September.**

3. Confidentiality (2 minutes)

No items identified as confidential.

**Action: None required.**

4. Declaration of Interest in any Agenda Item (2 minutes)

There were no declarations of interest in any agenda items.

**Action: None required**

5. Minutes of the previous meeting 13.04.21 and Matters Arising (10 minutes)

The Minutes from the meeting on 13.04.2021 were presented and agreed as a full and accurate record. Proposed by JP and seconded by CW. Minutes were signed by the Chair electronically and returned to the Clerk for filing / publishing as per procedure.

**Action: Minutes from 13.04.21 to be filed/published as per procedure**

**By: Clerk**

6. Governor Training, Note of Learning Activities, Visits (5 minutes)

Leadership & Management – record of a meeting between JP and GJ picking up on issues from the LA Review. One thing which did become apparent was that Leaders/Subject Leaders needed a plan to monitor and assure their work and actions. This prompted a strand in the SDP.

The visit also looked at how the Governors' role feeds into monitoring the SDP and supporting the development strands.

GJ: was very much a refocussing exercise after the extensive amount of time and effort directed at strengthening the safeguarding systems after Ofsted.

Training:

Majority of members undertook the recent Safeguarding Bitesize refresher training. CG also attended the statutory Safeguarding Training for Governors course last week as our representative member.

CG: Need to look at a scheme of training and be proactive. Clerk shares course details as and when available but we need to come up with a formalised training plan to ensure the right staff are getting input in the right areas.

VL: I do maintain a training log and include information about courses completed not relating to governance (ie. In members' employment) where I'm informed of it. Will share this with CG. Will also, as usual, send round the LA training schedule in September when it is released.

JP: we also buy into Learning Link from the NGA which has lots of short bitesize modules to boost and expands governors' knowledge of different areas. Worth having a look anyway, but when considering roles and responsibilities perhaps we can come up with a training plan. Looking at sharing out roles and ensuring governors are all appropriately supported and trained in areas that are relevant. Picking up on some 1:1 touching base conversations. Need to possibly look at sharing the 'heavier' roles out in the next school year.

**Action: Share Governor Training Log with CG**

**By: Clerk**

**Action: Circulate 21/22 Training Schedule**

**By: Clerk**

**Action: Re-circulate NGA Learning Link info**

**By: Clerk**

7. Correspondence (2 minutes)

GJ: Have received the first written complaint from a parent since I took post, which is disappointing but this is obviously still at the informal Stage 1 where we aim to resolve without the matter proceeding. However, needed governors to be aware.

**Action: None required.**

## 8. Safeguarding Update / Safeguarding Audit Overview (GJ) (10 minutes)

The Safeguarding Audit has been checked by GJ and JP independently of each other to ensure all bases covered and that all actions have been achieved or are ongoing. Need to be pro active with refreshing it in the Autumn Term, though doesn't need to be submitted again until 2023. For each of the actions we are able to point to this in the Minutes from meetings, keeping it live, accurate and relevant.

The safeguarding update is an interesting exercise to monitor the numbers and movement of families. Quite a high number of children at Child Protection (CP) at 16, which is very time consuming but understandable with the various issues impacting families, schools and agencies at present.

Since the report was circulated there have been several Bubble closures and staff have been doing daily welfare checks. A separate system of Day 3 welfare checks has been set up for all children not attending online lessons, though daily welfare checks are still taking place for identified vulnerable pupils.

Laptops have been loaned out to support those without access.

**Q:** what is the expectation over the summer holiday regarding contact with vulnerable pupils? Is any other agency stepping in for that period?

**GJ:** *very unclear and all we are being told is that this is at the school's discretion. Children and Families Worker should be contacting every 10 days and we have decided to slot in a welfare check on those alternate weeks so children are checked in on every 5 school days. We'll share these out amongst the SLT for this holiday. Our usual contingency is Jane McLeod and a learning mentor who are both contracted to work some holidays. Unfortunately, JM is off on long term sick and our learning mentor has already worked over and above his contracted none term hours.*

**Doesn't seem fair that teachers have to do this and doesn't seem like a long term solution, needs to be raised as a real issue. Either other agencies or employ a member of staff specifically during the holidays to do this role. Making a welfare call is one thing but if there are then actions arising this is different.**

**GJ:** *this holiday will hopefully be a one off. The Y6 CP children are still technically on roll and will also need to be checked on. This should only be an issue this year due to combined factors; we do have capacity moving forward.*

**Action: None required.**

## 9. Attainment / Progress Data Summary Update (HH) (10 minutes)

This document has been used since the start of the year and is added to each term. In chronological school year order.

### **EYFS:**

The EYFS Baseline was incredibly low – virtually none of the children were assessed on entry as being at the age related expectation (ARE). Huge job to get these children on track and boost their learning. Haven't got all the Early Learning Goal information yet but we do have the GLD (Good Level of Development) outcomes which is the end of EYFS expectation. The team set the target of 62% of children achieving GLD. In 2019 the achievement was 64% (admin error altered this to be published as 68% which is what the government will use as a comparator). Achieved 53% so down on the target; 40% of children entitled to Pupil Premium (PP) achieved GLD, whilst 64% non PP achieved. Obviously right from the start the disadvantaged children have not achieved as well. This is a pattern across the year groups and was recognised, and rightly so, by the LA Review. The time away from school due to Covid has impacted disadvantaged children and families the most, and this is likely to be similar issue across the country and all schools. Even though the remote offer may have been good, the home support may not be in place, nobody listening to them read or having proper conversations. Significant gap and we now need to identify the children and put things in place to minimise this gap and help pupils accelerate their learning to catch

up. Those not achieving the GLD may well include SEND children and they will be targeted by the SEND team. We need to ascertain who are the non SEND children not achieving, what are their needs and what can we do to help. The ELG will help identify the significant gaps and narrow down the target group areas.

### **Year 1:**

The Year 1 Baseline is based on assessments from the previous year. Figures show what the teachers assessed children as at the very start of the Autumn Term, based on the previous year's learning expectations. Summer data shows an improvement but writing is still significantly below. Smaller gaps between PP and non PP but writing is a significant 23% gap. The issue could be due to disparity with teacher assessments so we are going to undertake joint moderation and ensure that teachers are not marking too harshly etc to rule out it being a training issue for staff. The second issue could be the teaching isn't adequate in Y1 – we need to look at how to improve the standards and this will be integrated into the SDP.

Governors felt it would be interesting to see the data for other groups such as gender, EAL, entry age to be able to look at whether these are a factor and whether we can build in opportunities around this. Governors could do with seeing this greater level of detail. Would be useful to see this analysis regarding developmental differences. With that information governors can get a better understanding of which children need to be targeted.

HH: can share this greater detail in Autumn.

Y1 progress: once a child is in Y1, if they achieved GLD in EYFS we need to make sure they stay on track and continue to achieve the age related expectation throughout the school. This figure shows whether children are still in line with the end of EYFS / have regressed / have accelerated. Moving forward this will be shown in a more accurate way by using the Fischer Family Trust (FFT) tool which sets a target for every child from Y1 to Y6 based on prior attainment, gender, deprivation etc. From this we would be able to see which children are making the right amount of progress. The FFT targets are very similar to the government targets and so this system will help us to monitor the children more closely and more accurately.

### **Year 2:**

64% achieved GLD in EYFS so 64% or above should be reaching the ARE at the end of Y2. They are not, and this is largely down to the impact of Covid and having missed at least 3 terms of school. They have missed out on time when they would be cementing their core skills in reading, writing and maths. Particularly significant impact on writing and the gap for PP children has widened since Autumn. Autumn and Spring don't give a full picture as it's looking at the criteria but not the outcomes. Year 2 teachers did do test papers with the children to see how they would have done if they had taken them but the results were just used as part of the judgement teachers made. Progress is lower than expected and pupils are not meeting the same level of progress as previously. Lots of work to do on identifying who these children are and then putting plans in place using PP and Covid Catch Up funding. Not necessarily about intervention groups, there needs to be solid quality first teaching in the classroom.

### **Year 3:**

No 2019 baseline data for them so used national scores. PP children significantly below non PP and writing still an obvious issue.

### **Year 4:**

Still below national standards and will be difficult to show we are offering a high quality of education. Attainment much closer to national in Y4 but still issues between PP and non PP.

Q: the national figures obviously include schools where things are not the same as here – lower level of support etc and it seems unfair to compare our outcomes with schools where perhaps there are no PP children?

HH: used to be compared like for like but now an overall national standard so a constant battle for schools such as ourselves with high levels of deprivation.

### **Year 5:**

End of KS1 outcomes really low for this year group and there is evidence that children have made accelerated progress. Still a divide between the PP and non PP. However, with nearly 40% of our children being PP obviously this has an impact on our comparison with national. Need to look at what we can do.

### **Year 6:**

If we'd had SATs this year we would have been extremely pleased with the outcomes. In 2019 national attainment was Reading 73%, Writing 78% and Maths 79%. This year the percentage of children achieving there are would have been Reading 76%, Writing 68% and Maths 75% which is the highest we've had since the new curriculum was introduced. The children took previous SATs papers and we are confident this is a true reflection. Really positive picture. Still a divide between disadvantaged and not.

Used the FFT tool to look at Y6 progress. Across the cohort FFT estimated 77% of pupils should achieve in Reading (we got 76%), estimated 83% in Writing (we got 68%), estimated 83% in Maths (we got 75%). PP did better in Reading than Writing and Maths than the estimate. Non PP closer to the FFT estimates but Writing still an easily identifiable issue.

We can come back in the Autumn and look at the different groups which will be useful and really interesting.

Questions?

*Comment: Covid had a massive impact so far and will continue to have an impact on our societal values. There will be a cost.*

CG: Thank you to HH, really useful and looks positive in so much as we can now focus and have a real plan to address this quite difficult data. Look at the changes we can make and opportunities we can offer to have an impact. There is so much scope for improvement.

GJ: really indicative of our SDP as well. Behaviour, assessment, safeguarding is all in place now so we can now be re-energised and refocussed on this.

HH: all children in all schools will be in a similar position regarding lost learning time, in our this is particularly evident in our disadvantaged children. Obviously we knew there was going to be lost learning but we are already seeing rapid progress being made; for example, the reading strategies are already making accelerated progress.

*SM arrived 6.30.*

*CG left at 6.30 (JP took over Chair duty)*

**Action: Prepare expanded data details for Autumn meeting**

**By: HH**

### 10. Update from Jane Pepper & Steve Moss re Outcomes Visit (including Disadvantaged Learners 12.07.21 (15 minutes)

JP: the LA Review highlighted the issues regarding disadvantaged learners and the data we've just seen can signpost us to help us unpick the issues arising and the steps needed to move forward. After the LA Review, school very quickly put training in place regarding PP strategies and a lot of the simpler things teachers are already aware of in their cohort (eg. moving seats / groupings etc in the classroom etc). Need to give children the right motivation and support to be productive. We need to raise the challenge to those children and show them we believe they can achieve and grow.

GJ: raising the profile of disadvantaged learners and ensuring teachers know who these children are and what they need to help them make the accelerated progress. Despite it being the end of term staff are rising to the challenge and coming back with great ideas. Inset Day will be looking at data, work scrutiny with

focus on disadvantaged and subject leaders will look at supporting disadvantaged learners in their specific curriculum areas.

The LA Review wanted to know if we were holding middle leaders to account and although we were, we had no evidence of their input so we have asked them to contribute to the SDP and allow them to unpick their areas with a disadvantaged lens to make them more specialist in their subjects.

JP: on Monday afternoon SM and I had planned to visit re disadvantaged learner strategies and monitoring. To look at what is already making the difference and what is data telling us. We have delayed this visit following the issues last week re Bubbles but there is already evidence that we're making progress with this area. Children of course have had issues with being at home but we can drive our expectations and show that we believe these disadvantaged children CAN do it. The Y6 outcomes already show that it is possible. The data along the way is to signpost us to how we can support and benefit these children, not just to 'write them off'.

TS: genuine appreciation of the staff's input at this unique time in the context of their own home lives too. Staff need to be able to have a calming holiday to hit the ground running in September.

JP: agreed, all staff have done an amazing job.

JP: will pick this up after the Summer and put a solid report together in early September.

**Action: None required.**

#### 11. School Development Plan/SEF Updates – including 21/22 GB Meeting Dates (GJ) (10 minutes)

GJ: This is the evolving draft School Development Plan. Please can governors diarise the meeting dates for next year so we can hit the ground running in September.

JP: first meeting 14/9/21 is about setting the scene for the year, but governors should think about the plans for committees and responsibilities to look forward a little bit and past the prospect of the next Ofsted. Perhaps need to schedule in another FGB meeting for the Spring to bring together the Committees' work over the year. **Governors discussed and agreed Tuesday 5<sup>th</sup> April 2022 at 5.30pm.**

GJ: SDP meeting dates link in with the monitoring plan and priorities throughout the school year.

Priority 1: Quality of Learning – particularly disadvantaged learners - raising profile and monitoring.

SEND: external support needs to be addressed – looking at buying in Educational Psychologist time.

EAL – now have lots of staff TEFL trained, looking to build in input.

Teaching & Learning / Subjects – particularly subject leader planning with disadvantaged learner focus.

Priority 2: Behaviour & Attitudes - looking specifically at supporting Early Help and attendance – continuing to reduce persistent absenteeism and also hoping to secure further Opportunities Area funding to continue to provide the additional Learning Mentor role/post

Priority 3: Safeguarding – continue to embed the new more robust systems and ensure continued vigilance and awareness from staff

Priority 4: Leadership & Management – as already discussed but basically, holding to account and supporting middle leaders and also ensuring action plans for improvement of standards and outcomes.

JP: Looking to match up governors with areas of the SDP. If I haven't already spoken with you, please do get in touch so we can get governors allocated to priorities and areas/actions based on experience, interest and skills. With a view to governors looking at the actions, analysing whether they are happening, are they having an impact and then reporting back to committees and FGB as appropriate. Ideally each governor will do a termly visit. Need to show Ofsted we are knowledgeable and aware. Perhaps now would be the

right time for the SI Committee to start looking at the values etc and the Resources Committee to look at ensuring we are spending the PP, sports grant etc in the most useful and advantageous way. L&M priority includes us as governors. We have a strong set of governors now and confident we can move forward purposefully.

JP: OA said that some primary schools haven't taken up the tutoring offer. Perhaps as we look at opportunities we could consider this funding and plan in additional capacity. Ofsted will be looking at what use we have made of the catch up funding, particularly when considering our outcomes.

GJ: used catch up funding to pay for interventions and tutoring but will ask again about any additional funding. Really strong impact already, particularly in reading. L&M involvement for governors is about pulling the governance together to be able to show we are working in the right way and to be able to evidence impact for children. More focussed.

SM: everything looks like the direction is coming together.

KJ: been unwell but will be in touch. Will need to look at other ways of doing visits due to work commitments. Will email JP once the next few busy weeks of term are over.

**Action: Circulate meeting date summary** **By: Clerk**

**Action: Add extra FGB date to SDP** **By: GJ**

12. A.O.B. (2 minutes)

SM: visited school regarding safeguarding from a technology perspective and how we can be sure things work effectively. Met with Caroline Sarney yesterday and have followed up with CPOMs directly to ensure we can be sure of the reliability of the software when considering our data security.

GJ: Sarah Buntin, our front of house administration assistant, has resigned after being offered a Senior Administrator post at Sherburn and Luttons Primary Schools. We will be advertising to fill her role imminently and we are assured by James Annetts, our recruitment specialist, that there will hopefully be a good field. Governor Representative needed for the interviews on Thursday 22<sup>nd</sup> July. CW is available and volunteered. CW to complete safer recruitment – copy in CS to let her know and ask Helen Duck to pay for the NSPCC course.

JP: after another extraordinary year staff continue to work amazingly. There has been no let up but we are still offering children broader opportunities and visits which is so important. Will send an email to staff on behalf of the governors before the Summer. The year has been a real toll but thank you all so much.

**Action: Safer Recruitment Training for CW** **By: Clerk, CW, School Office**

**Action: Thank you letter to staff from FGB** **By: JP & Clerk**

**The Meeting was closed by the Chair at 19.10**

Signed \_\_\_\_\_ Dated \_\_\_\_\_