



BROAD OAK PRIMARY SCHOOL

**Full Governing Body Meeting
online**

Date of meeting: Thursday 13th January 2022

Quorum: 7 (met at this meeting)

Chair: Chris Pyle

Clerk: Jenny Adie

Pages: 8

Signed: _____ **Date:** _____

1. Welcome, Present and Apologies

Present Governor	category	end of term	present(P)/apols(Ap)/absent(o)					
			15/9	17/11	13/1	17/3	5/5	7/7
Shabnam Mughal-Mohammed	Parent Governor	20/10/24	Ap	Ap	P			
Karen Page	Parent Governor	20/10/24	P	Ap	P			
Sheila Patel Webster	Parent Governor	20/10/24	P	P	P			
Sama Younis	Parent Governor	2/10/23	P	Ap	P			
Kevin Corteen	Headteacher	ex officio	P	P	P			
Lisa Walker	Staff Governor	14/1/22	P	P	P			
James Wilson	LA Governor	7/9/24	Ap	Ap	P			
Frank Atkinson	Co-opted Governor	25/2/24	P	P	Ap			
Kim Burrell	Co-opted Governor	7/9/24	Ap	P	Ap			
Ann Johnson	Co-opted Governor	4/5/22	P	P	P			
Richard Osler	Co-opted Governor	4/5/23	P	P	P			
Chris Pyle	Co-opted Governor	25/11/23	P	P	P			
Louise Staunton	Co-opted Governor	17/11/24	Ap	Ap	P			

Apologies
Kim Burrell, Frank Atkinson
Apologies formally accepted

In Attendance	
Clare Whiting	School Business Manager
Cathy Child	was EYFS Lead, now Reading Lead
Jake Everson	was Reading Lead, now EYFS Lead
Jenny Adie	Clerk

2. Pecuniary Interests

2.1 2021/22 Pecuniary Interests Register

The Clerk had sent online Pecuniary Interest Declarations to the Governors who had not yet signed the Register. One signature is needed to complete the Register.

Action	Clerk	To obtain the last declaration online.

2.2 Declaration of any Pecuniary Interests in the items on this agenda

No Pecuniary Interests declared.

3. Minutes of the previous FGB Meeting, on 15th September

Correction: p3, Non-attendance as a Safeguarding concern - Social Services did not close the file, they did not open a file because the case did not meet their threshold.

Minutes agreed as a correct record.
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3.1 Matters arising from the minutes

None.

Item 4.2, EYFS update

Cathy Child

Jake Everson is now the Lead for Early Years, but the changes now taking place started before he joined. He has been involved this year.

The School was an Early Adopter, and has been working with the new framework for 15 months. They were originally using Development Matters non-statutory Government guidance; since September 2021 they have been using Birth to Five Matters, with more detail and supplementary materials, as they find it better for this School.

There are 7 areas of development; the 3 main areas, Literacy, Maths, and Understanding the World, are taught more in Nursery, others come in at Reception. There is more emphasis now on Expressive Arts and Design, developing children's artistic and cultural awareness, and using imagination.

Literacy includes greater emphasis on the love of reading, Broad Oak have always taught to achieve this.

Maths has changed quite significantly; in the past working with numbers up to 20 could lead to less understanding, they like the move back to more basic understanding.

There is a bigger emphasis on working with the children, less emphasis on using information as checklists but more as a background guide.

LA moderation has been removed. Broad Oak have always moderated with other local schools, this continued over zoom in lockdown.

There is a new requirement to teach good oral health.

In June 2020 School started work on the curriculum and Staff training, in September 2020 they adopted the framework, in Autumn 2020 they sent information to parents on the new curriculum, in January 2021 Staff did collaborative work on curriculum maps, they have a duty as a School to design and develop a new curriculum.

In June 2020, 56% of children were achieving GLD, six more children were just below but were achieving in the most important areas. If the children just missing the standard are included the figure is 71%.

This year Cathy Child and Jake Everson have swapped responsibilities, CC is doing Reading, JE is teaching in Reception, with responsibility for Early Years. They had to do the baseline, a controversial process, Staff had concerns that some resources were inappropriate for the children and gave 'right' answers for numbers of children who just guessed; Staff knew the children could not do the work, so they think the baseline is not reliable.

From September to December 21 Staff worked on long-term planners to go alongside high focus objectives; all areas impact other abilities. They started with curriculum maps in each of the 7 areas, a section for birth to 3, then what they are doing in Early Years, to show where children are coming from, what they need to do, where they are moving on to. Specific vocabulary for each area is included. Phase 1 Phonics teaching has been refined to include a poem of the week to accompany a series of activities including all aspects of Phase 1 throughout the week.

They have completed the first round of observations, to check that all Staff are on the same page with the new curriculum.

During the rest of this year they will communicate the origin of subject areas with other Teachers higher in the School, so they know where children are coming from.

They have to choose a new Systematic Phonics scheme; it has to be an approved scheme; there were 8, there are now more, it is important to choose the right one, then train Staff for September. They will maintain links with other local schools for moderation and sharing good practice.

They want to achieve 70% GLD at the end of Reception, an aspirational target post-Covid with the impact it has had on the children.

Evaluation:

Experience of being an Early Adopter, with more time to process and evaluate the new framework, puts the School in a strong position. They can see the impact of the new curriculum on language development, which was already a focus. They use WellComm, which gives information to close gaps, and has interventions built in. For Maths they have many examples of children understanding concepts and extending their knowledge.

The new Nursery children have come in delayed, due to the pandemic; they have not yet learned to share, and are developing the social skills they have missed.

Q. What have they done to reduce workload for Staff?

They used to use Educater, but found it overcomplicated and it did not always give the information wanted. They have designed their own observation information, which they scan at observation meetings; they use videos and photos as evidence, there is less detailed evidencing, and use of SeeSaw means it can also be shared with parents. There is an emphasis now on spending more time with the children, knowing them well.

(Karen Page joined the meeting)

Q. How often are judgements made?

Summative judgements are made at 3 points in the year; they are watching the children all the time.

Q. Once they have done WellComm, do they have interventions for where children are not to standard?

Yes, they work interventions into mainstream, look at gaps a number of children have and address these, and they can send information to parents. Sometimes they have small groups in School but work is mostly done in mainstream.

Q. About Phonics: do they have a deadline to decide?

They had set Christmas, but still have to visit schools to see the schemes in use; the decision will be made very soon.

Within the Trust, there are 2 groups, some using Little Wandle and some using ReadWriteInc; the 2 closest schools are using each of those, so they will visit them to see; they expect to choose one of

these two; as they are in deficit, and there is a large cost attached, they will have to plan very carefully for the spending. They have delayed spending, they are normally around national average, and if they take out SEN, well above average, so they thought they could wait; they will choose this term, and train Staff in the summer term.

Q. How do they get parents involved in supporting their child? What is expected?

In Early Years they use SeeSaw for everyday communication, less as a learning journal for milestones, more for general information, and to illustrate what doing they are doing with the children. CC is posting story of the week, Maths concept of the week, and ideas to support children; it is used similarly in Reception, and for homework.

Q. Have they seen impact from updating parents?

Yes; this has been difficult to put numbers on through lockdown, some families are not using the platforms; they were contacted and supported, but some did not want it. They have had no physical data to evidence impact, but now they have the Year 2 Phonics result, they can see that parents' disengagement with the School has impacted on their children's outcomes.

KC will send the powerpoint for the presentation to Governors after the meeting, and put it on the drive.

Item 4.3 Reading update

Jake Everson

Staff have worked with Debi Bailey over the last 2 years on changes to Guided Reading. In the past it was a carousel of 5 activities, but they realised that children were spending 80% of their time not with the Teacher, and by using shorter texts, with which the children were not familiar, they were neglecting background knowledge on which there is emphasis now.

In the new approach the children talk about character, plot and setting before they read the text, building their knowledge and understanding.

They did study a with poorer readers with particular interests; the children performed well when the text was about their interest, and reading and comprehension were both better when children were given more information before meeting the text.

Staff have put together a KS2 booklist allowing children to build on their knowledge and develop their understanding, they used Reading Reconsidered as a guide, it categorises texts under 5 headings that need to be experienced before the child gets to secondary; they also used Christopher Booker.

There are links between groups of texts, building context and comprehension, for example the theme of a journey to other lands including Alice in Wonderland, A Journey to the Centre of the Earth, Peter Pan; another thread includes Iron Man and Witches.

They are seeing impact on children's engagement.

They did observations across the School to see how it was going. JE found that all the children had a good understanding of what had happened in the story so far, and could predict what is likely to happen now; much of text is read by the Teacher, with expression, and with understanding modelled, and the children are paying attention. They have looked at each child having a copy of the text to follow.

One main area is teaching the vocabulary needed for understanding. Teachers used to explain a word, but not more. They have put work into a Vocabulary Policy, a new approach that if the Teacher knows the children will find vocabulary difficult, he tells the children, gives them information then they see the word in the text for context and develop their comprehension. INSET this week was giving ideas on vocabulary.

They are now developing a KS1 booklist which will work with the Phonics scheme chosen.

Q. When Teachers do assessments, do they listen to the child read or just ask comprehension questions?

A couple of years ago they used objectives, but have reviewed this; they use Phonics assessments and benchmarks for accuracy of reading, this is done 1:1. Reading Plus is used in KS2, children read on iPads and assess their comprehension with multiple choice questions; this is also done in class with the Teacher.

Q. Is moderation done by someone who does not usually work with the child?

They do Guided Reading with children on the cusp of the Phonics standard in Year 1, they have read

randomly with children in the past but want to bring in doing this regularly.

Q. About reading for pleasure: do children take books home? Do they use books from the Library as well as the programme?

They have just reclassified and re-shelved the Library, classes have a session once a week. Didsbury Library visits were also planned but have been deferred now due to Library Staff Covid. Pre-Covid they had Author visits, Author days, Reading Awards with raffle tickets in ad raw to choose a book. The activities stopped during Covid but they are now starting to reinstate them.

Thanks to Ann Johnson for her help with setting-up and maintaining the School Library.

(Cathy Child and Jake Everson left the meeting)

4. Headteacher's Report

There are 437 children on roll, 83 spaces; five children have joined the School since the last meeting, three have left, two for places at schools closer to home and one has left Manchester.

Quality of Education

Year 2 did their Phonics screening in December. The children have missed much work but 73% still achieved the standard; in the circumstances this compares well with past national data but there is no real benchmark information now.

The Team and children worked really hard.

EduCater was updated in December; with Staff absence and Covid issues Pupil Progress meetings were postponed until this week, KC will bring some anonymised information to Curriculum Committee. NFER tests will give useful information about what children have achieved since last summer's NFER assessment.

Teachers have changed how they track in EduCater, to clarify gaps in learning which can then be addressed. This seems to show that only a few children are achieving, but this is partly a result of the system, which does not allow progress to show until made in all areas. When gaps are filled the real progress will be shown.

Pupil Premium information has been shared with JW and is now on the website. There is a 3-year strategy, regular updates will go to Resources Committee. Fran Harrison is taking-on leadership of Pupil Premium and School-Led tutoring, sessions will start with Pupil Premium qualifying children, then children with similar gaps in learning will be added-in to maximise the impact of the funding.

SIP Priorities update

Priority 1, Absence: There is a slight decrease in PA numbers; they are waiting for a date for a full Audit to look at groups causing most concern. Children with SEN, except those with EHCPs, now have poorer attendance, but this can be due to other issues. There are two children with attendance at 16%, which is a Safeguarding concern, this pulls down the average.

Priority 2, Reading: They are working on reading for Pleasure, the Library has been set up and links are being made with Didsbury Library.

Priority 3, Curriculum development: Subject Leads are working in 3 groups, with Teachers from different Year Groups, revising Intent and Implementation documents to be in line with what they are doing now. They will continue to revise the documents; some subjects need much re-working after the impact of Covid, some are stronger.

RO told Governors that Curriculum work began, then was halted by Covid, Subject Leads had to work in isolation, this is the first opportunity for them to come back together to get consistency across subjects. This will be given time in CPD.

Behaviour and Attitudes

Attendance was 94.2% against the 97% target last term. It has decreased this term, due to Covid cases and extended holidays.

Persistent Absence is coming down slowly, they hope to be able to challenge this more after the Audit. Behaviour incidents peak in autumn 1 then decrease, this is the usual pattern.

There have been a number of Fixed Term Exclusions, most with two Acorns pupils; the School is in negotiation with the LA about these children who they think should be in more suitable provision, not

Resourced Provision. One child is leaving for Southern Cross, the other is still waiting for a place. Staff have been working on the Exclusions Policy; there can be issues with excluding a child with an identified SEND need. There is a process in the Policy for dealing with behaviour. There are 18 Child Protection incidents on CPOMS, the big issue in that area is pupil mental health and well-being. School has signed-up with OneGoal, all children will have sessions in PSHE, then they will be asked about interest in being Mental Health Champions, there will be a group of about 30 children who will work with Thaley, making suggestions and feeding back for their peers.

Leadership and Management

SIP Priority 4 is around transition and the new Leadership structure.

This evening's presentations from Cathy Child and Jake Everson evidence how Staff are co-operating while they settle into their new roles; they meet as an Extended Leadership Team to support each other and work together.

2 surveys have been done, one before Covid, one during; outcomes are consistent. Three Working Parties with Staff released during the school day have been set-up in response to the surveys. They are working on communication, professional development, peer-to-peer professional and personal support, and also encompass mental health; they are ready to start in the next week, each group will have an outcome, either a policy or feedback.

There are no major Staff changes, but they are looking to employ their own Caretaker to maximise lettings; the post is presently outsourced with the cleaning.

The Hearts Trail ran, even under difficult circumstances, they want to keep this going as much as possible.

Q. About Covid impact on attendance: there were some cases, but also some self-isolation before Christmas to be clear to make visits; would attendance without these be normal?

It did have an impact, attendance was close to 91/92%.

Q. About getting Supply cover?

Numbers of Staff tested positive after Christmas; KC booked Supply cover because he had notice. They have used Teaching Assistants to back-fill, trying to share the load. The eight Staff absent included two Teachers and six TAs; they do not usually cover TA absence. Because TAs are being used for cover, fewer interventions are happening; there is an impact, but it is better to have familiar adults in front of the children.

Q. About the re-structure: how can we as Governors support? Do Staff in new posts need CPD? Is this in Hand?

Staff have spent the autumn term discussing and sharing practice. Teaching commitments have been organised so that Staff have time with Middle Leaders to share. Much CPD for Senior Leaders will come through Aspire now, they have very well established teams. KC will be looking at Phonics and Maths in Wilmslow and Wilbraham schools; they want to give coaching to Middle Leaders, and KC is asking a contact to come in. There are things in place. If they did not have to make the changes, they would not have done, it is a concern that subject leadership is weaker while in transition, they think exchange and partnership is key. The transition period is 3 years, they will be building knowledge and strengthening the Phase Leader role.

Covid update

Numbers of cases were rising in the first few days of term but seem to have settled down now; Measures to limit spread have been brought back and seem to be working at present.

4.2 EYFS update

Cathy Child

Taken first, above, before the Headteacher's Report

4.3 Reading update

Jake Everson

Taken second, above, before the Headteacher's Report

5. SMRA Report

Confidential item on p8

6. Academisation update

Kevin Simpson, the Aspire CEO, is ill in Hospital, he may be out of action for some time. They have met with the Deputy CEO, but in KS's absence the finance paperwork the DfE had requested from the Trust has not been completed for tomorrow, so the academisation is likely not to go to the Headteacher Board in February. KC hopes it will go in March. They are meeting the Deputy CEO to work on how to progress this.

7. Policies for Approval**7.1 Exclusion Policy**

Governors agreed to ratify the Exclusion Policy.

8. Any other business**8.1 Complaint**

Chris Pyle reported.

A Complaint was received; CP, KP and SMM met and prepared a response, CP contacted the parent and followed-up. The complaint appears to be resolved.

There are a couple of recommendations for the School. The Link Governor for Behaviour will oversee processes, this is probably best done by Frank Atkinson, not present tonight.

8.2 Premises

AJThe as Health and Safety Governor did walk round the site with the checklist with Katie.

The new Kitchen is there, the Site Manager and Project Manager have been very good, they have communicated well and included the children; the School hopes to use the Kitchen from February half term.

Roofing work is on track.

8.3 Link Governor visits

KC would like Link Governors to make and keep contact with their link members of Staff. For safety this could be over zoom and phone where possible, and visiting if appropriate to see something in action.

The policy is on the shared drive. Governors should contact the member of Staff before the meeting to say what they would like to discuss.

8.4 SFVS

Skills Audits are part of the SFVS Action Plan, also Finance training, Clare will do this.

next meeting

Thursday 17th March

Thursday 12th May

Thursday 7th July