



Whitchurch Primary School and Nursery
Achievement and Standards Committee Meeting, 7th November 2022

Meeting Attendees:

Name	Role
Caroline Rowley (CR)	Headteacher
Vinay Patel (VP)	Governor
Nisha Chikhliya (NC)	Governor
Martin Thompson-Lawrie (MTL)	Deputy Headteacher / Contributor
Paul Smith (PS)	Governor
Deepa Samani (DS)	Governor
Kula Sudhakar (KS) - Meeting Chair	Governor
Ms Portou	Contributor
Ms Harris	Contributor
Maria Nickson (MN) - Apologised	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 MN.	
3.	Declarations in Respect of the Agenda None	
4.	English Report CR explained that Ms Portou and Ms Harris are jointly leading on English. Gemma has been working on the feedback policy. Ms Pogbu is the Wider Curriculum Leader who strategically manages wider curriculum subjects. Governors noted the contextual information from 2018 to 2022 for KS1 and KS2, including comparisons of attainment against nationals. 44% of Y5 pupils were working at 'expected'. 80% of the year group made progress. The 13 children who did not make expected progress are mostly secure. Ten children arrived this year and only one was EXS. A number of Y5 and Y6 pupils moved onto another primary to accommodate their secondary arrangements. DS asked if new arrivals were discounted. It was confirmed that the new arrivals were included, currently. There have been some aspects which impacted on outcomes, including Covid-19, changes to leadership, absence of depth of planning and assessments which relied on algorithms and required review.	

Since 2012, there has been a greater focus on planning, stronger leadership, a shared vision and values bringing about a shift in culture and climate, dedicated EAL and intervention teachers and a focus on training to improve pedagogy.

In relation to barriers, writing was broadly not taught explicitly – this is very challenging to teach online. There were widening gaps in stamina and fluency but pupils were reading more. There was significant absence and technical issues during home learning. There was also a lack of devices which impacted on learning. The team were new to moderation - some observations picked up a lack of modelling. The autumn data looked promising. There was also a lack of KS2 moderation which negatively impacted confidence in the judgements.

The moderation process was shared.

The Y6 team attended external moderation – writing lacked consistency in skills. During moderation a key challenge was cohesion and this is now being addressed.

There was only one writing piece after the moderation, which wasn't enough time to rectify the areas requiring development. It was noted that creativity was high but the lack of cohesion was the main reason for a lack of EXS. There was a lack of stamina and consistency. The moderators wanted a portfolio of pieces. Moderators commented that judgements were mostly sound.

The SDP for 2022 focuses on writing. All performance targets have a writing focus. The Assistant Headteachers are taking charge of English for Autumn term at least. All Year Group Leaders met with a Deputy Headteacher to look at core texts and planning for the half term. There are regular pupil progress meetings. Links are made with Hiral Kelly at Longfield for moderation. There have been writing and GPS interventions. A number of other interventions are also being executed.

Governors reviewed the English key priorities:

It was noted that the action plan mirrors the whole school development plan.

In relation to next steps, there will be writing exemplars in all year groups, data drops, data moderation, cross-

	<p>phase moderation, checking against targets and analysis, embedding the ‘talk for writing’ structure, pupil progress 2 meetings to highlight areas of need, implementation of the Nelson handwriting scheme and swift intervention if there is cause for concern.</p> <p>KS noted that lots of areas for improvement have been identified and asked if anyone will be able to take up the KS2 moderator role.</p> <p>MTL explained that staff are relatively new but this is being considered.</p> <p>DS felt that the training for moderating was really helpful to understand the framework and things to be brought back to the team. MTL noted that within school there were experienced staff. CR explained that last year, the school was looking at similar data for reading and this had had a significant impact. CR felt that ambitions were realistic and lots of progress could quickly be made in this area. Staff are competent and feel that there is a lot which can be done. MTL noted that children were very well read and have a creative flair – the mechanics of writing needed to be focused upon, however. This could be addressed effectively through modelling.</p> <p>PS asked if there is anything more which parents can do. e.g. Reading lists. There has been a reading and maths workshop – there will soon be a Writing Workshop so that parents know what to look out for. There is also a child-friendly checklist. Parents will be provided with tools to support so that parents know what they are assessing against. The next step of workshops will also include Zoom. PS suggested recording. CR indicated that some teachers remain reluctant to do this.</p> <p>DS asked about catering for more able writers.</p> <p>It was noted that CPD addressed this through progression of skills and support for the most able. It is not acceptable for greater depth children to be allowed to coast.</p> <p>KS asked whether, if there are more moderators, judgements would be less likely to be challenged. CR did not think this was the case.</p>	
5.	Update on the Feedback Policy	

Previously, the feedback policy was not being used consistently nor was it adopted by staff fully. The school has reviewed this and drafted a new policy. Whilst research shows that effective feedback has a very positive impact, marking is only one way of giving feedback. There are other forms of feedback including peer assessment, self assessment, oral feedback, etc.

The aim to focus on the learning and pupil gain, empowering pupils to become resilient and ambitious learners who take responsibility for their learning, is manageable and allows for teachers to invest more time in planning and assessment. Other goals include trusting teachers to make judgements and ensuring quality feedback, focusing on the quality and quantity of feedback, and ensuring feedback is effective and consistent across the school.

Feedback should improve the learner and not the work. It aims to further the pupil's learning and progress and empower students to take responsibility for improving their own work.

Feedback is underpinned by WALT and WILFS. Feedback is timely and focused on moving the learning on and teachers must plan for how pupils will receive and use the feedback to ensure that it is effective.

There is no expectation with respect to frequency or quantity of written marking. Teachers are expected to use their judgement. Work must be regularly monitored to inform planning and check progress.

PS felt that the general idea, in relation to setting a direction and principles, was sound. Sometimes, however, a small number of staff can become complacent. Additionally, being prescriptive helps newer staff to understand expectations. It was explained that the role of the Year Team Leader will be useful in terms of engaging with the team to look at books together and speak to pupils about feedback. The school is not prescribing detailed comments. It is about making sure that for each subject this is relevant. One way that this has changed it through a Whole Class Feedback regarding extended writing. The whole class feedback sheet must include all pupils. This will be moderated. The teacher will look at each piece of work and use a Whole Class Feedback sheet so that every pupil gets feedback. Pupils will need to be proactive to identify errors based on the feedback.

KS asked how pupils feel about sharing misconceptions with their peers. CR explained it was how this was presented, rather than it being a deficit model. The focus is on moving learning on, and the atmosphere and expectations in the classroom. PS felt that there would be positive learning from the 'learning together'

	<p>approach.</p> <p>VP asked about support for ECTs and quality assurance. MTL explained that ECTs engage with training at Harrow and they meet with their mentors. They are also supported by team leaders in school who are continuously checking the progress of the year.</p> <p>Teachers are encouraged to be active and provide feedback in lessons. There is colour highlighting for pupils to understand quick feedback and actions. CR felt that the highlighting really works and pupils were pleased to receive green highlights.</p> <p>The school uses a marking code and pupils are expected to identify where are inaccuracies</p> <p>Conferencing and target setting take place once per half term. This is a one to one session with their teacher.</p> <p>In terms of next steps, there will be book looks, observing feedback and working with YGL to monitor quality of feedback. MTL noted that staff were closely consulted and supported to develop the policy. There have been check-ins and opportunities to feedback. There was whole class feedback training on 21st October. The monitoring of the SLT through walks and discussions with pupils will continue.,</p> <p>PS asked about expectations with respect to acknowledging homework. It was confirmed that the homework should be acknowledged, evaluated and feedback given. PS felt that if a teacher writes at the bottom “feedback given” this would be helpful. It was noted that feedback is done quickly and in a variety of ways – through discussion, a sticker or discussion with a peer. There are lots of things which go on that are not comments. PS felt it would be useful as a parent to know that the work has been acknowledged.</p>	
6.	<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"> ● Election of Chair/ViceChair to be scheduled for the next meeting – It was noted that it would be KS last meeting. KS and DS proposed VP as Chair from the next meeting. ● CR took an action to ask DB to complete the website check – this had been undertaken and CR will be 	<p>MTL to share updates of KCSIE 2022 document for Governors to read</p> <p>MTL / CR to present FFT (Fisher Family trust targets and school targets at FGB</p>

	<p>presenting this to the FGB.</p> <ul style="list-style-type: none"> ● KS to present a review of his visit at the next meeting – this was tabled during the agenda. ● MTL to share updates of KCSIE 2022 document for Governors to read ● MTL / CR to present FFT (Fisher Family trust targets and school targets at FGB) ● CR to present new home learning policy for FGB 	<p>CR to present new home learning policy for FGB</p>
<p>7.</p>	<p>Headteacher's Report</p> <p><u>SEND</u> New pupils have been identified and existing pupils settled back into school. Progress is being made but there continues to be progress required.</p> <p>There are 22 EHCP children.</p> <p>SEN support has increased by one third over the past year. The most significant needs are in Y1, Y5 and Y6.</p> <p>There are a significant number of boys , by comparison with girls, and CR is exploring why there is an imbalance. It may be that girls are better at masking SEND issues.</p> <p>PS noted that, in the news, there are more pupils coming in with speech and language delays. CR felt that this was the experience at Whitchurch too. There is a challenge regarding accessing SALT – DP noted that this was a national issue. Some families are even suing the LA as the requirements of the EHCPs are not being met. Parents who are suing are still not receiving their EHCP entitlement, however.</p> <p>PS asked if there were opportunities to purchase these visits privately. CR explained that 20 visits have been budgeted but only 15 are being provided by Harrow (the core offer being 12). The school has sourced a private SALT who will charge the school £1,300 for an assessment. CR will review the quality.</p> <p>This year the school has included all pupils with an EHCP onto the SEN planning week, so they now also have a short term plan to support their learning alongside their EHCP. Parents have welcomed this, as have staff, as it helps break down the plan into manageable targets.</p>	

The support staff have been extensively trained – they are confident and are taking up ownership. Many have applied to do higher level courses at Stanmore College.

Next steps for SEND provision include data on pupil and parent voice, developing video clips for annual reviews, and using the Engagement Model for high need students. CR felt that SEND was in a better place than it was 12 months ago.

In relation to EAL, it has been a great start to the new academic year for interventions with the appointment of an HLTA and Interventions teacher. There has not been uptake of ISOL classes by parents – there need to be 15 pupils and currently there are only eight. KS asked if the Romanian teacher could promote this. CR confirmed that dual language publications have been issued. The school is also running homework clubs including Romanian enrichment workshops for parents. CR is looking into wider staff training so that teachers know what that team is doing and the resources on offer. CR noted that the cohort is shifting to one with greater levels of EAL.

The Early Years and Reception cohorts are full. Lots of work has been done on engagement with parents in early years. The induction processes in June and July were very helpful in getting to know the pupils and plan the classes.

The launch of Tapestry (our online learning journal) will further enable staff to individualise planning and engage parents with day to day insights into their children’s learning and interactions during the school day.

The Reception baseline has been completed and submitted. These have helped staff to identify needs and priorities for individuals and groups.

Governors reviewed the Reception baseline data.

DS noted lower starting points with lots of children new to English.

PS asked about the cohort compared to previous years.

CR noted a lower baseline, reflecting how the community has changed. With the exception of Nursery, those

pupils are new to school. Next steps for EYFS Provision include streaming phonics classes in smaller ability groups to ensure a positive impact on their progress. A deep dive was undertaken today and good practice is emerging. The launch of Tapestry will further enable staff to individualise planning and engage parents with day to day insights into their pupils' learning.

Strategic Priority 6 – Core Subjects

The school has finalised the Maths, Science and English action plans for 2022-2023 and identified strategic priorities for each. The action plans were included for Governor information in the meeting documentation. There will be quality assurance and deep dives in key subjects to monitor progress against priorities. As part of the formal teaching and learning review week for the Autumn term, following a rank and order of subjects by SLT and the wider leadership team, science has been identified as a subject for a deep dive.

In relation to Quality of Teaching, across the school, as outlined in the most recent SEF update (October 2022), leaders have evaluated the quality of education (focusing on teaching and learning) to be at least 'Good' with elements of 'Outstanding'. Leaders are embracing their roles and are confident to ask for advice to drive change.

All performance management review meetings and target setting for 2022-2023 has been completed and MTL will begin to arrange internal and external CPD for teaching staff based on their performance management targets. The focus for the Deep Dives will be English Reading (including early reading and phonics), R.E, Art, the library offer, French, PE and Science.

KS asked, if a pupil was underachieving, whether they would find out. MTL noted that pupil progress meetings would be good opportunities to identify this. CR felt that there would not be surprises – in Pupil progress meetings leaders ask staff if they have spoken with parents to understand any background information. There is constant close dialogue with the family. For each meeting, there is commonly an action for a teacher to speak with the parent.

CR noted that the staff team have previously been disempowered in relation to assessments – the assessments being strictly test based. Very rarely is teacher judgement different from formal assessment. There need to be skills to enable pupils to pass the test and this is balanced against teacher judgments and the fun of learning.

Attendance

	<p>This has significantly improved over the last 12 months.</p> <p>Overall, attendance for all key stages combined is 94.47% (95.06% for KS1/KS2 only). The Harrow average is 92.6% across the whole year.</p> <p>Governors reviewed the Persistent Attendance figures. The current persistent absence figures are well above both National and local figures. At the start of Autumn 2, leaders met to identify pupils and co-ordinate on arranging follow-ups. Strong attendance is also celebrated.</p> <p>Governors noted how the premium spend is allocated based on pupils' outcomes. The end of year Pupil Premium report will be presented at the FGB in December – to be published on the website by 31st December.</p> <p><u>Safeguarding</u> Governors noted the safeguarding data.</p> <p>MTL, supported by the Pastoral team, continues to attend regular Child Protection Conferences, Core Group and Child in Need Meetings on behalf of the school.</p>	
8.	<p>Policies</p> <p>The Assessment Policy and Feedback Policy were each approved.</p> <p>MTL confirmed that he will oversee LAC children. MT intends to bring an in depth report on LAC to a future meeting.</p>	
9.	<p>Visits</p> <p>KS updated Governors on the visit: Senior management clearly analyse impact and implementation. They were clear on the areas to do better. There was good monitoring and staff were able to ask questions from an Ofsted perspective.</p> <p>KS felt that there was good challenge and support.</p> <p>PS will join the school for an RE Visit.</p>	PS to complete an RE

		visit.
10.	AOB CR noted that the SIP visit took place in Autumn 2 – it was a very positive visit and the SIP felt very confident that the school is where they say that they are. The school is still rated as Amber based on the writing results. This has been raised with the LA.	

Post Meeting Action Log:

No	Item
1.	MTL to share updates of KCSIE 2022 document for Governors to read
2.	MTL / CR to present FFT (Fisher Family trust targets and school targets at FGB
3.	CR to present new home learning policy for FGB
4.	PS to complete an RE visit.

Accepted as a true and accurate record by the Chair _____