

Wednesday 31st March 2022

Record of Governor Progress Meeting

NB: This is the second Progress Meeting of Spring Term. There will be no Progress Meeting in summer Term.

Present: CB, JV, DH, LW, GC, KJ, SL, RA, PS, TH, JT, AL

1. Meeting opened in prayer
2. The minutes of the last meeting were agreed as accurate
3. **LA Visit**
 - The Chair of Governors summarised the LA visit which took place on Monday 28th March and the reasons why the visit had happened.
 - Feedback on the LA visit was shared with Governors. Original QEP visit to be shared amongst the governing body.
 - The deputy head felt the visit had been timely and encouraged us to ask question such as, “Are we challenging children enough in Maths?”
 - Based on LA feedback, there was a discussion around differentiation and how potentially this needs to move as we progress through the year.
4. **Overview of data:**
 - The academic year is split into 3 equal blocks of 12 weeks.
 - It was noted that the data must be anonymised.
 - The Headteacher explained how the data is measured.
 - Governors asked the Headteacher how she felt about the year 6 data. The Headteacher said she was confident some of the Year 6 who are currently just below, will be converted to standard. The Headteacher stated that she was confident that SATs results will improve.
 - The Headteacher explained “juniper” data to the Governors. The school results are in green.
 - There was a robust explanation of all the different types of data.
 - There were no surprises in the data for Headteacher, as she felt points had been picked up during the pupil progress meetings.
5. **Writing Moderation:**
 - The Headteacher explained that writing would be addressed after SATS.
 - The Headteacher explained that there is no time in the curriculum to look at extended pieces of writing and as yet, there have been no significant pieces of writing assessed.
 - In a block, children complete 3 pieces of assessed writing, and this is not enough for the purposes of moderation.
 - A Governor asked how other schools assess writing.
 - Moderation has not yet been completed and this will be built into staff meetings to moderate to be done in house.
 - Moderation will then be done across the triad externally.
6. **Maths:**
 - The deputy head commented that the recent assessment period and data submission has highlighted that school needs to look at mental fluency. This has been discussed with the maths lead. The children are currently better at reasoning as opposed to the arithmetic element. It was suggested that a video might go to parents on google classroom to support parents with how calculations are taught.

7. Self-Evaluation form:

- How can we be secure and developing?
- The curriculum will always develop as we move forward.
- What is cultural capital? A governor answered that Cultural Capital is taken from sociology, from a French expert, and it is used to describe how the children interact in a number area.
- How do we reflect on opportunities for improvement?
- What is the volume of turnover?

8. School Improvement plan:

- A Governor commented that the School Improvement Plan is too detailed and that Governors could do with an executive summary.
- It was requested that the school logo watermark be removed from the central page.
- There was some discussion around the SIP and how effectively we are using this as a working document.
- It was questioned how regularly the governors are involved with the writing of this.
- There were some comments around how “alive” this document is.
- There were discussions around how this can be moved forward and whether there is scope in how we could engage all stakeholders with the SIP and developing this.

9. Pupil Resilience at Emmanuel Holcombe:

- The meeting moved on to a discussion around resilience. This was extensive and much of the governing body contributed.
- The Headteacher mentioned that feedback from Woodhey was that our pupils were not very resilient, hence the flexible seating changes to Oak’s classroom.
- A Governor commented that the term resilience is used a lot – we need more context. What does it look like for the high school? The Vice Chair of Governors asked if Woodhey feedback often? The reply was, “no, not often.”
- Specifically, a parent governor commented that she did not feel that our children lack resilience. From families that she has spoken to, the opposite view was held. The Governor felt that our children have a strong sense of community and a strong sense of identity around school.

10. Oak class:

- Data in all classes showed evidence of progress.
- There was a discussion earlier in the meeting around resilience, which had been part of the rationale as to why the changes had been made in Oak class at the start of the year.

11. AOB:

- A governor shared with us the new skills audit that needs to be completed - please complete and hand to the office.

12. The meeting closed in prayer.