



ALFRED SUTTON PRIMARY SCHOOL
Minutes of the Virtual Meeting of the Performance Enrichment Committee.
Wednesday 30th March 2022. 7pm.

Present: Attia Rafiq-Sharif (Chair); Dave Dymond; Robert Howell; Ian Church; Sara Fincham-Majumdar; Andrew Burrell; Kate Gordon.

In Attendance: Alice De Croos.

Apologies: No apologies had been received.

Clerk: Deborah Savage

Agenda Item	
	<p>Section 1 – Procedural.</p> <p>Before the start of the meeting, the Chair of Governors asked to make a short statement about the conflict in Ukraine: <i>“To all the brave people and families in Ukraine, you are in everyone’s hearts and thoughts. We hope that this war will end soon and your lives can go back to normal. Please everyone take a moment to consider that. The media has links to sites and ways to take it further with support if you wish.”</i></p>
1	<p>Apologies.</p> <p>No apologies had been received in advance of the meeting.</p>
2	<p>Declaration of Conflicts of Interest.</p> <p>There were no declarations of Interest.</p>
3	<p>Parts 1&2 Minutes of the previous meeting held 1st December 2021.</p> <p>The minutes from this meeting had been circulated in advance and were accepted as true record. They will be signed electronically and signed physically as soon as possible.</p> <p>Actions from the last meeting were reviewed:</p> <ul style="list-style-type: none">• The CoG had sent a letter (containing quotes from current Year 6 children) to the Lead for Education at RBC about retaining the modular building. This had also been followed up with an email but there had been no response. ACTION: CoG to continue to raise the issue with RBC.• Monitoring meetings with Phase Leads have been held and will be discussed at this meeting.• Remote monitoring options have not been needed as yet. It is hoped to hold some face-to-face meetings in the summer term.• SEND Local Offer document has been edited.

	<ul style="list-style-type: none"> • Work to complete the TORs and Policies overhaul will continue after the financial year end / budget setting is completed. • Zoom does allow electronic voting should this be required at future online meetings. There is also a break out room facility. • The Part 2 action has been put on hold for the moment due to the issues faced in school recently with staff shortages due to covid infections. This will be picked up again in the new academic year and governors will be kept informed about the options the school is investigating. <p>(19.07 - At this point Sara Fincham-Majumdar joined the meeting.)</p>
4	<p>Matters Arising. There were no matters arising.</p>
5	<p>Terms of Reference. The PEC TOR had been circulated in advance of the meeting and the chair informed Governors that the policies attached to the PEC were now up to date. One of the key tasks of the PEC is to monitor the school's performance and curriculum and the meetings that have just been held and are to be discussed tonight, are a key starting point in resuming this after the Covid disruption.</p>
<p>Section 2 – Head Teacher's Report.</p>	
6	<p>HT Verbal Update. The HT informed Governors that he was writing a comprehensive HT report for the next FGB meeting. This report would be circulated in the next 10 days and so at this meeting the HT verbally summarised the key points.</p> <ul style="list-style-type: none"> • Staffing – the school had looked at the sustainability of having a full time ICT teacher and comparing the provision models in other schools. The focus is on skilling all staff to be able to deliver ICT teaching as part of the primary curriculum so that the school is not exposed when specialist teachers leave. The school considered it is better to build capacity in house and from next academic year another teacher will take on the role of ICT Co-ordinator. All phase leads are currently spending time with the ICT Lead before he leaves the school in July so they are familiar with the curriculum for their years. The school expects there to be some confidence issues, but the fact that the current ICT Lead has done such a good job with building the curriculum and the resources combined with some training where required means that the school are confident the new model will work well. The school are confident that they can meet the needs from in-house with possibly a little more support from Turn It On. There should be no need to buy in support from surrounding schools. Governor Comment: Can we minute our appreciation of the work that the ICT Lead has done for the school and wish him well with his future plans. Governor Question: We have a healthy training budget – I am sure that opportunities for training for staff that might benefit have been considered? Yes – we are currently investigating some courses but we know that this subject has good resources and plans in place so we are not worried. • Attendance – figures are currently averaging 93% when it should be around 95-96% - this remains covid related. We have been impacted by high staff

absences due to covid too which has meant pressure covering lessons and this has had an impact on children and staff as well as hampering our school improvement plans. It has been another very hard term with Nursery and Reception very badly hit. Well-being remains a concern and a focus. **Governor**

Comment: Cases locally are rising and infections are spreading fast. Governor

Question: Are staff able to access LFTs? We have approached RBC about getting a supply of test kits but we are not expecting to receive any. We have very few left and are rationing what we have.

- Community Engagement: The recent fund-raising fair was very successful in terms of funds raised and in bringing the school community together. The HT thanked the GB for their efforts in organising and supporting it. Governors were also thanked for their support of the school streets initiative.
- Reading – Reading is a huge priority for the school who are developing the curriculum in this area and have had LA Advisor support to do this. Reading is so important as it underpins everything the school does. It would also be a focus of any future Ofsted visit. The member of staff who is Phonics Lead is to expand her role to become Reading Lead and this, along with the changes already introduced, will have a huge impact. Phonics remains the bedrock of Year 1, with children in Year 2 developing their early reading skills. The challenge is maintaining the momentum through to years 3,4&5 – a challenge faced by all schools. The school wants to maximise reading opportunities and widen children’s reading habits as there is less structure within the KS2 curriculum to underpin reading. Challenging our EAL children to maximise their progress is also a key consideration. We have new initiatives in school – such as the Reading Hive which Governors have heard about before and the school are very keen that Governors talk to the Reading Lead and Phase leads to understand what ASPs are doing in this area so that Governors can talk to Ofsted Inspectors knowledgeably and confidently knowing that they understand what happens in each year with regard to reading. In the past the Ofsted focus was on writing – it is now more on Reading.
- The recently published Government White Paper on Education will have much impact and it outlines plans to raise outcomes for children by 2030. It includes proposals to lengthen the school day and increase Academisation. There have been some measured articles in response to these proposals. **ACTION: HT to share links to the White Paper and some articles that provide some context.** There will need to be consultation with many groups of stakeholders such as parents and unions. There is also the dilemma of a requirement to raise success rates at SATS to 90% while also teaching a widened and enriched curriculum. There are many questions to answer about how to balance these two requirements. **Governor Question: What are our current SATS targets?** The last SATS data in 2019 had national attainment at 65% (ASPs was 68%) Our combined target for 2022 SATS is 75%. However, our progress measures are always stronger as many of our children come to us with lower attainment but leave us with stronger attainment – they make good progress whilst with us. In order to achieve 90% success, we would need a controlled uplift – which may

	<p>be at odds with teaching a wider and more in-depth curriculum. Governor Question: Is there to be any additional resourcing for this? Teaching extra hours will need to be funded. Not that we know of yet – but this is 8 years ahead. There are lots of discussions and work to be done to look at widespread impacts on staffing costs, energy costs, wrap-around care provision and maybe shorter school holidays.</p>
7	<p>Inspection Dashboard.</p> <p>The inspection dashboard document had been shared with Governors in advance of the meeting and Governors were informed that this style of document had been around for a while. It is the only information that Ofsted Inspectors would have about a school prior to a visit. Inspectors no longer look at any internal data from the school – their focus is what is going on in classrooms when they visit and on talking to the children about their learning experiences. Governors were also informed that Year 2 SATS are to be phased out over the next few years. The inspection document contains generic comments and ones irrelevant to the school are greyed out but still visible. The statements are drawn from 2019 data and the November 2021 census so are historical. It is important that the GB understand what it is that Inspectors know about the school before they visit – i.e. that they will use any issue that is highlighted in the Dashboard document as a focus for their visit. However, as Governors can see on the dashboard document for ASPS, the document is very positive and for any areas they might question – such as Exclusion figures – the school is able to contextualise and explain the decision-making process.</p> <p>Governor Comment: If we expect an Ofsted visit in 2023, it would helpful if the Dashboard document contained data from 2022 – but would inspectors also look at the relationship of the data from 2019 to 2022? Progress data won't be published as part of the 2022 data – but when Inspectors visit, they would see that our progress measures are strong. National comparison charts have not been published for some time and data will be suppressed nationwide due to covid. The HT informed the meeting that it is the school's view that it is very important that Governors talk to their phase leads about absence rates in their year so that Governors understand the context behind any figures and can talk knowledgeably to Inspectors about the challenges faced in school both generally and in more detail within a year group context. This is why it is so important for governors to have a strong relationship with key members of staff and for Governors to feel that they can challenge staff to understand more about any issues but also praise the positives.</p> <p>The meeting was informed that the school are expecting an Ofsted visit to take place from January 2023 – which is why the next two terms are important.</p>
	Section 3 – End of Year Predictions.
8	<p>EYFS</p> <p>EOY targets were not discussed in detail.</p>
9	<p>Year 2 (Key Stage 1)</p> <p>EOY targets were not discussed in detail.</p>
10	<p>Year 6 (Key Stage 2)</p>

	<p>EOY targets were not discussed in detail.</p> <p>Governors were encouraged to hold further meetings with their phase lead link staff in the summer term to explore targets in more depth. The chair also thanked all those who had taken the time to hold meetings within phases and report back. It was hoped that everyone found these meetings useful in both building a relationship and understanding how the school were supporting children to both catchup lost teaching time after the disruption but also to make further progress. The reports submitted after the meetings were good and presented a very positive picture despite the many challenges.</p>
	<p>Section 4 – Governor Monitoring Feedback Reports – Pupil Progress</p>
<p>11</p>	<p>Nursery.</p> <p>The Governor who acted as link for Nursery was the same one who linked with Reception so these two phases were verbally reported on together. A report for the whole of the EYFS had been circulated in advance of the meeting along with two documents covering Nursery assessment data for December 2021 and January 2022 as new children started.</p>
<p>T</p>	<p>Reception.</p> <p>A report on the meeting with the phase leads for Nursery and Reception and the link governor for these years had been circulated in advance of the meeting and the link Governor gave a verbal summary of the main points.</p> <ul style="list-style-type: none"> • Key focus is language skills providing children with a language-rich environment, wide vocabulary, lots of talking opportunities, reading books, and scaffolding language learning through play. There is a wide variety of language skills within the cohorts and the increased use of multi-media has an impact on language development even at the early years. • The link governor reported that the meetings were really informative and it was lovely to hear about what goes on in these settings to support the children. It was very clear how hard the staff work. <p>Governor Question: We know that covid has resulted in a dip in early language skills and that we have a high number of EAL children in the school – how does this contribute to achievement levels and do staff see EAL in differentiated terms? I ask this as EAL is not synonymous with bilingualism...This is a complex area and perhaps this Governor (who has a professional interest in early language skills) should arrange to meet with early years staff to look at this in more detail. As we have mid-year joiners in the EYFS setting, this is an added complication and sometimes it can be hard to establish if there is an underlying additional need with an EAL child. We recognise that this is a changing picture for us as a school and perhaps some training or working with the university might assist.</p> <p>Governor Comment: There is a department at the University of Reading – the Centre for Literacy and Multilingualism who I can put you in touch with. ACTION: Governor to meet with HT to discuss a link with this university department.</p> <p>The meeting was informed that oral skills are key to the EYFS and these are developed by use of such resources as books with repetitive refrains encouraging children to</p>

	<p>participate. A regular weekly walk that follows the same route encourages the use of language skills and this varies by season. Interventions vary according to need. It was noted that it would be good to go into these settings to see provision in action and how provision varies for SEND children. The link Governor also noted that she would like to see how Tapestry is used to record children's progress.</p> <p>Nursery currently has one child with severe additional needs who should not be in a mainstream setting – but efforts to place this child in a more suitable setting are frustrated by a lack of places and funding for places. Sadly, the school anticipates that this problem might become more common. The need to support this child has an impact on the school's budget and to some extent shows how far ASPS is a victim of its' own success - knowing that the school has an outstanding SENCO and provision means ASPS is better placed than others to support these needs. Applications for EHCPs by ASPS are approved quickly as it is known that the staff will have made every effort to support a child before submitting an EHCP application. Governors were informed that meeting the needs of some children requires highly skilled staff – skills that are not reflected in the pay grades for such posts, so recruiting the right staff is very challenging.</p>
13	<p>Year 1.</p> <p>A report from the meeting between the link Governor for year 1 and the phase lead had been circulated in advance of the meeting, and the link Governor talked the meeting through the main points.</p> <ul style="list-style-type: none"> • Well-being remains an important focus – staff covid infections had a big impact on staff this year to date and therefore on teaching too. • Current phonics figures (a key progress indicator for Year 1) are lower than they might be, but much progress has been made in the last few weeks and there is cause for cautious optimism. Small group interventions are being held where appropriate to support progress. • It is likely that there will be some children moving into Year 2 that will need Phonics support to catch up with their peers and staff in years 1 and 2 are already holding planning discussions to cater for this need. <p>The Governor went on to outline some areas to explore further in follow-up meetings which included looking at Phonics attainment figures; the use of streaming and its efficacy in both supporting those that need extra help and also stretching the able; looking at the impact of interventions; book looks.</p> <p>The Governor was thanked for his report.</p>
14	<p>Year 2.</p> <p>The Link Governor for Year 2 had not submitted a report and was not present at the meeting to give a verbal report so this year group was not discussed.</p>
15	<p>Year 3.</p> <p>The Link Governor for Year 3 had not submitted a report and was not present at the meeting to give a verbal report so this year group was not discussed.</p>
16	<p>Year 4.</p>

	<p>A report from the meeting between the link Governor for year 4 and the phase lead had been circulated in advance of the meeting, and the link Governor talked the meeting through the main points. The Governor informed the meeting that it was a real privilege to talk to the phase lead and that she hopes to make a visit in person soon. The meeting was informed that the skills range amongst the Year 4 staff team complement each other and that the team works really well as a unit and it can be seen that children make progress on a daily basis and also retain information from past learning and are able to recall it and bring it into lesson discussions. Learning repetition is used to assist those who struggle and the year 4 team also stretch the more capable children.</p> <p>There are some recently joined children who are struggling at the moment with English, but year 4 children are responding well to the new opportunities they have for reading – both in class and using the reading hive. The only issue with the new reading hive provision is that children need adult help to issue books which reduces contact time with the children.</p> <p>Gaps in learning have been identified and there are a number of approaches being used to help close these which includes lots of times table practise and talking to some families about ways they can support their child’s learning at home. The staff are working hard with children who are at a disadvantage compared to their peers – working to try to ensure that this disadvantage does not perpetuate itself.</p> <p>The link Governor informed the meeting that she hoped to make an in-person visit soon and that such a short verbal summary did not do justice to the conversation she had had with the Phase lead.</p>
<p>17</p>	<p>Year 5.</p> <p>A report from the meeting between the link Governor for year 5 and the phase lead had been circulated in advance of the meeting, and the link Governor talked the meeting through the main points. The link Governor informed the meeting that, as a new Governor, she found holding the meeting made things less abstract for her and that she found the conversation really useful.</p> <p>There are real strengths in Year 5 which include the children’s behaviour and attitude to learning which are excellent – children are enthusiastic to learn with a high take up of homework opportunities and good levels of parental engagement. Challenges have been in the disruption caused by sickness absence and in catching up lost learning. The Reading hive is being well used and is broadening out children’s reading opportunities. Children are also being encouraged to continue to read with their parents so that there are opportunities to reflect on their reading and discuss the texts. There is slow uptake on this so far, but staff will continue to encourage this.</p> <p>Building creative writing into the wider curriculum has challenged teachers to be more creative and the link governor reported that she found what she learned about the work in Year 5 very impressive.</p>
<p>18</p>	<p>Year 6.</p> <p>A report from the meeting between the link Governor for year 6 and the phase lead had been circulated in advance of the meeting, and the link Governor talked the meeting through the main points. The meeting was informed that the Year 6 team are very positive and feel that the children will achieve their KS expectations despite the</p>

	<p>disruption of the last 2 years. Covid has undoubtedly had an impact, both pastorally and academically, but achievement levels are rising and children are showing resilience. There is an extra teacher in the Year 6 team and the team works well together so that covid absences have not had the impact they might otherwise have had. There has been much emphasis recently on writing, and using project work in subjects such as science to develop writing skills. The Year 6 are working hard to prepare the children for transition to secondary school and are teaching as broad a range of subjects as possible to assist with this. Children are encouraged to develop their thinking skills.</p> <p>A recent team building weekend went well and was enjoyed all. A further meeting will be arranged at the start of the summer term.</p>
	<p>The Chair thanked all governors for their reports which she hoped had helped governors to understand the challenges being faced and help them to focus on areas to discuss in greater depth in their future meetings.</p> <p>The next series of meetings should also look in more depth at the curriculum and as each phase lead was also a Subject lead it was agreed that it is sensible if link governors also look at the subject their phase lead is responsible for. Mention was made of a talk given by Alice Boon with guidance on looking at subjects. The resources from the talk are already stored in GovHub and ACTION: the Clerk will remind governors where these resources are stored.</p> <p>Governors were informed that it is part of the school development plan to develop teacher’s skills in a subject so that they have a semi-specialist role in that subject area and budget spending will be used to support this with subject specialist resources.</p> <p>Governor Comment: Any Ofsted focus will be on one or two chosen subject areas.</p> <p>ACTION: HT to list subjects each phase lead is responsible for so that governors can prepare to discuss this subject in their future meetings.</p>
	<p>Section 5 - Governor Monitoring Feedback Reports – other areas.</p>
<p>19</p>	<p>Safeguarding.</p> <p>There are two link Governors for Safeguarding. One informed the meeting that he had met with the Family Liaison Officer (which should be a termly conversation). Governors were informed that there is a strong safeguarding team at ASPS who work well with each other as a team to manage situations efficiently and effectively, and who have good relationships with other local bodies and are well respected. However, resources are strained.</p> <p>The school submits a safeguarding evidence audit to the LA every year and the Link Governor checked that all staff have read and understood the Safeguarding policy and procedures and received training. The link Governor also checked the Central Single Register which is managed by the SBM. The Link Governor reported that he had been reassured by his meeting that the management of Safeguarding at ASPS is effective and efficient.</p> <p>A Governor who is relatively new in post had meet with the Family Support Officer to understand how CPOMS is used in school to manage safeguarding and other concerns.</p>

	She reported that the passion staff have for their roles came through strongly and that CPOMS is a valuable tool for the staff team.
20	<p>Pupil Premium.</p> <p>The link Governor for PP had met with the HT and a report of the meeting was circulated to Governors in advance of the meeting. It included a strategy statement that outlined spending options that had proved most effective in schools.</p> <p>The Governor informed the meeting that there are strong links between the PP report and the phase report as reading underpins all teaching in school and resourcing for reading has been a big part of the PP focus recently. The aim of this is to both improve outcomes for PP and disadvantaged children but it will also benefit all children. There are challenges to overcome in raising children’s attainment, but they make good progress whilst at ASPS. It was very clear that the school are aware of the barriers that need to be overcome, and have strategies in place to improve the outcomes for the 15% of their children who are in receipt of the PP Grant.</p> <p>Governor Question: Are there any barriers that mean families who are eligible don’t apply for PP? Sadly, there remains a stigma but we work hard to ensure that this is reduced and attention is not drawn to children in receipt of PP. These children are not “visible” in school as PP children – we just monitor internally. We will be supporting families in the coming months in making applications and whilst the number of children in receipt of PP has grown since the last census, we expect it grow further. We ensure PP children have priority in afterschool clubs which they attend without charge. The Family Support Officer is very pro-active in liaising with families individually to encourage and support club access.</p>
21	<p>SEND.</p> <p>The link Governor for SEND had met with the SENCO and a report of the meeting was circulated to Governors in advance of the meeting who reported that it was very clear that teamwork amongst the staff in relation to SEND support was very strong. It was also very clear the SENCO loves her role. There are currently 91 children on the SEND register, which is less than it might be as teachers support children well in class through quality first teaching. There are “pinch points” and these do change over the course of an academic year. Some children who have recently joined the school into various years arrived with previously unknown needs. Phases work well with each other to help prepare for transition into the next year group and communication is very good within the staff as a whole.</p> <p>There are higher levels of low attendance with the SEND children and a high number of SEND children also receive PP grants. However, the progress SEND pupils make at ASPS is good – if ASPS is the right and appropriate setting for them.</p>
22	<p>Catchup funding.</p> <p>This was not discussed as a separate item as it was mentioned in phase reports.</p>
	Section 6 – Monitoring Curriculum Subjects.
23	<p>Next monitoring steps – subjects.</p> <p>This had been covered under discussions in item 18 so was not covered again.</p>
24	Ofsted School Survey reports.

	This guidance can be found stored in GovernorHub under this pathway: ASPS/Documents/Meetings/2021-2022/PEC/Using Ofsted Subject Reports.
Section 7 – other business	
25	Issues for Parents/FGB/Confidentiality. There were no issues for parents or the FGB. Personal names would be kept out of the minutes for confidentiality reasons. Governor Question: It would be good to get some feedback from staff on how they felt the meetings went and if they felt that Governors had maybe been too adversarial? ACTION: Staff feedback would be sought.
26	AOB. There were no AOB items raised.
27	Date of next meeting. There was some discussion about the best timing for the next PEC meeting to allow time for follow-up meetings with staff. ACTION: Dates to be discussed off line and communicated to Governors.

Meeting closed: 9pm.

Actions:

Action:	Owner:
Continue to raise retaining the modular build with RBC.	DD
Links to Education White Paper and articles to be shared with Governors.	HT
Contact within the Centre for Literacy and Multilingualism at Reading Uni to be shared with HT.	SFM
Link to Ofsted Subject guidance training to be shared with Governors	Clerk
Phase Lead subject responsibility areas to be added to contact sheet.	HT/Clerk
Staff feedback on governor meetings to be sought.	HT
Date of next PEC meeting to be arranged.	ARS/HT

Attendance at PEC Meetings 2021/2022 – two meetings to date:

Faruq Bilbe	1 of 1 possible meeting
Robert Howell	2
Adedayo Benson	0
Dave Dymond	2
Ian Church	2
Yota Dimitriadi	0
Sara Fincham-Majumdar	2
Attia Rafiq-Sharif	2

Kate Gordon	2
Andrew Burrell	2
Hajar Alami	1
Adam Jones	1