



ALFRED SUTTON PRIMARY SCHOOL
Minutes of the Virtual Meeting of the Performance Enrichment Committee.
Wednesday 29th March 2023. 7pm.

Present: Attia Rafiq-Sharif (Chair); Dave Dymond; Yota Dimitriadi; Adedayo Benson; Andrew Burrell; Zoe Watling; Robert Howell; Kate Gordon.

Apologies: Vincent Onuchi; Hajar Alami.

In attendance: Alice de Croos.

Clerk: Deborah Savage.

Agenda Item	
	Section One: Procedural. Permission was sought to record the meeting for the purposes of the minutes. This was given and the meeting was recorded.
1	Apologies. Apologies had been received in advance from Vincent Onuchi and Hajar Alami and these were accepted.
2	Declarations of Interest. There were no Declarations of Interest.
3	Minutes of the meeting held 11th January 2023. The minutes from the PEC meeting held 11 th January 2023 had been circulated to governors in advance of the meeting and there were no requests for any changes to be made. The minutes were accepted as a true record and ACTION: will be signed by the Chair on GovernorHub ASAP.
4	Matters Arising and actions from last meeting. The Memorandum of Understanding and Risk Assessment for cooperative working between ASPs and Redlands school had arisen and will be addressed by the HT in his Verbal Report. Actions from the last meeting were reviewed: <ul style="list-style-type: none">• Minutes from PEC 16/11/22 have been signed by the Chair.• Governors and phase leads have been meeting and will report to today's meeting.• One Governor will complete Prevent training ASAP.• Safeguarding training has been completed although ACTION: new Governors need to complete this also.
	Section Two: Head Teachers Report.
1	HT Verbal report.

The HT gave the meeting a verbal update on work that has been going on over the last few weeks to begin partnership working with Redlands school. The HT has been supporting the Interim HT there with ECT recruitment and attended a meeting with parents. There has also been significant effort put into the MOU and Risk Assessment to cover the next few months of cooperative working as the two schools work towards a Soft Federation.

There are some complex HR issues and several threats which have been outlined in the MOU and Risk Assessment documents circulated to Governors. It will be up to the joint working group that is being established to monitor these threats and work to mitigate them.

The Department of Education has been consulted over the MOU and the LA, Director of Education and both schools have all had input into the document, which now needs approval from ASPS governors. Due diligence has been carried out by ASPS staff in the creation of this document and staff have worked hard to get the terminology right. This document outlines the first part of this partnership with Redlands School.

Governor Comment: I am reasonably confident this MOU protects ASPS – which is the viewpoint I take when looking at this. It is the first step and the first document in this process.

Governor Question: You mention staff will work at ASPS all week of an Ofsted visit and not attend Redlands? Yes – Ofsted have been ringing on a Monday for visits to take place on Tuesdays and Wednesdays, so should they ring, staff would remain at ASPS during that week.

Governor Question: As we are offering one of our AHT's for two days a week during the summer term, will we be left vulnerable here? This is a short term offer to help our staff get a working understanding of Redlands school. Many of our AHT's have 2 days a week out of classrooms anyway so we will not need to back fill in the short term.

Governor Question: Have many of our AHT's expressed an interest in this post? As talks have progressed over the last few days, this post has been watered down from what was originally envisaged for the duration of the summer term, with the intention to build it up later. We are holding informal interviews tomorrow with 2 staff who have expressed an interest. At the moment, we are viewing this as a CPD opportunity. If we are successful in moving towards a Soft Federation model, we will hold another recruitment process at the end of the summer term to recruit for an interim Head of School.

Governor Question: Section 8.3 of the MOU talks about the HT's salary to be calculated on a group 5 school salary calculation to be approved by the GB – can you explain this please? We are currently a group 4 school in size (but right at the upper limit and almost a group 5 school). Federating with Redlands would make us a group 5

	<p>school in size and so the GB would have to agree a new salary range for the Executive HT further down the line.</p> <p>Decision: A vote was held and Governors voted to approve the MOU (and associated Risk Register).</p> <p>The HT also informed the meeting that there remains significant fall out in the Reading area following the death of a Caversham HT – particularly amongst the HTs in the wider area, but notably the Caversham Cluster. Reading Heads have written a formal letter to the DfE expressing their concerns over the punitive nature of Ofsted inspections. ASPS still has no idea when to expect an Ofsted visit and managing staff anxiety as the wait continues is challenging.</p> <p>Reading HTs are considering removing the Ofsted crest and grading from their school websites (although any past inspection report links will still be present as this is a mandatory requirement). The HT informed the meeting that he had never known such strength of feeling before amongst Head teachers.</p> <p>Governor Question: You are yourself an Ofsted inspector though? I stepped back from Ofsted some 18 months ago as it hard to hold both roles – to be a head teacher and to hold one’s colleagues to account. The inspection process is quite subjective and when you have a short space of time at a school with a very different demographic to that which you are used to, it can be hard to get the measure of a school so quickly. There is no doubt that Ofsted Inspections bring a high level of pressure to a school. There is the suggestion currently being widely discussed that all HTs who are also inspectors step down from their Ofsted role.</p> <p>Governor Question: Is moderation missing from the inspection process? HMIs are always present at an inspection, and they do complete moderation. There may, however, be other ways to inspect schools as the current process is now seen as punitive.</p>
	<p>Section Three: Governor Monitoring Feedback – Subjects.</p> <p>The Chair began by thanking all the staff who took the time to talk to governors who find they get valuable insights into the work staff are doing with children in the classroom. Governors were also thanked for their time in discussing subjects with subject leaders.</p>
<p>1</p>	<p>Outdoor Education (Attia).</p> <p>A report and some photos and planning documents had been shared with Governors before the meeting. Attia informed the meeting that she had watched Year 1 build an obstacle course for their teddies where they were able to choose from a variety of materials and work together. The children were engaged in the activity, talking to each other about their ideas – so employing their language skills. Every child was involved, and they gained in confidence although still felt able to ask for help if they needed it. The children came out with some surprising statements about what they were doing.</p>

	<p>Staff reported some challenges with resourcing outdoor education and the storage of resources. Funds have been requested for a shed. The area where the children were working outdoors was a good space and photos were taken to build a portfolio of evidence of learning.</p> <p>Governor Comment: The Climate Education Conference took place today with a couple of ASPS staff in attendance – it would be good to liaise with staff as Climate education and outdoor learning work well together.</p> <p>Governor Question: Are the children doing any gardening? They are planting into pots and weeding and leaf gathering around the school site as part of caring for the environment.</p> <p>Governor Question: As the children also play football in the same area, do we perhaps need to investigate an allotment area? Once the modular goes we may be able to use some of the space left for a garden.</p> <p><i>(7.30pm – at this point Zoe Watling and Alice de Croos left the meeting.)</i></p>
2	<p>Reading (Attia).</p> <p>Attia reported that herself and Vincent had been to talk to the Reading lead in school and a report on their visit along with several planning documents were circulated in advance of the meeting. The RWInc scheme is successful for the younger children who move onto guided reading in Year 2. Staff have worked really hard to develop a bespoke guided reading curriculum with a wide range of resources following investment in reading in previous years. Reading is focussed and fluency support is given to children who need it. Children are constantly assessed so that any interventions needed can be put in place. The Reading Lead also supports other staff in school with teaching reading and uses some of her leadership time to observe lessons and support staff. There is work to do on parental engagement to encourage parents to read with their children and complete reading diaries. Staff would like to hold a reading workshop for parents.</p> <p>Challenges facing staff had also been discussed at the meeting and these were staffing levels and staff absences. RWInc requires higher staffing levels as children are in small groups and sometime interventions are cancelled due to staff absences.</p> <p>The Head suggested that of all the documents uploaded to do with reading, the one Governors should focus on is the document titled “<u>Reading Strategy</u>”. As reading is now a “taught” subject and always a key focus for Ofsted, Governors need to be familiar with reading in school. Books are not chosen randomly but are deliberately and carefully planned to support other subjects taught in school. Reading spine books involve wider reading around a studied topic.</p>

	<p>Governor Question: How does this fit with your assessment strategy? Children’s reading fluency is tested along with their comprehension and their vocabulary is extended. They are encouraged to develop and extend their reading preferences.</p> <p>Governor Question: Is this tracked to an individual? Yes – children are monitored individually and put into reading “bands” and can choose books from within their band in the Reading Hive. Our previous investment in books is paying off. We have a wide range of books, and these are constantly reviewed. Our 2022 KS2 reading results are higher than previous years and are predicted to be higher again this year.</p> <p>Engaging parents more is a challenge - it was suggested that reading information evenings might help.</p> <p>Governor Comment: I think reading information evenings for parents would help – along with a chance to hear about all the work that goes into planning reading in school and how all the subjects link together with reading at the core. There are reading drop-in sessions planned in the school diary. Putting dates into WEDUC well in advance helps parents plan.</p> <p>Governor Question: How was the parent turn out at the recent curriculum meetings? Mixed with greater attendance from KS1 parents.</p>
3	<p>Art & DT (Andrew).</p> <p>The subject lead in school for Art and DT is new to the role (November 2022) and Andrew reported that he met her in the cooking suite in school. He was impressed with this facility which he informed governors was well set up. They looked at a range of children’s books from different year groups. From cookery lessons children had talked about their intentions (when pizza “face” making they drew their intended pizza first) and then had written about what they did and why they chose certain ingredients (olives make good eyes on a “pizza face”) and photographed the end result for their books. The children’s imagination in their use of vegetables in their varied designs was clearly evident.</p> <p>In art lessons children had looked at the work of some artists and re-created some of their work. Governors were informed that the subject lead reported that she felt supported in this subject lead role and that she was pleased with the resources available for the subjects.</p>
4	<p>RE (Yota).</p> <p>Yota had met with the Phase lead for Year 2 who is also subject lead for RE and a report on the visit had been circulated to governors in advance of the meeting. Yota reported that she hoped to observe a lesson and look at some books after the Easter break.</p> <p>For RE, children follow a LA scheme called Discovery RE which helps to standardise the content of lessons but also offers staff the freedom to adapt lessons. The subject lead holds pupil conferences to find out how children are progressing and what they are</p>

	<p>retaining. Monday assemblies link to the core Alfred Sutton values and fit into the RE curriculum.</p> <p>Yota told the meeting that the phase lead had been very open about sharing data and discussing the challenges faced – children do find the transition from year 1 to year 2 challenging. All children are supported to make progress regardless of ability and input from the LA School Improvement officer has been welcomed to help structure planning and assessment. The Year 2 lead feels supported and is ambitious and aspirational which is great to see.</p> <p>Governor Comment: Governors building relationships with staff that are ongoing is so important so that staff feel that the governors understand their challenges and can offer support but also recognise and celebrate their many achievements.</p>
5	<p>Maths and RHE (Ade).</p> <p>Ade had talked to Maths leaders, and they had answered some questions he had sent – these answers were circulated to Governors via GovernorHub. Staff explained how children are assessed and that checks are made to ensure that they are ready to progress to the next stage of their learning. Ade reported that staff feel that they are getting all the support they need from the school but that the feeling is that the government needs to do more. He reported that staff believe in the ethos of the school and are keen to stay working at ASPS.</p> <p>Ade had spoken to the RHE lead and a report will follow.</p> <p>Governor Question: In the past we have heard about particular groups of children who are not doing as well as their peers – did staff raise any concerns about any groups of children? No concerns were raised – improvement is consistent across all groups with none raising any specific concerns.</p> <p>Governor Question: Should governors be using a form to guide visits into school / discussions with staff – perhaps to help us ensure we have the terminology used in school reflected in the reports (e.g. sticky knowledge). I raise this as Maths might be an Ofsted “deep dive” subject.</p> <p>There was some discussion following this question where the point was made that governor visits to talk to staff are also about building relationships with staff so that they feel that the GB supports them in their roles. It was felt that Governors need to understand where ASPS figures place the school in comparison to our LA and National figures. ACTION: It was suggested that a brainstorming session after Easter on the best way to prepare “crib sheets” for governors on a few subjects that might be looked at by Ofsted as a “deep dive” might help.</p> <p>The HT informed the meeting that he intends to upload the latest SEF by the end of term – which will show that the school judges itself “good” in all areas – with supporting evidence. It was agreed that a common understanding of the terminology used in school would be useful along with an understanding that “threads” of core curriculum subjects feed into all areas of the curriculum.</p>

<p>6</p>	<p>History (Dave).</p> <p>Dave informed the meeting that this was a visit into school following up on a previous discussion with the History lead when the planning, resourcing and assessment of history were discussed. Dave observed a year 4 lesson and a report on his visit had been shared in advance of the meeting. The meeting was informed that it was great to see much engagement in the class. There was some revision of the topic taught last week followed by the introduction of a new topic. The governor observed “sticky knowledge” being tested by the use of mini quizzes. Some children in class had the support of an LSA.</p> <p>Dave informed the meeting that he plans to visit a classroom to watch a Geography lesson after Easter.</p>
<p>7</p>	<p>Science (Kate).</p> <p>Kate had spent a long time in school with the science lead looking at children’s books and a report on her visit had been circulated in advance of the meeting. Science books from across years 1 to 5 were looked at and Kate commented that it was lovely to see the progress of individual children during the year. Reporting on their science learning also gave children chance to work on their English skills. Kate reported that science lessons are adapted to be accessible for all learners with some children being offered multiple choice questions or sentence starters and other children being given the opportunity to create longer pieces of independent work. Kate commented that from the books she saw it appeared to her that any Inspector would find it easy to see progression in children’s learning. She commented that links between learning in different years were apparent and that it was great to see careers in the field of science being discussed during lessons.</p> <p>The science lead assesses the science curriculum and interviews children in small groups to see what they have taken away from their science lessons – the link governor would like to sit in on a future discussion with children if possible. She also remarked that the assessment of science was very impressive and clear to see – science is assessed in a variety of ways with “sticky knowledge” sessions and end of topic assessments. Much thought and attention goes into tests to ensure children are not overwhelmed or that a child is not put at a disadvantage if reading is a struggle for them. Some assessment is casual with children reflecting back on what they have learned.</p> <p>Governors were informed that “sticky knowledge” is the term used for the knowledge a child retains for use in the next topic learned or the next year group. It refers to a “knowledge bank” that they gradually build as a steppingstone to learning the next unit.</p>
<p>8</p>	<p>English (Andrew).</p> <p>A report on the Link Governor’s meeting with the English lead had been circulated in advance of the meeting and a selection of children’s books were looked at. These books were from children of varying abilities but progression over the year was clear to see both in terms of their handwriting and content.</p>

	<p>Staff do check knowledge retention (“sticky knowledge”) to ensure children retain learning in order to progress. The English lead works closely with staff leading phonics learning in school.</p> <p>Governor Question: Did staff express any concerns to you? No – they feel that the effects of the covid years have lessened now and largely been addressed.</p>
9	<p>PE (Attia).</p> <p>Attia had been to watch year 6 play football and a report on her visit had been circulated in advance of the meeting. She commented that it was good to see the planning that she had discussed with staff in a previous meeting, in action. The children were enthusiastic, confident, and challenged and Attia included in her reports some of the comments the children made about their lesson. It was lovely to see them so positive. Attia wants to return in the summer term to see a KS1 class in action so she can see different levels of learning.</p>
10	<p>IT (Yota).</p> <p>There has not been a meeting with the IT lead yet – it is hoped to do this after the Easter break.</p>
11	<p>SEND (Kate).</p> <p>A report on the Link Governor’s meeting with the SENDCo had been circulated in advance of the meeting and the governor reported that she is still learning about SEND and the provision in school for children with special educational needs. This visit discussed the new approach being used to assess children who are not yet accessing the National Curriculum – known as the engagement model. The focus of this model is on observation of children to get a sense of how they are engaging with lessons. The safeguarding of SEND children was also discussed and the link governor informed the meeting that she was reassured by how clearly the SEND team consider safeguarding and work to support all staff with training on signs to look out for.</p>
Section Four: Next steps in monitoring.	
1	<p>Next Steps.</p> <p>Following up on the earlier mention and discussion of a pro-forma to use for governor monitoring visits into school, it was agreed that Governors would seek staff input into this idea and hold a discussion in the near future. ACTION: PEC Chair to email a suggested pro-forma to all governors to form the basis of a discussion.</p> <p>Governor Question: I understand that when Ofsted visit you might be able to suggest some subjects for a deep dive...what subjects will you want to put forward? This might be possible but often Inspectors arrive with a pre-conceived agenda including the subjects they want to see. English and Reading will always be looked at and Humanities have been popular recently. We don’t currently have a Governor looking at Spanish or Music or one for Behaviour & Attendance.</p> <p>The meeting was informed that sometimes the DfE commission Ofsted to research into the impact of additional government funding destined for subjects such as PE and Art & DT and other subjects.</p>

	<p>The PEC Chair informed governors that their next monitoring visits into school should ask Phase leads about their year groups as we approach the end of the academic year – for example, are children on track to achieve their targets?</p> <p>Governor Question: How are Year 2 and Year 6 feeling about the approach of SATS?</p> <p>The HT informed the meeting that assessment is currently strong with 87% of Year 6 reaching expected in Reading and 27% working at Greater Depth. Maths is at 86% and writing at 88%. Figures are stronger than last years at the same stage and ASPS was 7th in the LA last year so we are predicting we will finish stronger than last year.</p>
	Section Five: Policies for Approval
1	<p>Assessment Policy.</p> <p>This had been circulated to Governors in advance of the meeting and DECISION: Assessment Policy was approved by the GB.</p>
	Section Six: Other business
1	<p>MOU with Redlands school.</p> <p>This had been discussed earlier in the meeting under the HT's verbal report.</p>
2	<p>Wellbeing & Equality Update.</p> <p>The meeting was informed that waiting for an Ofsted visit remains hard and managing staff anxiety is a challenge.</p> <p>It was noted that some staff are apprehensive about meeting Governors and that hopefully they are now reassured that Governors want to learn and support staff and celebrate their achievements and that they don't visit classes to interrogate staff.</p>
3	<p>Issues for Parents/FGB/Confidentiality.</p> <p>There were no issues to be communicated to parents and other stakeholders nor anything to report to the FGB. There were no items of a confidential nature.</p>
4	<p>AOB.</p> <p>There were no items of AOB raised.</p>
5	Date of Next meeting: To be confirmed.

Meeting closed: 8.45pm

Actions:

Action:	Owner:
Chair to sign minutes from 11 th January 2023 PEC meeting in GovernorHub as soon as possible.	ARS
Prevent training to be completed	YD
Safeguarding training to be completed by new governors	ZW&VO
Brainstorming session to discuss Governor "crib sheets" to help discuss any subject looked at as part of an Ofsted "deep dive".	ALL
Link Governor visit pro-forma report sheet to be discussed.	ARS

Attendance at PEC Meetings 2022/2023 – three meetings to date:

Robert Howell	3 of 3 meetings
Adedayo Benson	3 of 3 meetings
Dave Dymond	3 of 3 meetings
Yota Dimitriadi	3 of 3 meetings
Attia Rafiq-Sharif	3 of 3 meetings
Kate Gordon	3 of 3 meetings
Andrew Burrell	3 of 3 meetings
Hajar Alami	1 of 3 meetings
Zoe Watling	1 of 1 possible meeting
Vincent Onuchi	0 of 1 possible meeting