

**MINUTES OF A MEETING OF THE LEARNING AND TEACHING COMMITTEE OF
MANOR PARK NURSERY AND PRIMARY SCHOOL
HELD AT THE SCHOOL ON 21ST MARCH 2017**

Governors Present: **Mr. P Jones** **PJ** **Chair**
 Mr. S Cotterill **SC** **Headteacher**
 Cllr. S Gardiner **SG**
 Mrs. C Walley **CW**
 Miss. E Holden **EH**
 Mr. G Mason **GM**

Also in attendance: **Mrs. T Chapman** **Clerk to the Governors**
 Mrs. S Jeffery **Deputy Headteacher**

PART ONE – NON-CONFIDENTIAL BUSINESS

1	<p>APOLOGIES</p> <p>All committee members were present for the meeting.</p> <p>Action: To provide GM with a list of acronyms.</p>	Clerk
2	<p>CONFLICT OF INTEREST</p> <p>Governors were asked to declare any potential pecuniary interest or conflict of interests with the business to be discussed during the meeting. The following conflict was declared:</p> <p>SG works with Kath O'Dwyer the Director of Children's Services and Deputy Chief Executive during the compilation of the Director's Report.</p>	
3	<p>PART ONE MINUTES AND MATTERS ARISING</p> <p>The part one minutes of the Enhancement meeting held on 14th November 2016 were confirmed as a correct record, and signed by the chair.</p> <p>The following matters arising were discussed:</p> <ul style="list-style-type: none"> • Gifted and Talented policy and provision is due for review. • High Ability Learners policy will be investigated as a possible new policy for the school. <p>Q: Do you have a section in teacher's lesson plans that outline actions for high ability learners?</p> <p>A: No, however each teacher knows who the high ability learners are in their class and the appropriate challenge is set for those pupils. In particular in maths; the star system promotes high ability pupils and forms</p>	

	<p><i>part of all teachers Continuing Professional Development (CPD).</i></p> <p>A governor commented that a target from the last Ofsted inspection was to improve the aspiration of the pupils through more challenging work.</p>	
4	<p>CURRICULUM PLANS</p> <p>SC provided the governors with two documents prior to the meeting:</p> <ul style="list-style-type: none"> • Curriculum Overview – Cycle A • Curriculum Overview – Cycle B <p>Q: Is this the curriculum you arrived at the school to? A: Yes, however we are making some changes to increase engagement with the staff and pupils.</p> <p>SC advised the governors that a target set by the School Improvement Partner (SIP) is to review the current curriculum in the summer to ensure a more engaging and broader curriculum.</p> <p>Sarah Jeffery explained that in KS2 the topic had been changed to 'chocolate' which covered subjects such as geography, science and English. The aim is to ensure that a topic is a more meaningful one and engaged through a broad range of subjects.</p> <p>A governor expressed concern over the detail in the curriculum plans and highlighted that the depth of the plan in geography is greater than that of science and that each subject should be equally comparable.</p> <p>SC advised that the current plan is for teachers and a more in depth curriculum plan will be provided in the summer.</p> <p>It was noted that if a prospective parent were to use the current curriculum plan, which is published on the school's website, as a deciding factor to send their child to Manor Park, it could be incorrectly construed as a curriculum plan that is focused on certain subjects in more detail than others.</p> <p>Governors agreed that whilst the task of overhauling the curriculum is a big one, it is a good opportunity for SC to ensure learning for the pupils is meaningful and to expose the children to different cultures and life experiences.</p> <p>Governors approved the curriculum plans.</p>	
5	<p>SCHOOL IMPROVEMENT PLAN PROGRESS</p> <p>SC advised the governors that the School Improvement Partner (SIP) Fiona Todd, had visited the school in recent weeks and targets had been set.</p>	

	<p>Fiona had also met with the Headteacher's Performance Management panel and will returning to school to review progress.</p>	
<p>6</p>	<p>TEACHER REPORTS/UPDATES</p> <p>The governors were provided with a Maths action plan prior to the meeting which highlights the following:</p> <ul style="list-style-type: none"> • Actions • Monitoring • Impact • Evidence • Evaluation <p>SC advised that actions have been put in place and impact can already be seen using the new assessment practices implemented across the school in maths.</p> <p>SC also advised that in addition to the assessment and monitoring practices, pupils are given 'fix it' time each day to correct work from the previous day with support from a Teaching Assistant (TA).</p> <p>If work from the previous day is largely correct, the pupil will be set a core skill challenge to increase the depth of knowledge.</p> <p>Each class teacher has been provided with two days of training in reasoning, problem solving and greater depth challenging.</p> <p>Q: By the time a pupil has left Y4 you would expect the times tables through the Rockstar provision to be mastered, what will you do to challenge those pupils in Y5?</p> <p><i>A: Rockstar is quick recall in times tables and division, there will be some pupils who excel in this area and learn to recall very quickly. These pupils will be challenged however; we are not at that point yet.</i></p> <p>Q: Are there any pupils that find recall difficult?</p> <p><i>A: Yes, there are different reasons as to why. However, the ethos in the school is to take pride in what you achieve so, they have a personal best that they can aim to beat. The focus is individual progress not class competition.</i></p> <p>Q: Have you identified any pupils that may have a learning barrier?</p> <p><i>A: No, if we did would refer them to our Senco lead.</i></p> <p>Q: What provisions have you put in place for pupils who do not have a computer at home to complete online My Maths homework?</p> <p><i>A: Pupils can use the computers at school can come to lunchtime maths club to complete their homework. This is optional and not a forced practice; we currently have around 12 KS1 pupils taking part.</i></p>	

	<p>Action: To contact Marie Fox at the Welcome Café to discuss the possibility of pupils using the computers for homework.</p> <p><u>Whole School Data</u></p> <p>Governors were provided with Manor Park Attainment and Progress Data – Spring at the meeting.</p> <p>Q: What is the national average in KS2 for greater depth? A: We don't have that figure; last year was the first year that the new curriculum was introduced.</p> <p>Q: Do you know anecdotally of any pupils in KS1 at greater depth? A: Yes we do, but not in writing.</p> <p>SC advised that Pupil Premium and SEN pupils are performing as well as their peers and in some circumstances achieving more.</p> <p>Actions: To provide footnotes offering explanations to some data results.</p> <p>To ensure EYFS data is on the Summer term agenda.</p>	<p>SC</p> <p>SC</p> <p>Clerk</p>
7	<p>KEY STAGE TARGETS</p> <p>Governors were provided with Key Stage Targets 2016/17 prior to the meeting, the following points were highlighted:</p> <ul style="list-style-type: none"> • Targets are set with teachers during the appraisals. • Good Level of Development (GLD) target is 72% compared to 59% the year before. <p>Q: If we set aspirational targets, does that impact on the way the teachers teach? A: Yes, in a positive way.</p> <p>Governors agreed the targets set.</p>	
8	<p>SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) UPDATE</p> <p>Governors were provided with an update at the meeting.</p> <p>SC explained that there is a great deal of social need in the school, part of which is dealt with under SEN and requires a lot of resource in the school.</p> <p>It was noted that work for an Educational Healthcare Plan (EHCP) has begun for one pupil in EYFS.</p>	
9	<p>DISADVANTAGED PUPILS UPDATE</p>	

	SC confirmed that an allocated amount had been agreed within the budget.	
14	<p>DIRECTORS REPORT</p> <p>Governors were provided with the DR prior to the meeting and noted contents that were relevant to this committee.</p>	
15	<p>IMPACT STATEMENT</p> <p>How has the Board of Governors helped move the school forward in this meeting?</p> <p>The 3 core strategic functions defined by the DfE are:</p> <ol style="list-style-type: none"> 1. Ensuring clarity of vision, ethos and strategic direction; 2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and 3. Overseeing the financial performance of the school and making sure its money is well spent. <p>In relation to core function one, the GB has improved its strategic development by:</p> <ul style="list-style-type: none"> • Completion of SSDP priorities. <p>In relation to core function two, the GB has promote the highest possible standards for Safeguarding and held the headteacher to account by:</p> <ul style="list-style-type: none"> • Challenge of the Curriculum Plan; content and audience • Robust discussions around high ability learners • Data scrutiny. 	
16	<p>MEETINGS</p> <p>It was confirmed that the next full Governing Board meeting would be held at the School on 6th July 2017 at 5pm.</p>	

There being no further business to discuss, the meeting ended at 19:02

