

**MINUTES OF A MEETING OF THE LEARNING AND TEACHING COMMITTEE OF
MANOR PARK NURSERY AND PRIMARY SCHOOL
HELD AT THE SCHOOL ON 6TH JULY 2017**

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

Also in attendance: **Mrs. T Chapman** **Clerk to the Governors**
 Mrs. S Jeffery **Deputy Headteacher**
 Laura Power **ICT/Computing Lead**

PART ONE – NON-CONFIDENTIAL BUSINESS

1	<p>APOLOGIES & ADDITIONAL AOB ITEMS</p> <p>Apologies from Cllr. S Gardiner were received and accepted.</p> <p>There were no items tabled for any other business.</p>	
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.</p> <p>No potential conflict was declared.</p>	
3	<p>PART ONE MINUTES AND MATTERS ARISING</p> <p>The part one minutes of the meeting held on 21st March 2017 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"> • SC advised as part of the curriculum development, the SDP has been reviewed and an external advisor attended school over two days this term to support curriculum development. <p>Action: To ensure item on the Autumn agenda to receive the curriculum plans.</p> <p>Governors reviewed the Spring term actions and confirmed all actions had been completed.</p>	Clerk
4	<p>SCHOOL IMPROVEMENT PLAN (SIP) PROGRESS</p>	

	<p>SC confirmed that the SIP had visited school prior to the meeting to update the SEF; she advised that there is strong evidence of rapid progress to enable some items on the safe to be graded as 'good'.</p> <p>Action:</p> <p>To ensure an item on the FGB to review updated SEF</p> <p>To ensure an item on the FGB to receive the recent SIP report</p>	<p>Clerk</p> <p>Clerk</p>
<p>5</p>	<p>UPDATE ON SATS PROJECTIONS FOR 2017</p> <p>Governors were provided with Year 2, KS1 Summer SATs Data prior to the meeting and contained the following overview:</p> <ul style="list-style-type: none"> • Data is based on 33 pupils and includes four pupils without EYFS data. • Aspirational targets were set in the Autumn term in collaboration with KS1 staff. These targets were based on Early Years and Year 1 data for this cohort, National expectations and teacher judgements. • Attainment (Expected +) – The percentage has increased in all areas from the previous year; the increase in writing is significant. The target for reading was met and attainment for maths and writing being close to the target. • Attainment (Greater Depth) – The percentage of pupils achieving greater depth has increased in all areas from the previous year; the target was met for reading and maths, (with reading results being particularly strong). The target for writing was 1% off being achieved. • The previous year's national data was included as a comparison, (national data for this year is not available). • Progress in all areas is good with progress in writing being particularly strong. <p>Governors thanked SC for his report.</p>	
<p>6</p>	<p>SCHOOL DATA</p> <p>Governors were provided with Manor Park Attainment and Progress Data – Summer at the meeting for:</p> <ul style="list-style-type: none"> • EYFS • KS1 • KS2 • SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) • DISADVANTAGED PUPILS <p>SC provided the governors with a verbal overview of the current data</p>	

	<p>highlights at the meeting and the following matters were discussed:</p> <p>Q: Why do you report on the difference between boys and girls? A: We need to analyse the different groups to help us pinpoint if any particular group is performing better and explain why.</p> <p>Q: There are policies in place for SEN pupils, why not boys/girls? A: We identify any weaknesses, investigate why and act accordingly; we discuss data and highlighted issues at pupil progress meetings with staff.</p> <p>Q: Can the EYFS data be explained? A: Yes and we are investigating what can be put in place.</p> <p>CLW arrived at 17:08</p> <p>Q: What does the data tell the staff? A: Staff can identify possible trends and decide what to implement to address them.</p> <p>Q: Will any of the implemented practices address the boy/girl difference? A: We will discuss it; there is a relatively small number of girls and a high SEN number, this will have impacted on the data. If we find that the trend is a school wide trend then we will investigate strategies to engage boys more and this will become a priority for the school moving forward.</p> <p>Q: When will we receive the next set of data? A: We will be able to analyse the ASP and IDSR in October, these are different documents from the current RAISE online and Inspection Dashboard. We will also be assessing all year groups in the Autumn term and analysing the progress and attainment.</p> <p>Action: To check the Y1 ‘working at’ percentage and amend to either 61% or 65%.</p> <p>Q: Will the year 1 pupils be assessed again this term? A: No, but we will continue to monitor learning & teaching in school.</p> <p>Q: You say you don’t have the national averages for this year yet; is it likely to change much from last year? A: The threshold can change but the figures don’t usually change considerably. It could impact on where the school sits as a national figure. At the moment our Year data is generally in line with the previous year national picture which is significant progress on previous years but this could change if the national picture is higher this year.</p> <p>Q: Will phonics be moderated? A: No, this was a phonics test. The Local Authority (LA) is notified when there is a test to take place and can visit on that day to assess the process.</p>	<p>SC</p>
--	--	-----------

	<p>Q: Do you have an example of how a teacher expresses high expectations to a class? A: Yes, teachers model high expectations in their behaviour and using the school values. The learning that the teachers set challenges children at all levels of ability. This is monitored via lesson observations, learning walks and book scrutinies. The children are encouraged to challenge themselves and we promote personal best at the school; Timetables Rock stars and weekly maths challenges are an example of this and we instil our values in the classroom</p> <p>Q: Did you put additional focus on those pupils who you feel may achieve Greater Depth (GD)? A: No, all of the children are challenged at the appropriate level in school. There are groups of children who are working closely to ARE or GD and these children can receive additional interventions to help them to achieve these grades.</p> <p>Q: Have you got comparative progression figures for all years? A: Yes and almost all of them evidence improvement on last year's data.</p> <p>Q: Will pupils be 'baselined' again? A: No, the summer term data is the baseline we will use when we are back in school in September. Progress in the Autumn term will be from this data..</p> <p>Q: How do you internally moderate writing across the classes? A: We timetable specific staff meetings that are dedicated to moderating judgements in writing. Staff are paired up and will make a judgement on the writing using the relevant year group expectations. We also moderated writing with local schools on a yearly basis. The Year 6 and Year 2 teachers moderated as a local cluster on a termly basis. Our Year 6 and Year 2 teachers have attended writing moderation training to support them with their judgements. We were also chosen to be moderated by external moderators this year in KS2. The feedback was that our judgements were all accurate and that our books were strong.</p> <p>Governors commented that the data evidences progress and thanked SC and all the staff for their hard work this year to ensure better outcomes for pupils.</p>	
7	<p>SUBJECT LEAD UPDATE</p> <p>Laura Power, ICT and Computing lead arrived and provided the governors with a report at the meeting; the following points were highlighted:</p> <ul style="list-style-type: none"> • School will receive new hardware in the next few weeks to ensure enough for at least one PC per two pupils in a lesson. • The staffroom PCs will be replaced and the current PCs will go in KS1 classrooms. 	

	<ul style="list-style-type: none"> • EXA is the new internet provider; the school will be receiving 40meg and the EXA have provided robust assurance that contracts are in place to ensure like for like safeguarding with the LA. • The school will be implementing a new telephone system and the telephone number will change; the LA will provide a recording that announces the new number when someone calls the old one. • The new internet should be in place for the return to school in September. • EXA provide free training; LP advised that she intends to showcase the new system to other schools. • The school have bought the Meraki on-line cloud system and will have to purchase a Mini-Mac computer to work alongside it. • The planned ICT suite has been extended to allow 30 pupils instead of 16. • A scheme of work has been provided to all teaching staff for September. <p>Q: Can the school still access the LA back office system? A: Yes, not in the same way but through a token system. This could have implications for the office staff but we have reviewed this and spoken to other schools who have moved and we feel the benefits for the children are important.</p> <p>Q: Will you still be able to make use of the boosters that we purchased? A: Yes, they will be used in the hall to ensure maximum Wi-Fi coverage.</p> <p>Q: What is SOW? A: The ICT curriculum.</p> <p>Q: Are there any training needs? A: Yes, hopefully most of that will come from the ICT provider; at the moment we are concentrating on the basics.</p> <p>Q: Are the future plans listed on the asset management plan? A: Some of them are as we are looking at a 2 year rota of works.</p> <p>A governor requested that future plans only include plans up to 6 months.</p> <p>Governors thanked Laura for the comprehensive update and she left the meeting.</p>	
8	<p>GOVERNING MONITORING VISITS</p> <p>Governors were provided with the following report prior to the meeting:</p> <ul style="list-style-type: none"> • Learning Walk Maths – EH GM April 2017 <p>It was agreed that CLW and GM meet with SC to arrange the Autumn</p>	

	Term Governor Monitoring Visits Schedule on 7 th July at the school.	
9	<p>SCHOOL POLICIES</p> <p>Governors were provided with the following policies prior to the meeting:</p> <ul style="list-style-type: none"> • English • High Ability Learners • Homework • Sex and Relationships <p>A governor commented that it would be worth sharing some sections of the homework policy with the parents.</p> <p>Q: Specific Comment on homework implementation rather than policy – Parents and children in Reception put considerable effort into homework however, regardless of the quality of the task, teachers mark with a single stamp of “beautiful” or “good”. Given the efforts teachers go to on other marking (colours, codes etc.), more feedback should be provided.</p> <p><i>A: Marking feedback needs to have impact and move learning on. That is why certain learning is marked in more detail than others. Workload and work life balance is important to teachers and we need to be mindful of this when discussing marking in particular as it is labour intensive. It is important that there is consistency across the school and this is something that we intend to review.</i></p> <p>Q: The Higher Ability policy touches on recognition and individual support but doesn’t detail activities or approaches to support the higher achievement. E.g. Stretch target, use of “top tables” or setting/streaming, Links with other schools to support development, Links to sports/drama clubs for the talented.</p> <p><i>A: We do a lot of activities to ensure individual support for high ability learners is in place. Firstly, all class teachers are expected to challenge all children. We will be developing activities over the next academic year to support HAL children.</i></p> <p>Q: Are we confident that the register is maintained and parents are informed if the child is/might be suitable for the register?</p> <p><i>A: We are creating a list of higher ability pupils and parents will be kept up to date of what’s been put in place for these pupils per subject over the next academic year.</i></p> <p>Action: Ensure all policies are consistent in terms of dates written and remove specific staff member names.</p> <p>To insert a paragraph into the higher ability policy to reflect what will be put in place to support a high ability learner.</p>	<p>SJ</p> <p>SJ</p>

	Governors approved the policies, subject to agreed amendments, at the meeting.	
10	<p>DIRECTOR'S REPORT</p> <p>Governors received the Summer Term 2017 Director's Report and precis in advance of the meeting and noted its contents.</p> <p>It was agreed that the majority of the items within the DR had been reviewed and discussed at the Resources committee meeting.</p>	
11	<p>SUMMER TERM TRAINING PROGRAMME</p> <p>SC advised that he intends to provide in house data training to governors of this committee in the Autumn Term.</p>	
12	<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"> • Approval of Policies • Parent governor reflection of policies <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"> • Data scrutiny • Data impact and challenge of teaching and assessing needs. 	
22	<p>MEETINGS</p> <p>It was confirmed that the next Learning and Teaching meetings would be held at the School on:</p> <ul style="list-style-type: none"> • 6th December 2017, 5pm • 18th March 2018, 5pm 	

	<ul style="list-style-type: none">• 4th July 2018, 5pm	
--	---	--

There being no further business to discuss, the meeting ended at 18:49

.....Chair

.....Dated