

**MINUTES OF A MEETING OF THE LEARNING AND TEACHING COMMITTEE OF
MANOR PARK NURSERY AND PRIMARY SCHOOL
HELD AT THE SCHOOL ON 19th MARCH 2018**

Governors Present:	Mr. P Jones Mr. S Cotterill Mrs. C Walley CW Miss. E Holden EH Mr. G Mason GM Cllr. S Gardiner	Chair Headteacher
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Also in attendance:	Mrs. A Knowlson Mrs. S Jeffery	Clerk to the Governors Deputy Headteacher
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PART ONE – NON-CONFIDENTIAL BUSINESS

1	<p>APOLOGIES</p> <p>All committee members were present for the meeting.</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> <ul style="list-style-type: none"> • SG declared he is a Local Councillor for Cheshire East. 	
3	<p>PART ONE MINUTES AND MATTERS ARISING</p> <p>The part one minutes of the meeting held on 6th December 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"> • The answer to question 3 on page 3 of the minutes should read that all SLT are going to meet. • In the answer to question 4 ‘some documents inform others, some compete’ is unclear. This is data presented in a different way and the term compete should be removed. • Page 2 – the Headteacher confirmed that with reference to progress at Key Stage 2 the standards of writing are close to the top 40% schools nationally. This should be amended. <p>ACTION: To send amendments to clerk on the previous minutes. (Headteacher/teacher)</p> <p>Apart from these amendments the governors confirmed their agreement to</p>	

	the minutes.	
4	<p>CURRICULUM PLANS</p> <p>These were received and approved in the autumn term and there have been no changes. This item should be on the agenda for the summer term.</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, and a challenging report written. She had met with SJ and Nicola, and toured the school, looked at displays and the curriculum, the website and books, together with pupil voice. She asked challenging questions, which were answered. It was commented that there was not sufficient evidence of cross curricular Maths around the school, and SJ confirmed this is being addressed currently. The children demonstrated they were very knowledgeable. This is a pleasing development.</p> <p>Q: Is this a general focus in schools? A: The Headteacher advised recent OFSTED inspection reports have been reviewed and discussion has been undertaken with other Headteachers. The focus looks at a broad and balanced curriculum, with subjects feeding in in a purposeful way. Maths is the next step, and it is a challenge to build this in as an addition rather than through a maths lesson. Feedback from the report was given to all staff at the INSET day in February, in particular providing challenge through the curriculum. There will be a new Maths display in the school, and Maths books have been monitored with formal feedback given. The main action was to develop reasoning and Maths across the curriculum, and this will be monitored.</p> <p>CW also did a curriculum pupil voice monitoring visit.</p> <p>Q: Regarding the end of term teacher assessment of pupil attainment at ‘greater depth’, ‘at’ or ‘below’ age related expectations using grading of 1,2 or 3, it is not clear what the assessments were made against. Is the interpretation that ‘at’ equated to a 2, ‘greater depth’ a 1 and 3 equated to ‘not having achieved age related expectations’? R: The Headteacher confirmed that this is so. These are Foundation subjects not core subjects. The school has an action plan to develop middle leaders and to develop the curriculum. Both of these actions are mutually supportive. This is for foundation subjects.</p> <p>It was felt that possibly this comment related to a lack of clarity around the criteria used by teachers to make judgements. It was confirmed that the criteria are the numbers scheme agreed last September, applied to all subjects, and is pertinent to the Foundation subjects. The Headteacher confirmed the school is confident on the accuracy of the assessment of the core subjects, but middle leaders are not as confident with the assessment of foundation subjects.</p>	

A simple 123 has been set up for all teachers for the foundation subject assessment and used on a termly basis. The outcomes will be analysed by the class teacher to identify trends and given to the subject leader, who then collates the data and identifies trends. This system is still under development.

Teachers had identified the need for support with assessment, and the aim is to put this in place to ensure clarity of what age related expectations are. Also moderation across the foundation subjects will follow. Confidence and consistency is essential.

It was pointed out that it is important that the parents be aware of the 123 marking scheme also. Last year the reports contained grades of 1, 2 and 3. Under prior leadership, the former system from Reception was carried on into Years 1 and 2 and the systems did not correlate, resulting in confusion and an apparent fall in performance. It is essential that parents be made aware of the changes in the assessment system to avoid concern over apparent lowering of standards.

Q: What action is to be taken to challenge high ability pupils and to support low ability pupils?

R: At the moment there is not much differentiation in the Foundation subjects, and differentiation will be provided through support. Teachers were requested to work out how they will challenge high ability pupils. One suggestion was to include questions to stretch the higher ability pupils, and the situation will be monitored by the SLT. The Headteacher confirmed it is difficult for the teachers to extend the learning in every subject.

Q: Are the questions in the report a framework for the school to develop the curriculum rather than for the governors to action?

R: Yes, but they are also development points for the SLT. It is a testament to staff that they are ready to take on these development points.

Q: How does this information gets cascaded down to staff?

A: Fiona met with Nicola, (SLT) and Sarah, (Deputy), and the outcome was shared with SLT, next steps discussed and cascaded down to staff at the inset day. The key development points were given to staff.

Q: Is this aligned with the School Development Plan (SDP)?

A: It would be possible to add these developments to priority 3 in the existing SSDP.

Q: Is there any value in doing it?

A: The Headteacher advised that there is value as the SDP is a fluid document and is updated regularly.

PRESENTATION BY SJ ON ACCELERATED READER SCHEME

This is a purchased programme, which encourages reading independently.

	<p>It enables assessment of the pupils and the pupils to be given appropriate reading material with a quiz element. It is computer based system. The children are also heard to read individually.</p> <p>There are two parts to the programme: <u>Star reader assessment</u> Four times a year there is a computerised assessment, each with 25 questions to answer which are comprehension and vocabulary based. The questions get easier or more difficult depending on the response from the child. A reading level is determined over time and growth can be tracked.</p> <p><u>Accelerated reader programme</u> This is a quiz linked to each book, and books are worth points; the harder the book the more points it is worth. The children can see their points. There are a range of quizzes – 3 words, 5 words or more, up to 20 words, for which points are awarded e.g. 25, 50, 100 and 200 point rewards.</p> <p>We are having a whole school challenge for each child to read a million words. School has currently read 3 million words. The challenge is displayed in the library, in addition to smaller awards made and displayed in classes.</p> <p>Q: How do we relate reading age to ARE? A: They sit separately to a degree, as there is more in the ARE including comprehension.</p> <p>This is a broader measure, and the information from the programme is for the teaching staff. We are using the assessments to make a judgement on the children and also determine the most appropriate reading material colour. The books in the library are similarly colour coded, according degree of difficulty and the number of words, and are part of the system. A wide range of comprehension skills is addressed. Children tend not to race through the books because they wish to do well in the quizzes, which they complete approximately two days after finishing the books. The teacher can monitor children’s performance easily. A score of less than 60% results in no points being awarded.</p> <p>Q: Can we change the 60%? R: No, it is not set by the school.</p> <p>Most of Year 1 is involved on the programme, with the teacher making the assessment of when they are ready to take part.</p> <p>Q: Are pupils going to move colours one a year? R: I have moved some children up two levels when assessing, which must be backed up by pupils getting 100% in the quizzes.</p> <p>Q: Does the pink colour band relate to Y6 ARE? R: No, pink is as far as the school goes at the moment. No pupils, even in</p>	
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Year 6, have got further than purple at the moment, having started at green. Progress from green to purple spans six school years. Additional purchases for the library will be necessary.

Q: Are the scores to be shared with parents?

R: There has been no discussion with SLT to share numbers with parents yet, and the feedback to parents is to be agreed by SLT. Governors expressed concern in terms of GDPR and the danger of information on one child getting to another parent.

Q: Do children need to know their reading ages?

R: This is for discussion with SLT. The Headteacher acknowledged the potentially sensitive nature of the information.

Q: Are there still free readers?

R: No.

Q: How are parents aware of progress?

R: This is a new system and one discussion point is how to feed back to parents. There are developments to be explored and the system does provide a great deal of information.

Q: Do the children get engaged in the competition element of the scheme?

R: They do and that is a positive aspect of the scheme.

This scheme has enabled the children who have been reluctant readers to become avid readers. There will need to be investment in the books for the engagement of boys, but initial feedback is that boys are engaging well.

Each colour band is split into two, and the book content is based on a combination of the interest and age range of the children.

Q: Is this system used in secondary schools?

A: Yes.

The library re-organisation has been amazing and a big body of work; it has been expensive, but the school is committed to it for three years and new books have been purchased. Schools which have used the scheme are still using it four years later.

This clearly meets one of the school priorities, and is challenging at all levels.

Q: How often are the pupils expected to read each book?

R: Not multiple times. The key is for pupils to be prepared for the quizzes.

Thanks were given to Sarah and Helen Rogers for this project.

6	<p>TEACHER REPORTS/UPDATES</p> <p>The governors were provided with an updated report prior to the meeting and the Headteacher highlighted the following:</p> <ul style="list-style-type: none"> • Reception data has been added. • The process is such that all class teachers assess the children regularly in reading, Maths and writing. • Teachers make a judgement of the child which goes into 'School Pupil Tracker'. • Information is available for the Headteacher to review. • Information for Pupil Premium (PP) children is broken down into those with and without SEND to enable a fair comparison. <p>Q: Where is the baseline taken from for the whole school data? A: This is taken from the summer term data. This data can change if pupils leave or join the school, particularly if they are not achieving age related or exceeding age related expectations.</p> <p>Q: How can there be tracking points if it is a baseline? A: The tracking points assess attainment and progress. To be 'at' age related expectation would mean a tracking point of zero, and one tracking point is one term. The whole school is 0.6 tracking points below national expectation in reading. On average the school is half a term behind national expectation. If the progress tracking point is above 1, 2 or 3 in the spring or summer term then school are reducing the gap with the national figure.</p> <p>Expected progress in the spring term would be at least 2TP. The expectation among staff is that their progress is above 2 TP. School needs to show above expected progress and reduce the gap with age related expectations.</p> <p>Q: When is the assessment carried out in the spring term? A: In the second half of the spring term.</p> <p>Q: Does the age related expectation change? A: Yes, it changes on an annual basis in relation to test raw scores. Thresholds can move therefore one score could be ARE but the same score the following year might not. Also the National %'s change each year. The software used recalculates it annually. Year 6 achieved pleasing attainment last year, (especially considering the recent context) and when compared against the previous year's national figures they were strong. However, when compared to the new data from the same year, (the national results increased considerably in some areas) the comparisons were not as strong.</p>	

Q: Maths was at -0.6 but is now -0.3. What does this mean?

A: That means the progress is better than expected, we have reduced the gap as a whole school.

Q: Is school progress is above national expected progress?

A: Yes.

The Headteacher clarified that progress That the % of children are ARE and GD is increasing and the TP measure for progress for each subject is greater than 2, (2TP is expected progress for 2 terms.)

Q: With the addition of the Reception data, the greater depth figure has gone up in reading. But the Reception data only has 8% at greater depth. How does this equate in the spring figures?

A: Now there are more children performing at greater depth.

There was further discussion regarding the figures and the Headteacher clarified that the some figures related to the Reception Cohort and some to the Reception/Year 1 class.

ACTION: To investigate why the attainment at greater depth in the Cohort Reception Year 1 does not seem to correlate with the change in greater depth across the whole school. (HT)

Governors felt that the commentary helps interpret the information.

Q: What is EAL?

A: These are the children for whom English is an Additional Language. This information is collected from parents and 9% of children in the school fall into this category. There is now greater analysis of the progress of different groups.

Q: Are the EAL pupils here long term or on a short term due to the appointment of their parents?

R: There is not a lot of movement in the numbers of children with EAL and there is little impact on the figures from this stable cohort. The Headteacher confirmed there is a need to look at the performance of boys.

Q: The focus is reading this year, and was writing last year. However, writing is suffering and is the challenging area; do we need to re-evaluate the priorities?

R: The Headteacher felt not. The Key Stage 2 data at the end of last year indicates that the school is adding value as progress and attainment were good in writing. The progress and attainment of reading was not as strong as writing. The % of children at age related is higher in reading than writing, but writing attainment has lower starting points than reading. The Headteacher felt the priorities are correct, particularly as we will continue to embed all of the work completed on writing.

	<p>Training in writing in the EYFS has been completed by EH, and the</p> <p>Q: If, when the moderator checks a selection of books, we have over marked, will they bring every pupils grading down?</p> <p>R: No, we have strong evidence that we are correct in our assessments. The expectation of the pupils is reviewed at moderation for the end of KS1 and 2, and there must be evidence that the children have independently achieved the objectives in more than two pieces of writing. Moderation takes place both between teachers and SLT.</p> <p>The governors felt that data overall is really great and delightful to see. It was stressed that progress is the most important aspect.</p>	
7	<p>KEY STAGE TARGETS</p> <p>These have been discussed in the report. The progress towards the targets have been updated.</p>	
8	<p>SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) UPDATE</p> <p>There are children in school with complex needs; the Headteacher is confident that the pupils are receiving the best provision that can be given to them at school.</p> <p>One child is anticipated to move to alternative provision in September after considerable work by the school SEN team and SLT, (which is not felt to be an acceptable waiting period). There is a panel hearing for another child to identify the correct provision, the outcome is due after Easter.</p> <p>Janet continues to meet with class teachers to review the data generated, and to ensure the correct interventions are in place.</p>	
9	<p>DISADVANTAGED PUPILS UPDATE</p> <p>This information on Pupil Premium children has been covered in the data in this meeting, and the funding discussed at the Resources committee.</p>	
10	<p>GOVERNOR MONITORING VISITS AND TRAINING</p> <p>Reports are to be sent to the Headteacher first for his verification before uploading onto the Governor Hub.</p>	
11	<p>GOVERNORS' KEY ACTIONS & SSDP PRIORITIES</p> <p>Governors confirmed that their monitoring visits have been referenced to the SSDP. The SSDP priorities are covered in the report system.</p> <p>Action: To remove this item from the agenda for the summer term meeting. (Clerk)</p>	

12	<p>SCHOOL POLICIES</p> <p>The following policies are to be approved at the FGB meeting.</p> <ul style="list-style-type: none"> • Curriculum Policy • EYFS • Maths • SEND <p>Q: What is the Curriculum Policy? R: We have a general over view and individual policies can now be written. This will be covered in the summer term.</p>	
13	<p>SCHOOL'S WEBSITE</p> <p>It was agreed that the items relevant to this committee are published on the school's website:</p> <ul style="list-style-type: none"> • Links to Ofsted • Links to Performance Data • SEND <p>GM has reviewed the website, after having attended training, and has RAG rated the website and given the report to the HT. There are certain areas which require review . This is to be added to the monitoring schedule, together with GDPR.</p>	
14	<p>SPRING TERM TRAINING FOR GOVERNORS</p> <p>The clerk advised that governors' training can take many forms, including visits to school.</p> <p>Action: To remove this item from the summer agenda. (Clerk)</p>	
15	<p>DIRECTOR'S REPORT</p> <p>Governors were provided with the Director's Report prior to the meeting and noted the contents that were relevant to this committee.</p> <p>The clerk confirmed that the Directors' Report is issued on a termly basis. Other communications include the weekly bulletin.</p>	
16	<p>AOB</p> <p>Governors commented positively on the dressing up for World Book Day. Being in pyjamas, including staff was the right message for the school and very inclusive for all children, with no parent buying expensive outfits.</p>	
17	<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; <ol style="list-style-type: none"> a. A discussion on the visibility of information on the website took place. b. The information provided and the discussion which ensued, clarified the direction the school is moving, in particular in relation to reading. 2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; <ol style="list-style-type: none"> a. The governors discussed and challenged the Headteacher on data for the school. b. The school priority of reading was challenged and justified by the Headteacher. c. The governors reviewed and asked probing questions relating to the accelerated reading programme. d. The governors learnt about the EAL and Pupil Premium Pupils and the support in place for them. 3. Overseeing the financial performance of the school and making sure its money is well spent. 	
<p>18</p>	<p>MEETINGS</p> <p>It was confirmed that the next Full Governing Board meeting would be held at the School on 4th July 2018 at 5pm.</p>	

.....Chair

.....Date