



**MINUTES OF A MEETING OF THE LEARNING AND TEACHING COMMITTEE OF
MANOR PARK PRIMARY SCHOOL AND NURSERY HELD AT THE SCHOOL ON
26TH MARCH 2019**

PART ONE - NON- CONFIDENTIAL BUSINESS

Governors Present:

Mr. P. Jones	(PJ)	Chair
Mr. S. Cotterill	(SC)	Headteacher
Mrs. C. Walley	(CW)	
Mr G. Mason	(GM)	
Miss E. Holden	(EH)	

Also in attendance:

Mrs. S. Pomeroy	Clerk to Governors
Ms S. Hoyle	PE lead -left the meeting after item 5

1. APOLOGIES

Stewart Gardiner was not present at the meeting and no apologies were received. It was noted that Jennifer Hopkinson is not, in fact, a member of this committee.

ACTION: Clerk to update the committee membership.

2. CONFLICT OF INTEREST

There were no conflicts of interest declared with the business to be discussed at the meeting.

3. AOB

No items of any other business were tabled for discussion at the meeting.

4. MINUTES OF THE PREVIOUS MEETING AND MATTERS ARISING

The part one minutes of the Learning and Teaching committee meeting held on 5th December 2018 were confirmed as a correct record, and signed by the Chair.

Governors reviewed the Action Log and the following matters arising were discussed:

- It was **agreed** to move the approval of the assessment policy to the summer term Learning & Teaching agenda.

ACTION: Clerk to add this to the summer term Learning & Teaching agenda.

- GM **agreed** to contact Barclays Bank to investigate support packages offered to local schools.

ACTION: GM to contact Barclays Bank.

It was confirmed that all other actions have been met and closed as appropriate.

5. STAFF PRESENTATION

Governors received a presentation from Shelley Hoyle (SH), lead teacher for PE in school.

SH outlined her background and her passion for the teaching and development of PE in school. The role of PE subject lead has provided the opportunity to raise her profile in school and to work outside of the Nursery.

SH shared with governors the document which schools have to produce by July 2019, "Evidencing the Impact of Primary PE and the Sport Premium."

SH informed governors that the main priorities in developing PE over the next 18 months are as follows:

- To increase standards in, and the enjoyment of, PE.
- To improve the confidence of teachers to deliver the PE curriculum
- To increase the participation of pupils in sporting events.
- To improve parental engagement.

The sport premium funding has been allocated for resources, CPD, local sports clubs and INSET days.

An audit was carried out in the autumn term 2018 and teachers were asked about their training needs and resources. CPD was then planned to address the identified needs. This was a priority to ensure that teachers have the skills, knowledge and confidence to use PE equipment effectively in their lessons.

Progressive Sports Staff is employed to work in school. They offer CPD and twilight sessions have been held.

SH has carried out lesson observations to monitor how PE is taught in school.

Resources to be used by the children at playtimes and lunchtimes have been purchased.

Children have participated in the following events:

- Cross country
- Girls football
- Little champions
- Multiskills

SH reported that a positive start has been made to achieve the aims.

Q. One of the aims of the Sports Premium Funding is for schools to increase the amount of time children are physically active in school. Is this part of your action plan?

R. Yes, there is a section in the plan related to this. Each class runs for 5 minutes per day and yoga and meditation are integrated into lessons.

SC explained to governors that the daily run has been reduced from 10 minutes to 5 minutes per day due to pressures on the school timetable.

Q. Can the daily mile be added onto playtime and lunchtime?

R. This is difficult to organise and to still ensure that the children are receiving their phonic lessons, guided reading, class texts etc. Raising standards in school is a priority and adding in more time for physical activities takes away from teaching time.

Q. Is it possible to investigate if other schools manage to increase the amount of time spent on physical activity without impacting on other areas?

R. Yes, this is a good idea.

Q. Would the school consider asking the children to run for 10 minutes, 3 times per week?

R. It is a possibility but would place more pressure on staff. The school is being asked to fit in ever more activities.

Q. Did the audit show that the staff is competent to deliver the PE curriculum?

R. The results were varied; some teachers are more confident than others.

Q. Do all staff have the required skills and knowledge to teach the most common sports such as football and netball? Are teachers able to referee a match of football or netball?

R. Not all of the teachers are confident to do this.

Q. Are there opportunities for teachers to share their knowledge and skills?

R. All teachers are delivering quality PE lessons. The PE curriculum is much wider than knowing the rules of a particular game. CPD is planned for PE with 2 twilight sessions in the summer term 2019 and an INSET Day in the autumn term 2019. Peer to peer support groups are in operation for some subjects and this could be extended to PE in the future.

Governor comment: the MPSA like to know what the priorities are for fund raising so please let them know if the school requires resources and equipment to deliver the PE curriculum.

SH informed governors that tennis rackets are required but that she wants to link the purchase of new equipment to training sessions to ensure that the equipment is well-used.

Q. Is it possible to publicise sporting events more widely to encourage more children to participate?

R. A letter is given to every child to notify them and their parents when an event is taking place.

SC explained to governors that engagement is a major focus for the school and that the school is considering how to broaden the appeal of PE and sporting events.

Q. Can the school also publicise events which take place in Knutsford which are non-school events such as the Knutsford Jog?

R. How does the school find out about these events?

R. The MPSA can advise.

Q. Would the school consider running an athletics club in the lead up to sports day?

R. This is possible depending on the capacity of the staff or a local club to run the club.

Governors **thanked** SH for the presentation.

SH left the meeting.

6. NEW OFSTED PROPOSALS REGARDING CURRICULUM

SC outlined the changes to the OFSTED framework and the emphasis which will be placed on the curriculum. SC has studied the draft document and SJ attended training last week run by two OFSTED inspectors. SC is due to attend the same course later this week.

- The four OFSTED judgements will remain: Outstanding; Good; Requires Improvement; and Inadequate.
- Early Years will be reported on separately.
- There will be an emphasis on the quality of the curriculum, well-being of staff and retention of staff.
- Schools need to consider the intent, implementation and impact of their curriculum.
- The school has spent two years developing its curriculum. In the light of the new OFSTED framework it will be revised again and the parts which are working well will be retained.
- Schools will be encouraged to avoid elaborate, differentiated approaches.
- The references to behaviour and attitudes in the new framework link well with the school's high expectations of behaviour and emphasis on developing resilience.

SC noted that, overall; the new framework feels like a positive step forward.

Once SC has attended the training course, the SLT will meet for a full day to produce a revised three year curriculum plan.

Q. Is there an emphasis in the new framework on teaching basic skills?

R. The emphasis in Key Stage 2 is for a broad and balanced curriculum. There is more emphasis in Key Stage 1 on ensuring that children develop basic skills in Reading, Writing and Maths.

Q. What is the timeframe for the implementation of the new framework?

R. It will be implemented from September 2019.

Q. Did the school already intend to carry out a curriculum review?

R. Yes, the school has a two year curriculum cycle which was due for review. It will now be reviewed in the light of the new framework.

Q. Will the topics be revised?

R. Yes, the school will ensure that there is no duplication of topics and that the mixed age classes are catered for.

GM commented that the children were very engaged in the curriculum when he carried out a monitoring visit and they understood how discrete subjects are incorporated into the topic.

Q. Is the school serving the needs of the children if it focusses on basic skills in Key Stage 1 rather than on a broad curriculum?

R. The curriculum needs to fit the needs of the children and the context of the school. The school welcomes a focus on early Reading, Maths skills and phonics.

Q. Why are some individual subjects not listed on the school website?

R. Some subjects are covered in topics.

Q. Does the curriculum information available on the website need to be reviewed?

R. It could be updated but it is not a priority for the school at the moment.

Q. Could governors receive a presentation on the arts provision in school at the next L&T meeting?

R. It is more appropriate at the moment for the SLT to present to governors on the plans for the curriculum in the light of the new OFSTED framework. Discussions are ongoing in school on curriculum leadership; should teachers lead on individual subjects or work in teams to develop areas such as arts and humanities?

ACTION: SLT to deliver a presentation on the curriculum plans at the summer term 2019 L&T meeting. Clerk to add to the agenda.

7. CURRICULUM PLANS

This was covered under agenda item 6.

8. SCHOOL IMPROVEMENT PLAN (SIP) PROGRESS

SC informed governors that the SIP has been reviewed and RAG rated. Many of the actions have been achieved and others are planned to be implemented in the summer term 2019.

Whole class feedback is being developed and the approach shared with other schools. Further, a programme of CDP has been developed linked to the school's Pastoral work and is being delivered to other schools at a cost of £50. Around £1,000 will be generated from this training work. This was not part of the SIP at the beginning of the year but has grown organically throughout the school year.

Q. Where can governors see the evidence of this work?

R. It will be reported on in the headteacher's report to governors.

Q. Could it appear as an appendix to the SIP?

R. Yes, this would provide a record of the work.

PJ commented that he was impressed with the school's marking and feedback system when he carried out a book scrutiny in Maths.

Governors commented that it was pleasing to see much green on the plan, indicating that many actions have been achieved already. It is important to complete actions early in the school year so that impact can be seen.

SC confirmed that the school is moving forward and the pace of change has been good.

9. KEY STAGE TARGETS

SC and CW met to review the school's targets.

The school set a range of targets and SC confirmed that the school is on track to achieve the lower target range, with the exception of a small number of children who may narrowly miss the achieving the expected level. The school is working hard to maximise the potential of all the children. There is an element of how well children perform on the test day. The children want to do their best and achieve the most they are capable of. If just 3 of the 25 children narrowly miss the target, this has a significant impact on the results.

Q. What happens if a child is absent on the test day?

R. There is a limited timeframe in which they can still sit the test.

Q. If a child does not take the test, is he/she removed from the data set?

R. The school believes this to be the case.

It will be difficult for the school to achieve the lower band for Reading, Writing and Maths combined due to the nature of the children; some are very inconsistent and on practise tests are achieving just above or just below the expected level.

In Key Stage 1, the school is predicting that the 11% target for GD will not be met. Last year the moderation was very strict and it is difficult to demonstrate that Key Stage 1 children have reached this level.

Q Is the Year 2 cohort strong?

R. There are strengths in Year 2; Year 6 is not an academically strong cohort.

10. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) UPDATE

A SEN report was produced by the SENCO and circulated prior to the meeting via Governor Hub. It provided a detailed breakdown on the provision and achievement of SEN pupils in school.

The SENCO reported concerns over funding for SEN both nationally and within Cheshire East.

SJ is taking over the role of SENCO after Easter 2019. Governors asked for assurances that there will be a detailed handover between SJ and the current SENCO who is leaving the school.

SC informed governors that the current SENCO does not wish to extend her contract to enable an extended transition period to take place. SJ has already attended a SENCO network meeting and is closely aligned with the teachers and the SLT. The school is confident that a good handover will take place and that SJ is highly competent to take on the role of SENCO.

11. DISADVANTAGED PUPILS UPDATE

This was covered as part of the data report. Pupil Premium children make similar progress to non-Pupil Premium children but their attainment is lower.

12. STATEMENT ON PUPIL PROGRESS

Governors discussed how to ensure that the community is aware of the good progress made by its pupils. At the autumn term meeting it was suggested that a statement could be issued to the local press regarding the progress made by pupils at the school. However, it was decided that it is not appropriate to do so at this time. The vast majority of parents at the school appreciate the work of the school. There is a need to reach out to the wider community, especially prospective new parents.

ACTION: SC will consider working with local headteachers in the autumn term 2019 to issue a joint statement to the local press to explain the difference between attainment and progress.

13. GOVERNOR MONITORING REPORTS & SSDP PRIORITIES

Governors received the following governor monitoring reports which had been circulated prior to the meeting on Governor Hub.

- Phonics-CW and PJ
- Data-CW

Phonics Report

CW and PJ carried out a monitoring visit on Phonics. They reported that it was good to see how the programme operates in different classes. The progression through the classes was evident. Differentiation was noted, along with a good pace to the lessons. The class was taught by the teacher who utilised a teaching assistant to work with a small group.

SC informed governors that the teaching of phonics is streamed to allow teaching assistants to support the teaching and work with small groups.

Data Report

CW presented the report and asked governors to consider the use of a tracking system called "Insight."

The CAT cluster of schools is using this system; it is user friendly and reduces teacher workload. A discount is available.

Q. Are the schools in the cluster using this system already?

R. No, they are using different systems but are moving to a standardised approach.

Governors discussed how the new OFSTED framework advises against unnecessary differentiation across the curriculum. Other schools are adopting this approach and Manor Park is considering it. It represents a big change from the approach which has been in use for many years.

The school is joining Maths Hub, a group of schools led by a Maths specialist teacher at Egerton Primary School. SC and the school's lead Maths teacher observed a lesson at Egerton where there was no differentiation.

Q. Is the school concentrating too much on Maths? Is there enough challenge in Writing?

R. The provision in school for Writing is good and progress is expected to be good. Maths is the main priority for the school at the moment.

14. SCHOOL POLICIES

The Assessment Policy will be reviewed and approved at the summer term 2019 L&T meeting.

15. TRAINING FOR GOVERNORS

GM will review and update the training log in the summer 2019. He reported to governors that there has been an improvement from the previous year in the number of governors attending training courses. SC and GM have attended courses related to academy conversion which have been of value.

ACTION: GM to update the training log.

16. DIRECTOR'S REPORT

The clerk highlighted to governors the following items from the Director's spring term Report 2019 which were relevant to this committee.

- Item 1.11 Select Committee review SEND reforms
- Item 2 Special Educational Needs and Disability Update
- Item 9 The New OFSTED Inspection Framework

Governors noted the report and discussed the following items:

- The school has had no exclusions this year. Safeguarding is a major issue and the school does not want to exclude children as there is limited alternative provision.
- SC volunteered to sit on the LA SEN panel. This has proved to be very interesting and it is good to have headteacher representation on the panels.

17. AOB

There were no items of any other business to be considered at the meeting.

18. IMPACT STATEMENT

How has the Committee helped move the school forward in this meeting?

- A review of data was carried out.
- There is an active interest from governors to develop the PE provision in school.

- The governor monitoring schedule was revised in the light of governor visit reports.
- The ethos of the school was reinforced through discussions around the curriculum.
- Governors requested that a thorough handover take place with the new SENCO.
- Governors will receive a presentation on the revised curriculum plans from the SLT.


19. DATE OF NEXT MEETING

The date of the next meeting was confirmed as:

Wednesday 26th June, 2019 at 5pm.

(Please note the change of date from Tuesday 2nd July, 2019)

The meeting moved to the Part 2 agenda.

..... Chair

26-6-19.....Date