



**MINUTES OF A MEETING OF THE LEARNING AND TEACHING COMMITTEE OF
MANOR PARK PRIMARY SCHOOL AND NURSERY HELD AT THE SCHOOL ON
28TH NOVEMBER 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)	Arrived at 5:05 pm
	Mrs L. Dalzell	(LD)	

Also in attendance: **Mrs. S. Pomeroy** **Clerk to Governors**

1. APOLOGIES

EH informed governors that she would be late arriving for the meeting. All other governors were present at the meeting.

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 26th June 2019 were confirmed as a correct record, signed by the Chair and retained by the school.

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

Governor visits to school

Governors visited school and discussed in broad terms the curriculum developments with the SLT and with children. It was decided to move the visit for governors to speak to subject leaders until the end of the spring term 2020.

ACTION: SC to set a date for governors to visit school in the spring term 2020 to discuss curriculum developments with subject leaders.

It was also decided to ask the SLT to give a presentation on curriculum developments to the FGB in the spring term 2020 and for SD to give a presentation to the L&T committee in the spring term 2020 on phonics.

ACTION: Clerk to add an item to the spring term FGB agenda 2020 to receive a presentation from the SLT on curriculum developments.

ACTION: Clerk to add an item to the spring term L&T agenda to receive a presentation on phonics.

Q. Do recent curriculum developments ensure that there is sufficient breadth in the curriculum and that topics are not repeated?

R. The school is moving from a two year topic cycle to a one year cycle and this will ensure that there is no repetition of topics. The PAN of 45 does present some challenges in terms of curriculum coverage.

Writing samples

Governors commented that it was very interesting to look at the examples of writing from each year group in school which were uploaded to Governor Hub.

Q. Will the school repeat this exercise?

R. The exercise will be repeated but probably in a different format. It is important for governors to see evidence of progress through school and to understand the achievements of the pupils.

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

5. ANNUAL REVIEW OF COMMITTEE TERMS OF REFERENCE

Governors reviewed and approved the terms of reference for this committee and the chair signed a copy to be retained by the school.

6. 2019 OUTCOMES AND ANALYSIS

The following documents were circulated to governors via Governor Hub prior to the meeting:

- IDSR 2019
- FFT Key Stage 1 Governor Dashboard 2019
- FFT Key Stage 2 Governor Dashboard 2019
- Group Data November 2019
- In school data November 2019
- Key Stage 2 headline measures 2018-19
- Targets 2020

SC presented an overview of the data to governors:

IDSR 2019

- The format of this report changes every year. It is used by OFSTED and provides a snapshot of the school. It includes the context of the school which is very important when looking at results.
- The school is of average size.
- The percentage of FSM6 children is high and is in the top 20% of schools nationally. This type of school often has a high level of needs.
- 8% of pupils have SEN/D which is in the bottom 40% of schools nationally. This figure may be higher as some children may not be formally identified with SEN/D at this point in the school year. SJ explained that, unless a child has significant, complex needs, the school allows time for children to settle before adding them to the SEN register. A support plan would not be put in place until a child has been in school for at least a term. Some children who are admitted from other schools are not working at age related levels but do not have SEN/D. The graduated response system means that children are registered at First Concerns before support plans are put in place and it is not necessary for all children to move to support plans.

Q. Are there the same number of children on First concerns as there are on the SEN register?

R. There are slightly more children on First Concerns; they will not all move on to the register.

Q. What is the significance of a child having a support plan?

R. A child with a support plan is typically working at a level 12 months behind his/her chronological age. A support plan will set out specific targets for a child to achieve. The school is accountable for the children on such plans and external visitors to school will assess the plans and consider how they are being put into practice.

Q. Does a child need a EHCP to be on the SEN register?

R. No. EHCP's are granted for children who have significant and complex needs who may be working at a level 2-3 years behind their chronological age.

Q. Who is responsible for granting a EHCP?

R. The school submits an application to a panel at Cheshire East who decide whether to issue the EHCP.

- The school is below the national average for stability. This means that it is in the top 40% for mobility.
- The report identifies that the rate of staff absence is low.
- The report also identifies that the local area has a high level of deprivation.
- Year 6 prior attainment (based on Year 2 SAT's) is below national in all areas.
- Exit data from EYFS is consistently in the bottom 20% nationally and is even lower on entry.
- The phonics results in 2019 were in the bottom 40% of schools nationally.
- When children leave Key Stage 1 they have made progress from their starting points and are in quintile 4 or 3.
- Attainment at the end of Key Stage 2 is in the middle for Writing and Maths.

- The school is in the top 40% for progress in Reading and the top 20% for progress in Maths and Writing. When CVA is taken into account the progress is even better.
- The Reading, Writing, Maths combined result is not as high as in some schools but it does not reflect the full circumstances of this school. The school is proven to add value.

Q. If the children have low starting points on entry to school, how much of this is due to mobility and how much to the characteristics of the catchment area?

R. Local children who start school in Reception often have low starting points. With regards to children entering school between Year 1 and Year 6, it is a mixed story. Sometimes children are admitted working at age related levels but, for example, two children have recently been admitted to Year 1 who are significantly behind. Children who attend the school's Nursey provision often present with language and communication difficulties.

- The report demonstrates that progress is outstanding but attainment is not as high. If children start school in Reception then the school has seven years to work with them and make a difference. The mobility issues will only be solved by the school being full but this will not automatically increase attainment.

Q. The school cannot change the catchment area so does this mean that attainment will always be low?

R. It is true that the catchment area will not change but the school always aspires to increase attainment for the pupils.

Q. If each child accounts for around 4% in the data, is the biggest impact on results likely to be around 8%?

R. It is also important to understand the level of need and support required for the children to make progress.

In school data November 2019

- From 1st July, 2019 two pupils left the school; one was working at GD and the other was just below EXP. Nine pupils have joined the school and 55% of them are below EXP, three pupils being significantly below and requiring nurture and intervention programmes. OFSTED will focus on the lowest 20% of pupils in an inspection.

Q. Are the four year olds in Nursey playing for the majority of the time?

R. The children in Nursey are engaged in a variety of activities ranging from child-initiated to small group teaching. Nursey follows the EYFS framework which is used to plan activities. There is a focus on speech and language development as this an important area for all future learning.

ASP document

- The first seven pages of this document are useful for governors.
- The first page confirms that progress is good.

- Page 5 shows a 3 year upward trend in progress in Reading, Writing and Maths. The school is in the top 40% for Reading progress, the top 15% for Maths and the top 5/6% for Writing.
- There is an upward trend in GD in Reading.
- There is an upward trend in attainment in phonics and the school is aiming to be above the national figure.
- Year 2 data is consistent.
- Year 4 multiplication test data is good.
- Year 6 data is strong.

SC commented that it is important to remember that each cohort is different and the school may not consistently achieve the same results. The two children who have recently joined Year 1 will not achieve the required standard and there are other children in this cohort with SEN/D.

SC acknowledged the hard work of the staff, parents and children in securing these improvements in progress scores and attainment.

Governors **thanked** the staff for their hard work and professionalism.

It was noted that there has been positive feedback from parents on the school's performance. They have appreciated reading articles on the school in the local press. Parents want the school to be recognised as a good school in the local community.

7. 2020 PREDICTIONS

A document detailing the 2020 predictions was circulated to governors via Governor Hub prior to the meeting.

SC explained that the school is aiming to be a FFT 20 school. There are 32 children in the current Year 6 cohort and 29 of those children took Key Stage 1 SAT's; progress scores will be based on those 29. Targets for Year 6 have been set based on exit data from Key Stage 1 and by considering the FFT 50 and FFT 20 ranges. However, there seems to be an anomaly in the FFT data. For example, in Writing, 55% of children achieved the EXP in Year 2 but the FFT 50 target is 80% at EXP in Year 6. Extra columns with more realistic and achievable targets have been added.

SC will attend FFT training at Bexton Primary School on 10.12.19 and follow up these anomalies. There is one space for a governor to also attend this training.

ACTION: Governors to inform SC know if they would like to attend FFT training at Bexton School on 10.12.19.

PJ and CW met with SC prior to this meeting to discuss the school performance data and targets. Governors **agreed** the targets for 2020.

8. CURRICULUM PLANS

SC updated governors on the work in school to revise curriculum plans:

- ND and SJ were given non-contact time to consider curriculum planning in detail.

- A staff meeting is planned to look at Foundation subjects. It is intended that the younger children will study local aspects of the curriculum and this will widen out as the children move through the school.
- A INSET day is planned for January 2020 on the curriculum.
- Joint work on the curriculum is planned with Bexton Primary School, Knutsford. It is envisaged that this will be an informal arrangement where staff can share good practice with colleagues from another school.

Q. Will it take some years before the children study aspects beyond the local area?

R. The broad plan is for the children to start by looking at the school, then Knutsford, then Tatton, Manchester airport and move to national and international aspects. However, the school is also guided by the National Curriculum requirements. For example, Year 2 children are required to study continents.

Q. Is it important for children to have a feel for breadth in the curriculum?

R. The school will balance the requirements of the National Curriculum with need to make the curriculum relevant to the children in this school.

Q. Are the teachers happy with the implementation of the new timetable?

R. The teachers have reported that it is difficult to fit all the activities into the school day but that overall the timetable is working well. Power Maths has been recently introduced and there will be an initial period where it takes up more time until teachers are accustomed to delivering it.

Q. Do teachers have the freedom to deviate from the timetable?

R. Staff will use their professional judgement to ensure quality and coverage of the curriculum.

Q. Attendance in school appears to have been affected by chicken pox. Does this mean that some children are behind in their learning?

R. A few children were absent for a week of schooling and it does take time to make up for what they have missed.

9. SCHOOL IMPROVEMENT PLAN PROGRESS

The School Improvement Plan is available on Governor Hub. SC provided an update on progress towards achieving the plan:

- Whole class feedback is embedded throughout the school.
- The revised class timetables are in operation.
- TT Rockstars is very successful.
- A parental workshop is planned for the spring term 2020 on Power Maths.
- There is a considerable amount of work taking place in school to improve phonics. The TA's are receiving support and guidance to enhance their effectiveness.

Q. There is a lot of emphasis in school on TT Rockstars. Will it be scaled back at some point in the future?

R. The TT Rockstars takes place at different times in the school day and does not form part of the Maths lesson. It has improved the children's times table knowledge and also their confidence and engagement with Maths. A teacher has been given responsibility for developing the programme in school. It is envisaged that the children will not need access to the programme after Year 4 as they will already be secure in their times table knowledge.

Q. Is there a similar scheme for developing other aspects of the Maths curriculum or areas of the English curriculum like spelling?

R. The school is not aware of such programmes but would consider using them if they become available.

GM commented that it is pleasing to see that many of the actions on the plan are already achieved.

10. GOVERNOR MONITORING REPORTS & SSDP PRIORITIES

Governors received an update on monitoring visits:

- RW, GM and PJ looked at Geography, History and Science. A written report of the visit is available on Governor Hub.
- CW and PJ looked at Power Maths across the school. They looked at children's work and gained an insight into the scheme. They will carry out a further visit to follow up.

Q. Has the school had any thoughts on linking My Maths with Power Maths?

R. At the moment the focus is on embedding Power Maths in school and assessing the implementation. This will be considered in the future.

Q. Is Power Maths being implemented in Year 6?

R. No, the school did not want to make this change for just one year for these children.

- RW and PJ carried out a visit to look at Foundation Subjects being taught during the afternoon. The visit addressed priority 4 on the SDP. PJ presented a written report to governors and commented that there was a strong sense of motivation and engagement in learning from the children.

11. TRAINING FOR GOVERNORS

- SC is supporting governors to carry out effective monitoring visits in school.
- GM attended a course on School Funding Formula at Sandbach Town Hall and was disappointed with the quality of the presentation.

12. DIRECTOR'S REPORT

The clerk drew the attention of governors to item 9, "New Relationships and Health Education in Schools." SC confirmed that he will provide an update to governors at the spring term 2020 Learning and Teaching committee on the school's readiness to implement the guidance in September 2020.

ACTION: SC to provide an update to governors at the spring term 2020 L&T meeting on Health and Relationships Education.

All other items in the Director's Report were covered at previous committee meetings.

13. AOB

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

14. IMPACT STATEMENT

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

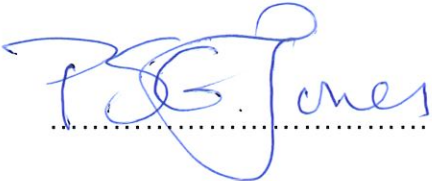
- Governors have a clear understanding of the context of the school and its performance data.
- Governors challenged the performance data.
- Governors carried out monitoring visits and reported back to the committee.
- Governors considered the capacity of the school to deliver interventions in terms of budget and resources.

15. DATE OF NEXT MEETING

The date of the next meeting was confirmed as:

Thursday 19th March, 2020 at 5pm.

The meeting moved to the Part 2 agenda.

..... **Chair**

26.6.20..... **Date**