



**MINUTES OF A MEETING OF THE LEARNING AND TEACHING COMMITTEE OF
MANOR PARK PRIMARY SCHOOL AND NURSERY HELD AT THE SCHOOL ON
5TH DECEMBER 2018**

PART ONE - NON- CONFIDENTIAL BUSINESS

Governors Present:	Mr. P. Jones	(PJ)	Chair
	Mr. S. Cotterill	(SC)	Headteacher
	Cllr. S. Gardiner	(SG)	
	Mrs. C. Walley	(CW)	<i>arrived at 5:15 pm</i>
	Mr G. Mason	(GM)	
	Miss E. Holden	(EH)	

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

1. APOLOGIES

Jennifer Hopkinson was not present at the meeting and no apologies were received. Cathryn Walley notified governors that she would be late arriving for the meeting.

2. CONFLICT OF INTEREST

Stewart Gardiner is a member of Cheshire East Council.

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 4th July 2018 were confirmed as a correct record, and signed by the Chair.

The following matters arising were discussed:

SC clarified that transition is where a child moves from one Key Stage to the next.

PJ queried why the PE lead teacher was not delivering a presentation at the meeting as agreed in the summer term 2018. SC informed governors that it had been decided with the committee that a maths presentation was more appropriate at this

meeting as Maths is a priority development area for the school. Furthermore, the PE lead teacher has been in post since September 2018 only. A PE presentation will be an item on the spring term 2019 agenda.

ACTION: Clerk to add PE presentation to the spring term 2019 L&T agenda.

Governors reviewed the Action Log. It was confirmed that all actions have been completed.

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.

It was noted that the RE curriculum and daily collective worship are due to be monitored by governors.

ACTION: SC to add RE and daily worship to the governor monitoring schedule.

Q. Which scheme of work does the school follow for the teaching of RE?

R. The school follows the scheme from the Diocese of Chester.

Q. Is it appropriate for a non-faith school to follow an Anglican Church scheme?

R. The scheme is diverse, inclusive and multi-faith. It is recommended by Cheshire East LA.

Governors agreed to take item 10 next.

10. STAFF PRESENTATION

Governors received a presentation on Maths teaching in school delivered by SC. The presentation contained the following items:

- Overview
- Impact
- Areas to investigate
- What next?
- Moving Forward
- Assessment and feedback

Overview

SC outlined the aims behind the teaching of maths in school; children are challenged to achieve their potential and become confident mathematicians. Staff receive training in order to become confident to challenge the children and address a wide range of abilities.

A new senior leadership team was established in school in 2016 and a schedule of improvement in the core areas was put into operation; Writing was the focus in 2016, Reading in 2017 and Maths is now the focus for the academic year 2018-19.

Q. How do teachers organise progression for individual children?

R. Core skills are displayed in the children's workbooks. Teachers identify next steps and put challenges in the books for the children to complete.

Impact

The average scale score has increased and the school has seen a positive impact on the data.

Areas to investigate

SC informed governors that attainment in Key Stage 2 Maths was below what had been predicted as two children narrowly missed achieving EXS.

Q. How close were these children to the expected level?

R. They missed the expected level by 2 marks. The total number of marks available on the Maths tests is 110. These two children achieved EXS in Reading and Writing. There were 25 children in the Year 6 cohort and these two children made a difference to the percentages achieving the expected level in Maths.

What next?

Maths is the main focus for improvement in the academic year 2018-19. Staff have received training on a teaching method known as CPA (concrete, pictorial, abstract). The CPA method involves using actual objects for children to add, subtract, multiply or divide. They then progress to using pictorial representations of the object, and ultimately, abstract symbols.

Q. How many teachers received the training?

R. All the teachers have received the training. This consisted of two sessions, followed up by 1:1 sessions for teachers with the training consultant.

A new calculation policy has been produced and two workshops have been held for parents.

Q. How well attended were the parent workshops?

R. Fewer parents attended than the school would have liked. Parental engagement is an area for the school to address.

Q. Do you think that the timing of the sessions was an issue? Other ways to engage with parents could also be considered.

R. The workshops were timed to be convenient for parents collecting their children at the end of the school day. Different timings will be considered for future workshops.

Governors discussed using a Facebook poll to survey parents on their preferences for the timing of future workshops.

Moving forward

SC informed governors that extra support will be provided for Year 6 pupils in Mathematics in the spring term 2019 when the deputy headteacher will be released from their teaching commitment in Year 2. The Year 6 teacher will also run a Maths booster class during the spring term.

Q. Will this booster class take place after school?

R. Yes and the staff will make it a fun, enjoyable experience for the children.

There are plans to open the school earlier in the mornings so that the children can use the ICT suite to work on the TT Rockstars programme.

Q. Does the school expect that it will need to respond to significant changes to the Maths curriculum over the next few years?

R. No. The curriculum changed four years ago and expectations of children's attainment were raised at that time.

Q. What time-scale does this presentation cover?

R. The developments commenced in the spring term 2018.

Q. The school bought a new reading scheme when Reading was the focus for improvement. Is the school planning to buy new resources for the teaching of Maths?

R. The school decided not to purchase a published scheme for the teaching of Maths; instead teachers produce bespoke resources. These may be used in future years but teachers will use their professional judgement to decide whether the resources are appropriate for a different cohort of children who may not necessarily be working at the same level as the previous cohort. The training on the CPA method has led to greater structure in the teaching of Maths.

Q. Has monitoring demonstrated that improvements are taking place in school in the teaching and learning of Maths?

R. Yes, lesson observations and book scrutiny have taken place and the improvements are consistent across the school.

Assessment and Feedback

This has been a major initiative. The school wanted to reduce the significant amount of time staff was spending on marking children's books, whilst at the same time not reducing the impact of the feedback on children's learning. A whole class feedback system has been introduced whereby teachers mark the children's work and divide the books into three groups; those who have understood the concept, those who are nearly there and those who need further challenge. Challenges/ reinforcement activities are then given to the three groups, rather than individual feedback.

The system has been well-received by the staff and the children and is easily understood by anyone looking at the books.

Q. How long are staff now spending on marking children's books?

R. It is difficult to say but the workload has reduced by around 30-40%.

Q. Do you intend to extend this style of feedback to other subjects?

R. Yes, it will be introduced for Writing also.

Q. Do teachers find that all the children fit neatly into the three categories when they are looking at the books?

R. The teachers have to use their professional judgement to decide in which category to place the children and which level of challenge to offer as a result.

PJ thanked SC for the presentation.

6. 2018 OUTCOMES AND ANALYSIS

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

- IDSR Report 2017-18
- ASP Summary 2017-18

- FFT Aspire KS2 Results 2018
- Primary Schools Summary 2018
- Manor Park Attainment and Progress Autumn 2018

SC presented an overview of the data to governors:

- The IDSR report reveals that there are no significant trends.
- Progress is good for boys and Pupil Premium children.
- Progress in Key Stage 1 is good.
- Attainment in Key Stage 1 is at the national average, apart from in Writing at GD.

Areas to investigate:

- The attainment of prior mid-ability learners; the school needs to convert more of these children to GD to improve progress scores.
- Year 1 phonics results need to improve.
- The school needs to ensure that more children in Key Stage 1 achieve GD in Writing.

Q. Does the school track the progress in phonics of those children who attend Nursery in comparison to those who enter the Reception class from outside providers?

R. This was done for the OFSTED inspection in 2018 and demonstrated that the children who had attended the school's Nursery provision made better progress than those who had not.

GM and CW had visited school on 30.11.18 to meet with SC and to analyse the school's performance data. The high rate of mobility in the school was discussed and how this affects the school's results. For example, sixteen children have joined the school since July 2018 and all these children are at below ARE. 30% of these children have EAL and 65% required Pastoral intervention. Addressing the needs of these pupils can take the focus away from targeting the mid-ability learners to achieve GD.

Q. Would it be useful for GM and CW to produce a written report from the monitoring visit?

R. It is good practice to have a standard format for governors to use to produce a report following a monitoring visit.

ACTION: GM to create a standard format for monitoring visit reports and to send to CW initially.

Q. From which countries are these children joining school and what level of English do they have?

R. There are between 15-17 different nationalities in school. Children are joining from a variety of countries such as Switzerland, India and Portugal and have differing levels of fluency in English. Some have additional SEN/D.

Q. What support is available to the school to meet the needs of these EAL children?

R. The school contacts the LA in the first instance. The LA may not have the capacity to provide support and may refer the school to contact other schools.

Q. Why has the school received so many children at one time who are below ARE?

R. It is unusual to admit so many children at once who are below ARE. Whilst the school has spare capacity, mid-year admissions will be directed to Manor Park as other local schools tend to be full.

Governor comment: It is good to see that children are making progress when they enter school with limited English and the school should be recognised for this.

Q. Do the parents of some of the EAL children work at Barclays and if so, is there a possibility that Barclays could offer the school some support?

R. This is something that the school can investigate.

ACTION: SC to investigate whether any parents work at Barclays and to ascertain whether Barclays would be prepared to offer support for EAL children.

SC informed governors that data from the LA shows that the school adds value to the children; progress is better than at local schools. Attainment is the area which needs to improve.

7. 2019 PREDICTIONS

A document detailing the 2019 predictions was circulated to governors via Governor Hub prior to the meeting.

SC explained how the targets had been set; the process begins with a discussion around individual children and the specific needs and strengths of the cohort.

Targets have been set for Key Stage 2 using the FFT aspire benchmarking estimates and the school is aiming to achieve the FFT20 target which equates to the attainment the school would achieve if it was in the top 20% of schools for progress nationally.

Q. Is the system of target setting working? Are the targets achievable?

R. Yes, all the staff are motivated and want to achieve the best for the children.

Q. Does the school teach French?

R. The school teaches French to children from Year 3 to Year 6. It is taught by the class teacher or by support staff.

8. CURRICULUM PLANS

SC informed governors that curriculum plans are still being developed by staff. This year the school is on Cycle B and the curriculum plans will be reviewed before starting Cycle A again in September 2019.

9. SCHOOL IMPROVEMENT PLAN PROGRESS

The school will review the Maths provision in January 2019 as this is the priority area for development. There will be a report from the SIP, Fiona Todd, in the spring term 2019. Her school is carrying out similar work in Maths and it is valuable to share good practice.

10. STAFF PRESENTATION

This item was addressed earlier in the meeting.

11. GOVERNOR MONITORING REPORTS & SSDP PRIORITIES

PJ carried out a Phonics Learning Walk on 20.11.18 and produced a monitoring report which was circulated to governors prior to the meeting on Governor Hub. He reported that the phonic sessions he had observed had been lively and fun. He was impressed by the efficient use of time and resources and commented that it was useful to see the process of teaching and how this will be reflected in the data.

Q. Have there been some changes to the delivery of phonics in school?

R. Yes, following recommendations from our OFSTED inspection, the school has purchased some books which are directly linked to the different phases in phonics which the children take home.

Q. When does the school expect to see improvements in attainment in phonics following the changes?

R. A meeting will be held in January 2019 with SC and staff from EYFS and Year 1 where progress will be discussed and possible changes made to groupings.

Q. How do teachers check that the phonics homework has been completed?

R. It is difficult to check some aspects, for example whether parents have worked on flashcards with their child. Every child has a plastic wallet to take home and the books are changed regularly. There is positive feedback from the staff on this system.

12. SCHOOL POLICIES

Assessment Policy

This was deferred to the spring term 2019 in order to give the staff more time to trial the new assessment and whole class feedback system.

ACTION: Clerk to add approval of the Assessment Policy to the spring term 2019 agenda.

Homework Policy

SC informed governors that the school had carried out a homework survey prior to drawing up a new Homework Policy and the results were shared on Governor Hub. The survey revealed that the vast majority of parents see the benefit in homework and are also happy with the amount of homework set by the school.

Q. Did all the children respond to the survey?

R. Yes, it was carried out in class as a question and answer session.

Q. Do the Nursery children have homework?

R. The Nursery children take a library book home to share. It is not formal homework but it does get the children accustomed to doing an activity at home.

Q. Does the school vary the amount of homework set for each Year Group? It can be difficult for children to make the adjustment from Year 6 to Year 7 in terms of the amount of homework expected.

R. Year 6 children are expected to complete more homework than Year 3 children. The school has looked at national recommendations for the setting of homework. Often at Year 7 it is the consequences of not doing homework which differ from Primary School.

Q. Is the school introducing a way to ensure that children complete their homework?

R. The school has introduced a homework club on a Monday and Tuesday lunchtime and also after school on Tuesday where parents can join their children. If homework is not completed there is the facility for the children to complete their homework each Thursday in school.

Q. Is homework mainly consolidation of what has been taught in school?

R. Generally this is the case. In Maths, there is a lesson which sits alongside the homework.

Governors **approved** the Homework Policy.

13. TRAINING FOR GOVERNORS

A training plan has been drawn up by GM which has provided a clear picture of training needs and courses attended by governors.

14. DIRECTOR'S REPORT

The clerk drew the attention of governors to the item on Pupil Premium. Governors noted that Pupil Premium children in school make good progress, but that attainment needs to rise. The link governor for Pupil premium meets regularly with SC.

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

15. AOB

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

16. IMPACT STATEMENT

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

- Governors have learned about the way maths is taught in school and have asked questions about how this approach will lead to improved outcomes.
- Governors discussed the marking policy and how it leads to improvements in children's learning.
- Governors asked questions around pupil mobility and its effect on results.
- Governors are well informed to make decisions.
- Governors investigated ways to improve parental engagement.

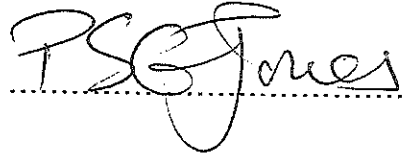
17. DATE OF NEXT MEETING

The date of the next meeting was confirmed as:

OFFICIAL

Tuesday 26th March, 2019 at 5pm.

The meeting moved to the Part 2 agenda.

..... Chair

..... 26/3/19 Date