

**MINUTES OF A MEETING OF THE LEARNING AND TEACHING COMMITTEE  
OF MANOR PARK PRIMARY SCHOOL AND NURSERY HELD AT THE  
SCHOOL ON 26<sup>TH</sup> JUNE 2019**

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**PART ONE - NON-CONFIDENTIAL BUSINESS**

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<b>Governors Present:</b>	Mr. P. Jones	(PJ)	Chair
	Mr. S. Cotterill	(SC)	Headteacher
	Mrs. C. Walley	(CW)	Arrived at 5:20 pm
	Mr G. Mason	(GM)	
	Miss E. Holden	(EH)	
<b>Also in attendance:</b>	Mrs. S. Pomeroy		Clerk to Governors
	Mrs S. Jeffery	(SJ)	Deputy Head, Associate Governor
	Ms S Devenport	(SD)	EYFS lead- left after item 5
	Mrs N Durban	(ND)	KS1 lead- left after item 5

**1. APOLOGIES**

Stewart Gardiner was not present at the meeting and no apologies were received.

Cathryn Walley informed governors that she would be late arriving for 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 26<sup>th</sup> March 2019 were confirmed as a correct record, and signed by the Chair.

The action log was not reviewed at the meeting.

## **5. PRESENTATION FROM THE SENIOR LEADERSHIP TEAM**

SC and members of the Senior Leadership Team (SLT) gave a presentation to governors on the planned changes to the curriculum and class timetables to be implemented from September 2019. SC explained that the SLT met off-site to review the improvements made in school over the past three years, and to decide on priorities going forward. The following areas were highlighted as improvements over the past three years:

- Behaviour, expectations and values
- Ofsted inspection judgement 2018
- Staff morale
- Consistent levels of good teaching and learning in school
- Secure leadership and governance
- Community trust and relationships
- Improved academic results
- Improvements to the curriculum; a two year rolling programme is now in place. This will be revised further to meet the needs of the pupils and the new Ofsted framework.
- Improvements to marking and feedback in school.
- Resources-new equipment in the ICT suite, the MUGA, new books purchased, whiteboards
- The planned programme of school re-decoration; the school is an attractive environment for the pupils, staff and prospective parents.
- Increased pupil numbers; numbers were around 190 including Nursery and now stand at around 250 including Nursery.
- Strong pastoral work
- Secure, healthy budget position

The SLT were pleased to be able to identify improvements in so many areas of the school.

### **Q. What are the numbers like coming into to the lower end of school?**

R. They are around the mid-late twenties.

### **Q. Where can governors see the evidence of good teaching and learning?**

R. In the monitoring which is carried out by both the school and governors, from the SAT's results, SIP reports and scrutiny of children's books.

SC informed governors that the headteacher of another school visited for the first time in a while and commented on the visible signs of school improvement such as the school uniform, behaviour and general quality of the learning environment.

SC continued to explain that the school is not complacent and wants to build on its previous successes and improve further. SC and SJ attended training on the new Ofsted framework and noted the emphasis on developing a quality curriculum in all subjects, not just core subjects.

**Q. Would the school expect to retain the judgement of “good” if it was to be inspected under the new framework?**

R. Yes the school would expect to retain the judgement of good as progress is good and standards are at national levels and would expect to be challenged on curriculum provision.

SC informed governors that it is important for the school to develop an ambitious, relevant, sequenced curriculum which meets the needs of the children and provides them with the knowledge they need to succeed in life.

**Q. Why is there such an emphasis on knowledge?**

R. Previously there was much more emphasis on skills and less on children developing a deeper understanding and knowledge of the curriculum. Skills will still be important in our revised curriculum and the school will pay more attention to the development and retention of knowledge.

**Q. Is this approach and emphasis on knowledge reinforced by the Ofsted documentation?**

R. Yes, the training attended by the school staff emphasised that the learning throughout Key Stage 2 should be linked and enable children to develop and retain a breadth of knowledge.

SC explained to governors that the emphasis in Key Stage 1 will be on developing fluency in early Reading and Maths.

*CW arrived at 5:20 pm.*

SC outlined ways in which the school will achieve the changes to the curriculum:

- Extra capacity will be built into the school day to deliver the curriculum. For example, each class will have one large RE book to showcase the work of the children in the subject, rather than each individual child having a RE book.
- The curriculum is under review.
- The subject knowledge of subject leaders will be developed so that they are able to support staff and demonstrate a thorough knowledge of their subject. This is a progression from subject leaders monitoring the delivery and standards within their subject.

**Q. When will the curriculum review take place?**

R. The review is planned to take place over the next two years. It will take time; it is important for subject leaders to take ownership of their subjects.

**Q. Are all the subject leaders in place?**

R. Yes

#### School Improvement Priorities

SC outlined the priorities for school improvement for 2019-20:

- a) Maths. This remains a priority area for school improvement and so will stay on the SDP. There is a need to embed fluency in Maths.

- b) Phonics. The school aims to increase the percentage of children achieving the national threshold in the phonics screening test. This is challenging as some children enter school at low starting points.
- c) Developing fluency in early Reading and Maths. This is particularly relevant for the children in this school and support staff has been redeployed to help achieve this aim.
- d) Curriculum Review. The curriculum needs to be reviewed regularly to ensure that it meets the needs of the pupils.
- e) Attendance. There have been pleasing improvements in attendance rates and the school is aiming to maintain these and to move the focus to improving the attendance of focus groups of children.
- f) The role of middle leaders in school is to be developed to ensure that they can support improvements in their subjects.
- g) Increased attainment in Early Years.

### Phonics in School

SD (EYFS lead) gave a presentation to governors on developments within Phonics in school:

- The percentage of children passing the phonics screening test has increased over the past four years and is now close to national average.
 

2016	61%
2017	73%
2018	70%
2019	79% (national average is around 80%)
- The school has examined the data and has identified that the children who did not reach the required standard were either children with SEN or children who did not start their school life with the school.

### **Q. Do the national figures include children with SEN?**

R. Yes and it is important to remember that the school has a higher proportion of children with SEN than the national average.

### **Q. Does phonics screening end after Year 2?**

R. Yes and the school continues to monitor progress in phonics after Year 2.

The EYFS lead informed governors that the school is now part of an English Hub, led by Lacey Green Primary Academy. Lacey Green is one of 32 schools across the country to become an English Hub and support other schools to develop high quality phonics teaching and the teaching of reading in general. Manor Park were invited to take part in this programme and funding was made available. Suzanne Devenport was subsequently invited to work as part of the team with the English Hub as a Literacy specialist and she will provide support to 20 other schools. This is an exciting opportunity as it will lead to a more consistent approach to phonics within school and will also allow for professional development for the EYFS lead. Ten days of training are involved which are fully funded, including supply costs. Day one of the training has been completed. The EYFS lead reported to governors that standards in early Reading will be a limiting judgement under the new Ofsted framework.

**Q. Why did Lacey Green invite the school and the EYFS lead to participate in this programme?**

R. The school matched the profile of schools targeted for this support in having a high number of Pupil Premium children and not meeting national thresholds and they also recognised that the school is passionate about wanting to improve outcomes for the children.

PJ commented that he observed phonics teaching in school and was impressed by the interesting and challenging activities provided for the children and hoped that this was recognised by Lacey Green.

Changes to the delivery of phonics from September 2019

SC informed governors that the delivery of phonics will be overseen by the EYFS lead who will monitor the quality and consistency of phonics teaching across the school. The style of delivery will change to more formal activities. The phonics teaching will be linked to guided reading sessions, through to homework and the books which children take home. Support staff in school have been redeployed to allow for more phonics teaching groups to be created in Key Stage 1.

**Q. Does the school have enough books to support this programme?**

R. Yes, a considerable amount of new resources has been ordered.

**Q. Will the school just be using “Read, Write, Inc” in 2019 and has this scheme been used in school in the past?**

R. Yes. In the past it was found that the writing part did not prepare the children to write fluently in a variety of genres.

**Q. How will this limitation of the scheme be overcome?**

R. The school will follow the scheme to teach the phonics and letter formation and will cover writing in different genres in separate lessons.

**Q. Does the school now need to focus on the 20% of children who are not reaching the required standard in phonics?**

R. It took a great deal of hard work and planned interventions to increase the percentage of children in school passing the phonics screening from 60% to 79%. The aim is now for all children to meet or exceed the expected standard. There will be considerable support targeted to the 20% of children not currently meeting the standard.

Changes in class timetables

ND (KS1 lead), outlined the proposed changes to class timetables to ensure that children develop fluency in early Reading and Maths.

Reception and Year 1

The proposed timetable was shared with governors. NB explained that the emphasis in these two classes is on developing fluency in early Reading and Maths. Each day will start with either a Maths or phonic activity. During the morning, there will be a Maths lesson, phonics/reading session and an English lesson. After lunch there will be a mental maths session, followed by topic work

and a shared text to end the day. During assembly time teachers will run support groups for targeted groups of children.

### Year 2

The timetable for Year 2 children will follow a broadly similar pattern and will include taught reading comprehension sessions and SPAG/ handwriting work. During assembly time teachers will hear children read.

NB reported that the staff are happy with the proposed changes to the class timetables.

**Q. Will all subjects other than Maths and English be covered under “topic?”**

R. Yes.

**Q. How will the school ensure that each subject is covered?**

R. It will be carefully planned to ensure curriculum coverage. Some subjects may be blocked and each class will retain its own timetable for PE lessons. Subject leaders will be responsible for monitoring coverage and standards in their subjects.

**Q. Will the children still be participating in the daily mile?**

R. No, this will no longer be timetabled on a daily basis. There is not enough time in the school day to allow for this to happen. Thorough coverage of the curriculum is more important for the pupils.

SC explained that the new timetables have been carefully considered and realistic timings taken into account. The Key Stage 2 lunch break has been reduced by ten minutes and removing the daily mile has freed up around fifteen minutes per day. Physical activity such as brain gym and yoga will be built in to the timetable.

**Q. When will governors have the opportunity to discuss subjects other than Maths and English?**

R. A two year curriculum plan is in place and it is most important that the pupils achieve expected standards in English and Maths and experience a broad curriculum. The children greatly enjoy the topic work which takes place every afternoon. Governors were invited to visit school to discuss the wider curriculum with subject leads.

**ACTION:** PJ and GM to arrange to visit subject leaders for an update on specific subjects and to examine the children’s learning adventure books.

SJ also invited governors to attend the class assemblies where children showcase the learning which has occurred as part of a particular topic.

**ACTION:** Governors to arrange to attend class assemblies.

Governors were also encouraged to look at the curriculum strand on the school website and to read the class letters sent to parents which provide details of the planned topic work.

### Key Stage 2

The timetable in Key Stage 2 will have more of an emphasis on a broad, balanced curriculum. Minor changes have been made to the existing timetable.

- Maths and English will be taught in the mornings.
- Mental Maths will be taught twice per week
- Power Maths will be used from Year 3 to Year 5.
- Maths intervention groups will take place during assembly time twice per week.
- A daily reading session is timetabled where one group of children will work on comprehension skills with the teacher.
- Accelerated reading will be implemented which involves children reading independently.
- Times Table Rockstars will be taught after lunch each day.
- The rest of the afternoon will be devoted to topic work. Topics will be carefully sequenced to ensure that children develop and extend their knowledge throughout Key Stage 2.

**Q. Will TT Rockstars still be available to Year 2 and Year 3 children before school?**

R. Yes, this has proved to be beneficial.

SC shared data with governors showing the speed at which Year 4 children are able to answer times table questions and how this has improved over the year. It is important to develop fluency in times table recall by the end of Year 4; failure to do so hinders progress in later years.

**Q. Are there opportunities within the Power Maths scheme to stretch more able children?**

R. Yes, opportunities are provided as part of every lesson.

**Q. Will Maths homework be set from My Maths or Power Maths?**

R. It is likely to be set from My Maths at the moment.

Governors thanked SD and ND for their presentation.

*SD and ND left the meeting after item 5.*

## **6. SCHOOL IMPROVEMENT PLAN PROGRESS**

The updated SDP was circulated to governors prior to the meeting. SC informed governors that the vast majority of actions have been completed.

## **7. FEEDBACK ON KEY STAGE 1 AND KEY STAGE 2 SAT's**

The document "Overall in school data 2019" was circulated to governors prior to the meeting. SC highlighted the following points to governors:

### Key Stage 2

- The writing assessments were based on mock SAT's tests and the school is pleased with the outcomes.
- The SAT's results will be available on 09.07.19.

### Key Stage 1

- The school is pleased with the key Stage 1 data.
- Two children in Year 2 achieved GD in Writing and a further small group of children were close to the threshold. They will be targeted to achieve GD in Year 6. It is challenging for children to be able to achieve this level.

**ACTION:** SC to share anonymised examples of children's writing on Governor Hub.

- The issue of data in schools is a contentious one at the moment and the school is awaiting guidance on how progress will be quantified in the forthcoming academic year.
- The new Ofsted framework emphasises that schools should not spend too much time producing tracking data. The focus is on data at the points of entry and exit.

**Q. Parents perceive that a lot of data is produced about their children which can be difficult to understand. How can the school help parents to understand whether their child is making enough progress?**

R. The school is considering issuing a short, simple mid year report to parents which will state whether their child is working at above, expected or below expectations.

**ACTION:** SC to investigate the possibility of issuing mid year reports to parents.

- Pupil mobility remains an issue for the school. Two children are joining Year 6, one of whom was educated abroad and the other one who is working at below expected levels. A child working at expected levels left the school.

### **8. RELATIONSHIPS AND HEALTH EDUCATION IN SCHOOLS**

This item was deferred until the autumn 2019 L&T meeting.

**ACTION:** Clerk to add this item to the autumn term 2019 L&T agenda.

### **9. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) UPDATE**

SJ provided a verbal update to and informed governors that a detailed report will be available in the autumn term 2019:

- 24 children are recorded as having SEN/D
- 2 children currently have a EHCP
- 4 children are at first concerns level
- Targets on the support plans are being reviewed to make sure that they are SMART

**Q. Is the role of SENCO manageable and compatible with the responsibilities of deputy headteacher?**

R. At the moment the SENCO role is taking a considerable amount of time as it is a new role. Time has been spent with the SENCO from Bexton Primary to share good practice. The SENCO role will become more manageable once the deputy is familiar with the paper work and legal requirements. Teachers will also take on more responsibility.

SJ reported that the Educational; Psychologist is visiting school this week. Teachers have prepared reports for this visit.



## **10. DISADVANTAGED PUPILS UPDATE**

- SJ provided a verbal update to governors:
- The school has 36% of pupils receiving Pupil Premium funding. This figure is fluid as there is mobility within this group of children.
- The progress of these children is in-line with non-PP children, especially when children with SEN/D are taken out of this group. However, these children have lower starting points and their attainment is lower than that of non PP children.
- Quality First Teaching is of key importance for these children.
- Not all disadvantaged children require intervention programmes.
- Pastoral support is also of vital importance for these children to deal with emotional issues and prepare them for learning.

## **11. GOVERNOR MONITORING REPORTS & SSSDP PRIORITIES**

The governor monitoring schedule has worked well this year and the majority of visits have taken place as planned. A new schedule will be devised for the academic year 2019-20.

## **12. SCHOOL POLICIES**

### Assessment Policy

SC explained that the assessment policy has been developed in line with the Whole Class Feedback programme. Governors reviewed and **approved** the policy.

GM and PJ attended the CPD session run by the school and were very impressed. Teachers from several other local authorities attended and will visit school again to see Whole Class Feedback in action. SC informed governors that income of £500 was received from providing this training.

## **13. TRAINING FOR GOVERNORS**

SC and GM will meet to decide on next steps for governor development once the training record is updated. This was actioned at the Resources Committee meeting on 20.06.19.

SC informed governors that there is no current report from the SIP as she has been ill for a period of time and unable to visit school.

**ACTION:** SC to organise a card and flowers for the SIP.

## **14. DIRECTOR'S REPORT**

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

- Item 1.2 New Ofsted Inspection Framework
- Item 1.4 Relationships and Health Education: new requirements from 2020
- Item 3 Annual Education Report: Performance 2017-18

Governors noted the report and discussed the following items:

### Item 1.4

This will be discussed at the autumn term 2019 meeting of the L&T Committee.

### Item 3

Governors noted this report but commented that it is more useful to consider the school's performance against national standards.

**15. AOB**

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

**16. IMPACT STATEMENT**

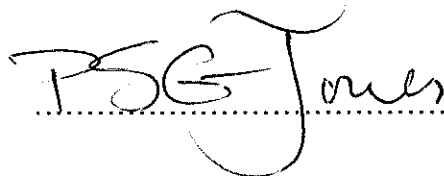
How has the Committee helped move the school forward in this meeting?

- Governors reviewed and challenged the new curriculum timetables for September 2019 to ensure that the pupils receive a curriculum which matches their needs.
- Governors arranged to meet with subject leaders to ensure that pupils receive a broad and balanced curriculum.
- Governors asked that parents be provided with additional information on children's progress.
- Governors arranged to visit class assemblies to see evidence of cross curricular learning.

**17. DATE OF NEXT MEETING**

The dates of the Learning and Teaching Committee meetings for 2019-20 will be confirmed at the FGB meeting on 11.07.19.

The meeting moved to the Part 2 agenda.

..... Chair

..... 28.11.19 ..... Date