



**Morley Memorial Primary School
Learning Committee
Thursday 10th November 2016 at 12.45pm
Venue: School**

Governors in attendance: Shareta Passingham (Committee Chair – SP); Nikki Brown (Head Teacher - NB); Nicky Odgers (NO); Anna Robinson (AR); Melissa Ward (MW)

Also attending: Beth McGreer (Assistant Head with Responsibility for Inclusion – BM); Katy Kowalska (KK – for item 7); Jen Hefti (Clerk – JH)

The meeting was quorate.

1. Welcome and apologies for absence.

Apologies were received and accepted from Rose Hague (RH) and Ruth Kershner (RK).

2. Notice of any other business

None.

3. Declarations of interest

No interests were declared.

4. Special Educational Needs (SEN)

BM distributed the SEN information report which is a document detailing the school's SEN offer. The following points were noted:

- Minimal changes were made from the prior version.
- In the future the report will be developed to make it more family friendly and accessible such as turning the headings into questions and adding more contact details for support groups.
- The report follows guidance from the SEND code of Practice and The Key for School Leaders.

A committee member queried whether it is possible to ascertain how often the report is accessed via the website. NB advised that it may be possible to perform analytics on the website. It was noted that the class teacher is the first point of contact for parents with concerns. ***A committee member queried whether they would then be directed to the report.*** It was noted that the parents would be advised to make an appointment with BM at this stage.

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BM advised that all parents with children on the SEN register would be invited to meet with her as part of the parent consultation process. A staff meeting will be held next week to identify pupils for the SEN register. Parents of those pupils would then be supplied with the report.

A committee member queried whether the building could be classed as 'disability friendly' as the Early Years building is on two levels. BM advised that this statement stands as there is a classroom on the ground floor. The Accessibility plan will be reviewed in December and be linked to this report. The issue around the Early Years building will be acknowledged therein.

Committee members noted that this report is to be reviewed annually rather than the SEND policy. It is not a statutory requirement to have both.

A committee member queried the definition of 'Quality First Teaching'. BM advised that all classroom practice should take account of any additional needs amongst pupils, rather than designating SEN immediately.

A committee member queried whether links to various sources of support were detailed in the report. NB advised that this information would be contained within the Local Authority (LA) local offer.

L1011-01 – ACTION: BM to amend report as discussed and send to JH to be uploaded to the website.

NB noted how effective BM has been in her role as Inclusion Manager.

SEN visit report

The following points were noted:

- There had been an increase in requests for places for pupils with complex needs leading to concerns over the school's capacity to offer effective provision for these children and the impact on staffing, facilities and other resources.

A committee member queried why requests had increased. NB advised that possibly the LA support framework is less accessible due to funding cuts.

A committee member queried whether pupils were moving within the county. NB advised that this was the case.

A committee member noted that the visit report commented on a need to support staff in the Early Years phase. A committee member advised that BM had signposted support needs and that external agencies such as the family worker and CREDS were becoming involved.

The committee noted that an Education Health and Care Plan (EHCP) had been approved for one pupil and noted the efforts of all involved with the process which can be challenging.

A committee member queried whether all teachers were meeting with BM regularly. NB advised that the role of 'Assistant Head with Responsibility for Inclusion' role was part of the restructure and is having a direct impact on Teaching and Learning. Teachers have regular meeting to discuss planning for SEN pupils. The School Development Plan allows time for these extra meetings. It was noted that this was an important development, both in terms of all teachers now having responsibility for SEND provision, and workload issues.

5. Minutes of the last meeting and matters arising

It was noted that Karen Darby was referred to as Kerry Darby on page 2.

Actions:

- LC2609-01 – NO to populate Ofsted matrix with school data – superseded by new version. CLOSED.
- LC2609-02 – Behaviour Principles – have been circulated to staff and then to the newsletter for consultation. To be approved at Full Governing Body (FGB). CLOSED.
- LC2609-03 – Governors' website access – it was noted that most documents will still be stored on the Google site with some 'live' documents contained within the Dropbox. JH to add link to governor website as footer on all agendas and password protect all data files.

6. Data

Fischer Family Trust (FFT) Dashboard

The data was circulated prior to the meeting.

The committee noted that FFT data is not statutory and not reviewed by Ofsted, who only refer to RAISEonline data. School can choose to share FFT data with Ofsted

The following points were noted:

- A committee member noted that some of the highlighted areas in the report had already been identified by school, such as the gender difference in attainment in Maths at KS1 and KS2.
- But according to the 'Pupil Groups and Progress' section, all pupil groups in KS1 (except first language not English) are below expected progress compared to national levels however it is known that attainment at school is good.
- There are concerns over the decision to link Early Years attainment to the end of Key Stage 1 (KS1) results in order to measure progress as the two phases are not assessed in the same way.
- The committee noted that the expectations of the KS1 framework are much higher than Early Years so pupils have to make accelerated progress to reach Age Related Expectations (ARE). This is evidenced in the drop in progress for this group.
- ***A committee member challenged why FFT data was referred to at all since it is not statutory.*** It was noted that it provides an overview of performance in the school but there were many questions about how the underlying data had been used to provide the data dashboard.
- It was noted that FFT was historically used as a target setting tool rather than for data analysis.
- A committee member noted that there are now only two 'proof points' in the assessment process so there is no subtlety in the data presented. The confidence interval is therefore very wide. The validity of FFT data should be examined.
- NB advised that areas of interest/concern highlighted by analysis of the RAISEonline data would be identified, then the context given in terms of the cohort etc.
- **LC1011-02 – ACTION: The committee agreed that two committee members should analyse the RAISEonline data in detail then report summary findings back to this committee.**

NB advised the committee verbally of headlines from the recently published RAISEonline data (unvalidated):

- The classification for statistical significance is now one pupil
- Reading – results are in the top 10% nationally
- Writing and Maths are in line with national results
- Pupils are grouped by their prior attainment band by combining the average points score (APS) for Reading, Writing and Maths is KS1. The Maths score is doubled and the total divided by four to give the prior attainment banding.
- Comparison re prior attainment is made by reviewing where pupils at the same starting point achieve by the end of Key Stage 2 (KS2).
- The committee reflected on the fact that the double weighting of the Maths APS may lead to an inflated prior attainment band for some pupils.
- This data reflects information previously shared in that Reading attainment is above average, disadvantaged pupils do well and that performance is less good for all pupils in Writing.
- The committee noted that if a pupil does not meet every objective in Writing then they cannot be assessed as achieving greater depth which would affect the results for, i.e., a dyslexic pupil.
- Full analysis of the data will provide context.
- It was noted that school uses the data intelligently with insight into the circumstances of individual pupils. The committee/governors should ask broad questions regarding attainment/progress and strategies to address issues.

7. Review of the curriculum offered at Morley

KK circulated a Curriculum Update report which is attached to these minutes. The following points were noted:

- All subjects are taught across all year groups
- Subjects are blocked across a half term
- Some subjects such as Maths and English are taught discretely
- Other subjects are taught as a topic such as History and Geography in the recent Fenlands project. Teaching of science varies between topic based or subject based depending on the year group.
- Computing is cross curricular in the lower year groups

- The new curriculum is content driven. The prior version was skills driven meaning that staff have a strong skillset.
- Pupils should be able to transfer skills regardless of content.
- Key Performance Indicators have been established for foundation subjects. Key questions have been identified that pupils should be able to answer in order to meet ARE.
- 'Focused Education' assesses in more detail than Target Tracker which has fewer objectives for foundation subjects.
- A topic based approach is used for planning.
- The creative learning journey is not being used as Target Tracker has proved a more powerful tool for data collation and analysis.
- History is going well and is cross curricular
- English and Maths – some refinement required

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- PHSE – there is a clear framework for planning and teaching
- The Music coordinator is working to ensure consistency coverage across school.
- The Artsmark process is starting.
- There is development around improving girls’ attainment in Maths.

British Values

- Key words are used in assemblies
- Values are connected to what is happening in the wider world
- Assemblies are interactive
- Values are often discussed within RE lessons or PHSE lessons
- Teachers are aware of the images they use, i.e. to reflect diversity

The committee performed a learning walk to assess for British Values within school. The committee reported that they saw:

- The Kindness quilt
- Celebration tree which reflects on tolerance and kindness
- Bucket – for random acts of kindness
- Communities week display – detailing visits from various members of the community
- A poster noting the 20 languages spoken in school
- Multi-lingual and multi-cultural books available in the library
- Stonewall posters
- Class rules – which are developed collaboratively
- World War 2 displays – the topic explores democracy and conflict.
- Maps
- Displays valuing people and their differences

8. Any other business

None tabled.

With no further business the meeting closed at 3.05pm.

Future meeting dates

23.2.17 – 1pm

8.6.17

All decisions pay due regard to the school's equality policy and the Equality Act 2010

Actions

Ref	Minutes area	Action	Owner	Status/deadline
LC2609-03 (updated)	5. Minutes – Gov website	JH to add link to governor website as footer on all agendas and password protect all data files.	JH	Open

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L1011-01	4. SEN	BM to amend report as discussed and send to JH to be uploaded to the website.	BM/JH	Open
LC1011-02	6. FFT data	Two committee members to analyse the RAISEonline data in detail then report summary findings back to this committee.	TBC – SP to identify	Open

Signed:

Position:

Date:

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