



Morley Memorial Primary School
Learning Committee Meeting
Thursday 8th June 2017 at 7pm

Minutes

Governors in attendance: Shareta Passingham (Committee Chair – SP); Nikki Brown (Head Teacher - NB); Nicky Odgers (NO); Melissa Ward (MW); Ruth Kershner (RK), Rose Hague (RH), Helena Jopling (HJ)

The meeting was quorate. NO took minutes.

A governor asked what was happening about recruiting to fill the clerk to governors' post. NB reported that another advertisement had gone out on gumtree and the advertisement had been circulated to existing clerks in other schools by the local authority. There was a possibility that a clerk in an existing school might be interested in the role from September and there is also the possibility of trying to jointly recruit a clerk with another local school. A governor suggested advertising the role to parents at Homerton Children's Centre.

1. Welcome and apologies for absence.

All committee members were present.

2. Notice of any other business

None.

3. Declarations of interest

None.

4. Minutes of the last meeting and matters arising

Actions:

L2302-01 – Policies – NB has added e-safety links to the school website but the page is hidden. NB will arrange for administrator of the website to ensure the page is visible to the public.

The minutes were accepted as a true record and signed by the Chair.

5. Summary report of attainment and progress over Spring term including breakdown of groups.

Progress and attainment data for all years and all groups had been circulated prior to the meeting.

NB highlighted the following points:

- Different cohorts have different characteristics and these impact on progress and attainment. For example, year 3 cohort has higher levels of SEND than many years.
- OFSTED define significant groups as groups of at least 6 or more pupils. Our four biggest groups are white British, any other white background (i.e. mostly white European), Chinese community (very high mobility), white and Asian (mixed race). **A governor asked** what groups do most EAL kids come from. NB said it is not helpful to conflate EAL and particular ethnic groups. EAL issues relate more to being at beginner stages of English than ethnicity.
- Early Years – Writing remains a challenge and this is the area that will predominantly stop children attaining good levels of development (GLD). Attainment in speaking is slightly lower than the other strands and if children have difficulty speaking, then they will have difficulties writing. Expectations for writing are now very high (e.g. children are expected to write in full sentences). **A governor asked** if data was similar to this time last year. NB said they were maybe a bit better than this stage last year. NB reported progress was looking good in all groups and that this was necessary if children were to achieve age related expectations (ARE) at the end of Early Years. **A governor asked** if this was because pupils were entering the school below ARE? NB said that often they were below ARE in literacy, especially writing. **A governor asked** if expectations had increased to an unrealistic extent. NB said not. Low attainment in literacy skills may be partly due to the pedagogical and philosophical approach of some nursery provision. Some nurseries do not teach phonics or focus on “school readiness” yet by the end of EY, pupils are expected to have correct pencil grip, form letters legibly and write in sentences. NB reported progress for maths is slightly lower than literacy because on entry attainment for maths was higher than literacy. **A governor asked** why no children were working above ARE. NB said this was a quirk of the assessment process and it is not possible to record pupils as working above ARE in the Spring term, but in the Summer term, assessment will be against different goals and then it will be possible to record pupils working above ARE.
- Key Stage 1 and 2. Writing remains the area of greatest challenge. Kerry Derby (Literacy subject leader) has worked with the Year 1 team to moderate assessments as their judgements may have been too harsh. The school is evaluating the effectiveness of writing intervention for SEND pupils and this will be picked up further next year. Maths is improving and this is pleasing as it has been an area of development this year. **A governor asked** why no children in Year 1 were working above ARE in maths and writing. NB said this may be due to unnecessarily cautious teacher assessments.
- The school has been focusing on closing the gap between boys and girls in maths. The gap has been reduced to within about 3% points at ARE and this trend is replicated in working above ARE too. Year 4 currently has 18% of pupils working above ARE in maths. This has all been achieved through staff meetings to raise raising awareness of the gender gap, tracking gaps carefully and matching more able mathematicians in KS2 with mentors from Year 7 & 8 from the Perse. Year 6 girls’ maths attainment is looking good, however their SATs results may not reflect their current skill level because it was noticeable that the girls are capable but lack confidence. In the SATs some of the girls became very anxious and panicked. **A governor asked** if we track progress of the “academically more able”? NB said that it is possible to track progress of pupils with high prior attainment in KS1 as a group. Morley pupils achieve so well at the end of KS1, it can be difficult to show good progress over KS2 as the expectations for working above ARE at the end of KS2 are now so high. **A governor asked** what percentage of pupils are we targeting

across all year groups to be working at ARE? NB said approximately 85% across all the classes and at the end of KS2 that target is 40% working above ARE in reading and maths and 20% working above ARE in writing. Currently, there is no guidance about what working above ARE in years other than Years 2 and 6 look like.

6. Review of current English as an Additional Language (EAL) provision.

A report on EAL provision was circulated before the meeting.

- **A governor asked** if only pupils new to English get 15 hours of support from CREDS. NB said yes and that this support had to be agreed within first 6 months of the pupil arriving in the country.
- **A governor commented** that during a visit on behaviour it was noted that a disproportionately large number of behavioural incidents were attributed to pupils with EAL. **She asked** how the school was supporting these pupils. NB reported that this trend emerged through analysis of the behavioural logs and seemed to be linked to pupils new to the school and often the country. It appeared that rules and expectations of behaviour at Morley was often different from their previous experiences of schooling. There are a lot of mid-phase admissions and when a number of pupils join the same class, it can cause difficulties. The school has used play therapy to effectively support one child. They are using language ambassadors (a buddy who speaks the same language) and are developing an induction pack with lot of pictures that covers the social aspect of school life and teaches the language to help children interact socially. There is no money to buy commercially available programmes.
- **A governor commented** on the usefulness of the insight of the EAL pupil voice group **and asked** if there was a plan to continue with the group. NB said that could happen if EAL provision was considered a priority and included as part of the SDP next year.
- **A governor asked** why progress and attainment of pupils with EAL was so good. NB said their attainment often starts very low and they often make rapid progress as they become more proficient in English. Their good progress is not always reflected in SATs as these children have high levels of mobility. **A governor asked** how we might increase our provision of library books in languages other than English. NB said that she could ask parents for contributions as this had been very successful in previous years.

7. Review of CPD provision.

Report about CPD provision had been circulate prior to the meeting.

- NB noted that CPD is clearly linked to SDP priorities. Staff had attended some additional courses not noted on the report e.g. NB and KD have been on 3 day inspection training, NB and one other teacher had been attending the maths mastery teacher group.
- **A governor asked** how NB knows if CPD is effective. NB said during classroom observations, she expects to see a change in practice and spots teachers and TAs using strategies that have come about because of CPD. The quality of support from TAs who have attended training for maths is now very good.
- **A governor asked** whether staff get the chance to share learning from course with everyone. NB said that teachers who have done a significant piece of CPD get the chance to share this with everyone e.g. a teacher led two INSETS from her outstanding teacher course.
- **A governor asked** if the CPD budget has been spent. NB was unsure but thought there might be a slight underspend.

- **A governor asked** if NB monitored if staff are happy with their CPD. MW said that all staff were asked this as part of their appraisal.
- **A governor asked** if NB had identified a particular area of CPD to focus on next year. NB said she would like to focus on whole school approaches to teaching and learning.
- **A governor asked** if there were opportunities for CPD for staff to manage their own stress and develop resilience. NB said that staff had not had this CPD but there was support for NQTs to deal with staff and unions could provide support to staff in this area.

8. Behaviour

- Copy of behaviour report visit was circulated prior to the meeting. A report to governors on the embedding of the behaviour log system by Karl Brown (behaviour lead) was distributed during the meeting.
- **SP reported back on visit monitoring** aspects of the SDP linked to behaviour. She highlighted the behaviour logs were going well and processes were embedding well. Karl Brown (KB) was doing regular analysis and this was being used to decide policy or actions e.g. support for EAL pupils, class splits at end of Y2 & 4. The number of incidents recorded in the logs had dropped from 80 to 49 which seemed to suggest low level disruption was reducing and KB said this was reflected in observations and walk arounds.
- NB reported that behaviour is generally very good and she often gets positive feedback about how well behaved our children are. Poor behaviour is usually around mid-phase admissions and particularly from those in early stages of language acquisition. Behaviour logs are working really well and are useful to identify trends and to identify if teachers have differing expectations about behaviour. **A governor asked** if individual teachers log the same kinds of incidence. NB said that there are ongoing discussions about what is and is not acceptable behaviour and there is now more consistency. **A governor asked** if behaviour logs have replaced other method of behaviour management e.g. the cloud. NB said no. More serious incidents are recorded in the behaviour logs. A governor asked if behaviour logs picked up unpleasant behaviour between pupils. NB said that staff log this as a bullying incident in the logs. **A governor asked** what the school was doing to reduce incidence of inappropriate behaviour in the playground. NB said that the behaviour logs enabled staff to identify what was causing issues in the playground and address the issues. She said that mid-day supervisors may need more training in applying the behaviour logs consistently and having clear and consistent expectations of appropriate behaviour. They did not need additional training in how to deal with inappropriate behaviour. **A governor asked** whether there was merit in behaviour logs being recorded on a computer to make analysis easier. NB said she believed this would make filling in the logs more time consuming so there were no plans for this.

9. Policies:

Equality objectives.

- Objectives were circulated before the meeting. **A governor asked** NB to confirm if the proposed objectives were for four years or one. NB said four year. **A governor asked** if the targets had come out of the equalities audit. NB said the audit was very detailed and had not yet been completed, but that the targets were based on emerging themes. **A governor asked** how the targets should be reported on. NB said that there were new duties on how they should be reported.
- Governors discussed the wording and formally agreed the targets with the following wording:
 - To continue to minimise the gender achievement gaps, (as evidenced by the achievement data)

- To improve the achievement of children with special educational needs and disabilities (SEND) and pupils eligible for pupil premium with a particular focus on Key Stage 1, in order to continue to narrow the gap.
- To support learners to develop pride in an awareness of their own, and each others', identities. e.g. family roots, culture, religious identity

Teaching and learning policy (including gifted and talented)

- The draft teaching & learning policy was distributed in the meeting.
- NB reported that the policy was only partly complete. She had consulted with staff about which aspects of the Teaching and Learning policy were still relevant, what needed to change and the extent to which it reflects current practice. She wished to review the policy section by section with the staff. Staff have already looked at the section on ethos and values but still need to look at assessment, feedback and marking and consider the policy alongside the new curriculum documents. A governor asked whether it would be helpful to include a section on homework. NB agreed it might.
- **It was agreed that** the Teaching and Learning Policy should come back to the Learning Committee in Autumn 2017.

Home school agreement

- The LC discussed whether the school should have a Home-school agreement. The LC agreed that Morley would not have a home-school agreement.

10. Any Other Business

- Next meeting: Thurs 28th Sept 7pm. Data review, attendance, curriculum, policies.
- HT – appointed all of the posts we have vacancies. There may be another vacancy. Very pleased with who they have recruited. Have had a choice.

Actions

Ref	Minutes area	Action	Owner	Status/deadline
L2302-01	Policies	NB to add E-Safety links to school website	NB	Open
L17-06-08.1	Policies	Teaching & Learning Policy to come back to LC in Autumn 2017	NB	Autumn 2017