



Morley Memorial Primary School
Learning Committee Meeting
Thursday 28th September 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), Helena Jopling (HJ) (from 8.30pm)

The meeting was quorate. The clerk took minutes.

1. Welcome and apologies for absence.

RH sent her apologies and the meeting started without HJ who was stuck in traffic.

2. Notice of any other business

None.

3. Declarations of interest

None were declared.

4. Minutes of the last meeting and matters arising

Policies:

The e-safety links on the school website are now visible to the public.

The Teaching and Learning Policy is to be discussed (see Item 10).

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

5. Review of Committee Terms of Reference (TOR)

There are just a few changes for the year 2017-2018:

- References to careers advice has been removed.
- References to the Gifted and Talented Policy and Sick Children policy have been removed.

The revised Terms of Reference were agreed by the Learning Committee and will be taken to FGB for formal agreement.

6. Elect Chair of the Committee

The Committee agreed that SP should continue as Chair.

7. Evaluation of Pupil Achievement Data 2017

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

NB highlighted the following points:

- **How does attainment at expected level compare to national averages?**

In relation to the combined Reading, Writing and Maths (RWM) score, the trend is that there is a 13% increase in pupils achieving expected level, compared to a national increase of 8%.

- **How does attainment at higher level compare to national averages?**

Morley has seen a 2% increase in pupils achieving RWM at higher level, compared to a national increase of 3.3%.

- **Where is attainment strongest and where are there areas of concern?**

Reading: there is a large increase in pupils attaining expected and higher level.

Writing: there is a small increase in pupils attaining expected level. The percentage of pupils attaining higher level in writing has stayed the same but this is against an increase in national averages.

The data shows that there is a large rise in pupils attaining higher level in spelling, punctuation and grammar (SPAG) while there is a decrease in the number of pupils attaining expected levels (although still above national averages). This may suggest that the SPAG teaching has been pitched at those higher level children so perhaps more support should be given at a lower level.

Maths: there is a big increase in pupils attaining at expected level and a small increase in pupils attaining at higher level.

Therefore the trend is that we have rising attainment across all subjects at expected and higher level, except writing at greater depth.

- **How is Key Stage2 (KS2) attainment compared to national results?**

Comparing Morley's KS2 results, we are above national levels and score above outstanding schools in all areas except writing at greater depth. For this particular year 2016-2017, Morley has a number of dyslexic children in Y6 and the data was significantly impacted (negatively) by the process of moderation by the local authority moderator. **A governor asked** if there was a complaints procedure regarding the moderator's assessment. NB pointed out that the moderator's visit was only two days before the data had to be finalised. **A governor asked** if other schools had had the same issues and **another governor asked** if NB had provided feedback to the local authority regarding the moderation. NB said that she had fed back to the School's Improvement Partner and had brought the issues to the attention of the DfE at the time, then again in July and September. The DfE had finally responded in September. NB has requested more guidance from the DfE on the interpretation of the interim framework. A discussion regarding the teaching of writing at Morley took place and the Governors agreed that the school is very tough on SPAG, but in a way in which creativity and passion for writing are encouraged. **A governor asked** whether the

Cambridgeshire moderators are particularly harsh. NB pointed out that, interestingly, following a Freedom of Information Request, it appears that Cambridgeshire was in the top 5 of the greatest variants between moderated and non-moderated schools.

- **Do we meet floor standards?**

Yes, the school meets floor standards i.e. at least 65% of pupils meet the expected standard in RWM at KS2 and progress scores are above -5 in reading, -5 in maths and -7 in writing.

When this cohort were in Key Stage 1 (KS1), attainment was above national levels in every area and 32 of the 53 pupils were in the top 4 prior attainment groups (PAG). This means it is harder to achieve a zero-progression score (they have to score at least 110). Capacity to make progress is impacted by our high PAG levels. **A Governor asked** whether, in light of our high PAG scores, there is still scope to make good progress. NB replied that it is possible to make progress, but it makes meeting the progress thresholds more difficult.

A governor asked what the school plans to do regarding improvement in writing standards. NB stated training on the interim framework needs to be undertaken, and in particular will look more at achieving writing at greater depth. It is mostly boys' writing that needs improvement.

A governor asked whether it was realistic to expect to see improvement in one year. NB replied that it is not that realistic but that continued plans are in place to tackle issues throughout the school, for example, encouraging girls Maths in older years and focusing on improving boys' writing in EY.

- **Summary of data headlines**

Following on from the year 2016-2017, it can be demonstrated that the school has taken action on maths, and the school's actions had had a positive impact. There is still work to be done on closing the gender gap in maths. NB pointed out that the Regional Schools Commissioner stated in August 2017 that because of the variability of writing data, there should not be any intervention (i.e. OFSTED) based on writing data alone.

The trend is rising attainment but a drop in progress data for reading and writing, but this was due to so many pupils falling within the top 4 prior attainment groups.

- **Gaps in attainment**

The governors considered whether particular groups of pupils attain less well than their peers. Generally, all groups are attaining well in reading except those pupils receiving SEN support and those with low prior attainment. In maths, all groups are attaining well except those in the low prior attainment group.

In reading all groups are making good progress except those pupils in receipt of FSM, SEN support, or with low prior attainment. In writing, within all groups, boys are making less progress. In maths, boys, those with SEN support, EAL and within AOWB (Any Other White Background) are making good progress, but girls are making less progress.

In particular:

Girls/Boys: boys performed better than the girls in maths. **A governor asked** if this is something to look at. NB pointed out that girls do not perform as well as boys in statutory tests and questioned whether this is perhaps to do with confidence around statutory testing.

EY: attainment has been static, but due to changing demographics of pupils coming in to the school now, our starting points are getting lower. NB said that looking at the data from pre-schools, there are high levels of children coming to Morley with the beginning stages of English and that this will impact on their starting points.

Free School Meals/Pupil Premium: NB said that on the data available, the key performance indicators show that our Pupil Premium pupils do better than disadvantaged pupils nationally, but there is still a gap in school and we need to remain focussed on that.

SEND: the school needs to look at support for pupils with SEND and those with low prior attainment for reading.

Ethnicity: white British children either fall into two categories – higher standard or not achieving – and this should be addressed in the SDP.

- **What value has the school added?**

NB had recently obtained a Closing the Gap (overall OFSTED readiness) report from Arbor. The headlines from this report indicate the following progress:

Most able children: + 3.1 in reading, -2.8 in writing, and -1.6 in maths

Lower attainment cohort (only affected a very small number of children so the usefulness of this data is questionable): -4 in reading, -4.8 in writing, -2.1 in maths

Middle attainment cohort: NB suggested that the question is whether there are any mid attainment level children who would be in the lower attainment band if they were in a different school and suggested that either our children are exceptionally different or teacher assessment in KS1 has been less punitive than in KS2.

A governor added that the previous complaint from feedback in parental questionnaires that high attaining children were not being stretched seems to no longer be a recurring theme in the questionnaire.

NB said that we would need to relook at the data after the KS1 data is out and look at achievement of groups when the national data is published.

8. Attendance

The governors considered a report on attendance compiled by Kerry Darby. The report shows that the school has managed to shift attendance by 1% for vulnerable pupils after involvement from the highly effective Educational Welfare Officer (EWO). NB said that the strategies used to improve attendance include emphasising the message about attendance in Friday Assemblies. Persistent late offenders are followed up and the procedure with the EWO has worked well this year. It was noted that Pupil Premium pupils are often travelling longer distances. NB suggested that the school's strategies are delivering results.

9. Curriculum

The Governors looked at the Curriculum Statement compiled by Katy Kowalska which had been previously circulated and commended Ms Kowalska for such a thorough document. NB emphasised that this is not a policy document as such but a useful document for new teachers coming into the school (it is included as part of the induction pack) and all subject leaders have contributed to it. Subject leaders are given time outside the classroom to work on their curriculum, including planning and cross referencing to the national curriculum. The two form teachers in each year group liaise together about the curriculum for each year.

10. Policies

- Teaching and Learning Policy – the Chair noted that this has had a radical overhaul. NB emphasised that the document not only reflects what the school actually does in practice but is also aspirational.

The Governors agreed to adopt the Teaching and Learning Policy.

Action – the clerk will upload the revised policy onto the school website.

- Equality Policy – **A governor asked** whether the wording of the policy with its binary approach to the description of the word “gender” is a bit outdated.

Action - HJ agreed to forward some appropriate alternative wording which should then be agreed by the Learning Committee.

The Governors agreed to adopt the revised Equality policy, subject to further revisions relating to gender description to be suggested by HJ.

11. AOB

The date of the next meeting will be re-scheduled to Tuesday, 7th November 2017 at 1.15pm.

Actions

Ref	Minutes area	Action	Owner	Status/deadline
	4	Minutes of last meeting to be uploaded to governor and school website	Clerk	
	5	Revised Terms of Reference for the Learning Committee to be taken to FGB for approval	SP/Clerk	
	10	Revised Teaching and Learning Policy to be uploaded to governor and school website	Clerk	
	10	Suggested alternative wording relating to gender to be added to the Equality Policy	HJ/SP	