

## Minutes of the Morley Memorial Learning Committee

26 January 2015

Attendance: Antony Carpen (AC) (to item 5)  
 Nikki Brown (Head)  
 Nicky Odgers (NO) (Vice Chair)  
 Melissa Ward (MW)  
 Emma Linney (EL) (Clerk)

Apologies: Julie Gawthrope (JG)  
 Rachel Calder (RC) (Chair)

Venue: School

	Notes	Actions
1.	<p><b>Apologies</b></p> <p>Apologies for absence were received and accepted from JG and RC. RC had asked NO to chair the meeting in her place.</p> <p>NO welcomed new Governor RK and the new Headteacher to the Committee.</p>	
2.	<p><b>Notice of AOB</b></p> <p>None.</p>	
3.	<p><b>Declaration of interests</b></p> <p>None.</p>	
4.	<p><b>Minutes of the last meeting, 15 December (circulated) and matters arising</b></p> <p>RK asked for clarification on why the Gifted and Talented policy would need to be reviewed again in the summer term. NO advised that it would be reviewed in relation to possible new approaches to learning that the previous had had been considering (the “learning without limits” approach).</p> <p><b>The minutes were agreed</b> as a true record and signed by the chair.</p>	<p>Clerk – upload minutes to school website.</p>

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5.	<p><b>Raising Achievement Plan 2014-15</b></p> <p>There was a lengthy and detailed discussion about the format of the current RAP and the most effective ways for GBs to monitor progress against targets. It was felt that that RAP could be simplified so that actions and targets were clearer. This would make it easier for the GB to monitor.</p> <p>There was a discussion around whether targets should be focused on narrow priority areas (e.g. spelling and grammar) or wider targets (e.g. progress in literacy). Narrow priority focus could result in the GB's lacking wider oversight and might lead to resources being switched to the narrow priority areas at the expense of wider subject development. However, it was also felt that GBs needed to maintain focus on particular areas of concern. In future, a way forward might be to focus on particular priority areas but within a wider framework than is currently the case.</p> <p>I</p> <p>There was a discussion around Link Governors. In previous years, GBs had been allocated responsibility for areas such as attendance and SEN, and for each RAP target. These Link Governors would then conduct school visits during the Spring term and report back to the Committee. The head suggested that GB might want to introduce possible new categories of link governor including 'pastoral care' to include safeguarding and attendance, and 'vulnerable children', which would have a wider brief than the current link for SEN children. The GB agreed to look again at what might be the best way of allocating link governors.</p> <p>The Committee did feel it was important for a small group of GBs to look in detail at whole school data, and that this work should start now. <b>It was decided</b> that MW, RC, AC and NO would form this group.</p> <p>The Head provided updates on the four RAP targets.</p> <p><b>Target 1: To embed and deliver a consistent curriculum</b></p> <p>Creative Learning Journey had visited the school and facilitated an interesting discussion on the purpose of the learning wheels and how best to use them without replication. The discussion had revealed how some teachers were unsure of their purpose under the new curriculum. For now it was felt important that</p>	<p>NO, NB, AC and RK look at the structure of link governors.</p>

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	<p>teachers have space to get to know the new curriculum as well as make decisions about when and how to teach aspects of each subject.</p> <p><i>AC left the meeting.</i></p> <p><b>Target 2: To establish a consistent system of assessment compatible with the new ‘no levels’ approach</b>                      The Head advised the Committee that she is keen to find a system that allows teachers to engage with important data in the classroom on a day-to-day basis. Target Tracker had visited the school to demonstrate their software package and staff were in agreement that it would be more accessible than the current system, SIMs. The Head stated that Target Tracker was expensive, and that training costs would also need to be budgeted for.</p> <p><b>Target 3: To raise achievement in spelling and grammar</b>                      The Head had nothing further to add to the updates provided at the last meeting.</p> <p><b>Target 4: To provide support and challenge that is appropriate for all learners by improving the quality of teaching</b>                      The Head stated that she was looking at ways to distribute more ownership and leadership to subject and phase leaders, including asking for greater input into the developing and monitoring of policies. She would also be introducing short, termly self-evaluation documents for subject and phase leaders, which would enable priorities to change more fluidly over the year. She recognised that this would be a steep learning curve for some, and would be implementing a ‘buddy system’ so that core and foundation SLs would work together and support each other through the process to build confidence.</p> <p><b>A GB asked</b> whether this had been shared with staff yet.                      Head: Yes, with the SLT who were in agreement that it was worth investing the time to build capacity for leadership in staff.</p> <p><b>A GB asked</b> if there were likely to be resourcing issues.                      Head: It is anticipated that staff would have a similar workload to currently.</p>	<p>MW, RC, AC, NO – form group to look at data</p>

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6.	<p><b>Autumn 2014 progress and attainment data (circulated)</b></p> <p>The Head presented progress and achievement data for the Autumn term and advised that she would be looking to present the data more clearly and concisely in the future to assist GBs in identifying trends. It is also her intention to ask teachers to report pupil progress in core subjects more frequently than termly. The Head also reminded GBs that the pupil progress data for small groups, e.g. SEN, school action, FSM and EAL should be viewed with some caution due to very small numbers of children in each group.</p> <p>The Head also suggested timing Committee meetings to coincide with the availability of the latest data. She and the Deputy Head would be preparing an annual school overview programmed with deadlines, data and meeting dates in order to best schedule meetings during the year.</p> <p>A GB expressed an interest in seeing historical pupil progress data by cohort, in order to gain a picture of children’s progress as they move up the school rather than looking at pupil progress compared with the same year group the previous year.</p> <p><b>A GB asked</b> why progress in reading, writing and maths in Y2 was not looking strong, and asked if there was cause for concern.</p> <p>The Head explained that having been in post for just a few weeks she was unable to comment other than to say that the transition to Y2 can be difficult for some children, with expectations much higher than in YR and Y1. The Phase Leader has have confirmed that the situation was similar this time last year and that children’s progress had then accelerated during the spring and summer terms. A GB noted however that this cohort’s progress had also been slow during Y1, and <b>asked the Head</b> to look further into the data and report back to the next meeting.</p> <p><b>A GB asked</b> why the progress and attainment of boys compared with girls appeared to be poor across a number of year groups and subjects, particularly Y3 maths, Y3 reading and Y5 writing</p> <p>The Head advised that she would also look into this and provide an answer at the next meeting.</p>	<p>Head – report back on Y2 progress at next meeting</p> <p>Head – report back on boys’ progress at next meeting</p>
7.	<p><b>Attendance (data Autumn term 2014 circulated)</b></p>	

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	<p>The Head presented data for the autumn term, including a comparison to autumn term 2013. It was noted that unauthorised absence had increased due to stricter national guidelines on authorising term-time absence. It was felt that while this would have an impact on every Cambridgeshire school, it is still an issue for Morley and should be watched. There was a discussion about the Morley context. NB advised she would be moving attendance up the priority list, and that teaching staff are now receiving a weekly attendance report for their class.</p> <p><b>A GB asked</b> whether attendance varied across year groups.</p> <p>The Head and MW (staff governor) answered that EY children are not required to be at school full time until the term after they turn 5, after which any absence due to tiredness would be marked as unauthorised. It was also noted that there are a few families who show patterns of absence, and that this was being monitored.</p>	
8.	<p><b>Parental questionnaire</b></p> <p>NO updated the head on key points from the questionnaire of particular relevance to the Committee, including increased parental concern around bullying. The Head asked to see the full results of the questionnaire to enable a full discussion and response next time.</p>	<p>NO – send full parental questionnaire results to the Head</p>
9.	<p><b>Policy Reviews (circulated)</b></p> <p><b>Sex and Relationship Education (statutory):</b> MW (SL for PSHE) advised that the policy had been drafted from the LA template and talked the Committee through the key changes to the policy.</p> <p><b>A GB asked</b> how teachers are able to respond appropriately to children’s questions on subjects such as STIs, HIV and Aids (p.22).</p> <p>MW advised that teaching staff have access to a document called ‘responding to difficult questions’, which includes guidance and sample answers for each year group.</p> <p><b>The policy was ratified</b> and will be reviewed again in two years.</p>	<p>Clerk – upload policies to GB website, school server and school website where appropriate</p>

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	<p><b>Exclusion (best practice):</b> The Head advised that she had updated the policy in line with new statutory guidance which came in from January 2015. Statutory duties have been simplified and there now a requirement for the school to provide alternative provision from day 6. <b>The policy was ratified</b> and will be reviewed again in two years.</p> <p><b>Collective Worship (best practice):</b> Subject to two small amendments relating to the weekly school assembly timetable, <b>the policy was ratified</b> and will be reviewed again in three years.</p>	
10.	<p><b>AOB</b></p> <p>The Head asked for a summary of the terms of reference of both the Learning and Resources committees.</p> <p>The meeting closed at 9.30pm.</p>	Clerk – send summary TORs to NB
	<p><b>Dates of next meetings: 11<sup>th</sup> May, 29<sup>th</sup> June 2015</b></p>	

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

Abbreviations: SL – Subject Leader, LA – Local Authority, A GB – A governor, The GB – The Governing Body, RAP – Raising Achievement Plan, YR – Reception, SEN – special educational needs, FSM – free school meals, EAL – English as an additional language