

# Minutes of the Morley Memorial Learning Committee

11 May 2015

Attendance: Anna Robinson (AR)  
 Julie Gawthrope (JG)  
 Nikki Brown (Head)  
 Nicky Odgers (NO) (Chair)  
 Marc Neesam (MN)  
 Melissa Ward (MW)  
 Rachel Calder (RC) (Vice Chair)  
 Ruth Kershner (RK)  
 Emma Linney (EL) (Clerk)

Apologies:

Venue: School

	Notes	Actions
1.	<p><b>Apologies</b></p> <p>There were no apologies.                      It was noted that Antony Carpen had joined the Resources Committee.</p>	
2.	<p><b>Notice of AOB</b></p> <p><b>Chair:</b> Julie's last meeting                      Committee chair and vice chair</p> <p><b>Head:</b> Term dates and Inset days 2015-16</p>	
3.	<p><b>Declarations of interest</b></p> <p>None.</p>	
4.	<p><b>Minutes of the last meeting, 26 January (circulated) and matters arising</b></p> <p><b>Item 10:</b> The Terms of Reference for both committees had been forwarded to the Head (pp.8). It was noted</p>	Performance Committee Terms of Ref

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	<p>that the Salary Review Committee was now to be known as the Performance Committee, to be chaired by Sarah Smalley, and that the terms of reference would therefore require updating at the next Full Governing Body meeting.</p> <p><b>The minutes were agreed</b> as a true record and signed by the chair.</p>	<p>to FGB</p> <p>Clerk – upload minutes to school website.</p>
5.	<p><b>Link Governors</b></p> <p>The Chair outlined the new approach to link governor roles and categories. GBs had been allocated a core-governance role, a subject or theme and one of the school improvement targets for the year. The Chair had been in contact with GBs to discuss these.</p> <p>The Committee discussed the protocol for undertaking school visits, and <b>agreed</b> to forward visit plans to the Head in advance, and to review the visit write up with her after the event. AR and RK felt that as new governors, examples of good and balanced visit reports would be beneficial. MN advised that this would be covered in the new governor induction course in June.</p> <p>The Chair also felt it would be helpful to review the visits policy with two staff members to ensure staff and governors benefit from the visits.</p>	
6.	<p><b>Raising Achievement Plan 2014-15 (update circulated)</b></p> <p>The Head gave an update on each priority target. <b>The Committee had asked the Head</b> prior to the meeting to provide detail on the impact of the actions taken towards the RAP targets, and to give an indication of what would be happening next in order to meet them.</p> <p><b>Target 1: To embed and deliver a consistent curriculum</b></p> <p>Embedding the new national curriculum would be a big journey over the coming years, and schemes of work would continue to be refined on an on-going basis. The focus was currently on staff improving their knowledge of the content of the curriculum, particularly in science and history where there was most change. The Head stated that the impact of this would be that it would allow staff to assess and plan more</p>	

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	<p>effectively.</p> <p><b>A GB asked</b> what impact the new NC was having on resources. Head: Some additional resources had been purchased. The Resources Committee had budgeted a small amount for 2015/16 in recognition that more may be required as teaching staff refined their planning.</p> <p><b>A GB asked</b> how the science curriculum was being mapped, and whether it is taught at regular intervals throughout the school year. Head: The science SL had tracked science across topics throughout the creative curriculum and sometimes it would be taught very frequently and sometimes less frequently, depending on the topic. <b>GBs asked</b> how the school ensured that children made sufficient progress in science when they sometimes did not have science lessons for several weeks. The Committee felt that previously it had been difficult for GBs to adequately monitor pupil progress in science, and was keen to see the appropriate monitoring systems put in place in order to do this.</p> <p><b>Target 2: To establish a consistent system of assessment compatible with the new ‘no levels’ approach</b> Next steps would be for SLs to agree a whole school approach to assessment to make levelling easier and more consistent across year groups.</p> <p><b>A GB asked</b> how the new ‘no levels’ approach would work, and the Head gave an outline. The Committee asked the Head to demonstrate the new system at the next meeting.</p> <p><b>Target 3: To raise achievement in spelling and grammar</b> The Head was anticipating excellent results in this year’s SPAG test. Next steps would be to ensure consistent teaching of SPAG. The Head would be looking to purchase a structured programme for teaching it across all year groups once more robust products were available.</p> <p><b>Target 4: To provide support and challenge that is appropriate for all learners by improving the quality of teaching</b> The focus in summer 2 would be on clarity and instruction of learning objectives in the new NC. The Head explained the system of individual target setting for the benefit of new GBs.</p>	<p>Head – consider how best to report science progress and attainment</p> <p>Head – demo target tracker at next meeting.</p>

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	<p><b>A GB asked</b> about the use of peer observations in the school. The Head answered that these were used a lot and that staff found them incredibly helpful.</p>	
7.	<p><b>Quality of Teaching (update circulated)</b></p> <p>The Head provided an update on quality of lessons observed in the spring term. <b>GBs had circulated questions to the Head prior to the meeting.</b></p> <p><b>GBs asked</b> what percentage of the teaching is good / outstanding / Requires improvement?                      Head: 55% were consistently good, 22% were good with aspects of outstanding, 16.5% were good but working towards consolidating and 5.5% were not consistently good. Support was in place in these instances.</p> <p><b>GBs asked</b> the head how she had made the judgements.                      Head: judgements were made from observations, work scrutiny and data. All teachers had been observed this term.</p> <p><b>GBs asked</b> which lessons were seen.                      Head: Teachers were observed for one lesson per term, across literacy, maths and a foundation subject, in order to ensure good teaching was consistent across the curriculum.</p> <p><b>A GB asked</b> whether there were any trainee teachers at the school this year.                      The Head answered that there were not due to the change of headship mid-year, but that this was a possibility for next year.</p> <p>The Head also reported that the School was currently hosting an observation programme for teachers from other schools. The Head was also keen for Morley staff to visit other schools in order to observe outstanding teaching and move their own teaching practice on.</p>	

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8.	<p><b>Data (school population data, and EYFS, KS1 and 2 achievement and progress data spring term circulated)</b></p> <p><u>School population data:</u></p> <p><b>A GB asked</b> why there appeared to be higher numbers of SEN children further up the school. The Head answered that learning needs often became more apparent during the transition from a play-based curriculum to more formal, structured learning, which happened from KS1 onwards</p> <p><b>The Committee asked</b> for data to show the number of children with statements of educational need in each year group in the future.</p> <p><u>Progress and attainment data:</u></p> <p>Questions had been circulated to the Head by GBs prior to the meeting.</p> <p><b>GBs had asked</b> why there appeared to be such limited progress of children in Year 3, particularly in reading. The Head answered that this was due to the way L3 was scored using APS points at the end of KS1. The assumption was that L3 was 3B, when children may only be 3C. This meant it was harder to show progress in Y3. Progress in reading looks worse, because more children achieved L3 in reading than in writing or maths in KS1. The Head circulated a paper clarifying the issues around assessment of level 3 at the end of keystage 1 about Y2 assessment.</p> <p><b>A GB asked</b> if it was possible that Y2 data had been inflated last year. The Head was unable to comment on what had happened last year, but noted that Y2 data this year would be moderated by the LA.</p> <p><b>GBs had noted</b> that progress of pupil premium children in Years 1 and 3 was a particular concern, (although progress of PP children in Years 4 and 6 was very good.) The Head stressed that some pupil premium children had significant contextual barriers that could take years to address, and that gaps in attainment tend therefore to close further up the school.</p>	<p>Head – include number of children with statements in future school population data.</p>

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	<p>The Committee discussed the difficulty with benchmarking in Y3 and Y5 given that there is no national expectation for these years.</p> <p><b>A GB asked</b> for an explanation of the Y2 results as per the minutes of the last meeting. The context of the Y2 cohort was discussed and it was noted that this cohort had had lower than average attainment on entry to Reception and were the cohort who had achieved a below average GLD at the end of Reception. The HT reported being confident that the gap was being closed and predicted results for Y2 are in line with national expectations and above.</p>	
9.	<p><b>Pupil Premium (monitoring report circulated)</b></p> <p>The Head presented the new format monitoring report, which had been compiled by Kerry Darby, the Deputy Head. It was noted that RC and Caroline Louth had been appointed PP link governors and would be meeting termly with Kerry and reporting back to the Committee. Link governors had visited the school to discuss the form prior to the meeting. It was noted that the number of PP-eligible children at the school was relatively low and which made it difficult to report some contextual data as doing so may make some children identifiable.</p> <p>Questions had been circulated to the Head by GBs prior to the meeting.</p> <p><b>GBs had asked</b> how much money was spent on each activity. The Chair answered that this data was reported to the Resources Committee.</p> <p>The Committee commented that the PP monitoring document was incomplete and did not include the section on targets / objectives and actions to achieve the objectives. The Head answered that this had been shown to the Resources Committee. GBs asked for this information to be brought to the LC in future.</p> <p>There was a discussion about the range of activities funded by the PP. The Committee agreed with the Head that it was important to be bold in spending the money on the things the school values, for example giving PP children access to enrichment activities such as music tuition in addition to interventions that aimed to improve educational attainment.</p>	

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	<p>There was a discussion about the reasons PP children do not always do as well as other children at the school. It was noted that PP children do better at Morley than they do nationally, but that the gap between attainment of children with and without PP is bigger at Morley than the national average. All agreed that working towards closing the gap at the school was paramount.</p>	
10.	<p><b>Attendance (autumn and spring term data circulated)</b></p> <p>The Head presented data for the previous two terms, which showed that whole school attendance was in line with the national average of 95.6%. The Head noted that office staff were being more vigorous in asking for proof of absence in order to code absences more accurately. She was also pleased to report that for the first time there were no children requiring the involvement of the Education Welfare Officer.</p> <p>The Head also noted however that while PP childrens’ attendance was also improving, there was still some room for improvement and that she would continue to work with parents and staff on this.</p>	
11.	<p><b>Parental questionnaire</b></p> <p>The Chair gave an update. Philip Colligan would be leading on this, and would be reporting to the Resources Committee in June. He would circulate the suggested questionnaire prior to this meeting for GBs to comment on.</p> <p>The Committee discussed the format and timing of the PQ. Ideas included termly or bi-annual questionnaires, and surveying earlier in the year in order to have sufficient time to act on issues before the end of the academic year. The Committee also felt it important to feed back any results and action points to parents sooner than had been done in the past.</p>	<p>Chair – feedback discussion to Philip</p>
12.	<p><b>Policy Reviews (circulated)</b></p> <p><u>Equality</u>: The Head advised that she had made no amendments to the policy.</p>	

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	<p><b>A GB asked</b> how the school consults ‘widely’ when drawing up policies (principle 6, pp.2). The Head advised that consultation took place where possible.</p> <p><b>The policy was ratified</b> without amendment and would be reviewed again in two years.</p> <p><u>Tackling Bullying</u>: The Head presented a draft policy with some considerable revisions to the existing policy, particularly relating to how incidents of bullying are logged, monitored and reported. The Head suggested that the school work towards implementing the new policy over time, and that consultation with children, parents and staff would be helpful. The Committee <b>agreed to this approach</b> and asked the Head to bring the policy back to the Committee in the Autumn.</p> <p><u>Home school agreement</u>: Review was deferred until the next meeting.</p> <p><u>Supporting Children with Medical Needs and Conditions</u>: The policy had been updated by Kerry Darby. The Committee felt that the policy was very focused on ‘health and safety’ and more relevant to the Resources Committee.</p>	<p>Carry forward Tackling Bullying and Home School Agreement, take medical needs policy to Resources Committee</p> <p>Clerk – upload policies to GB website, school server and school website where appropriate</p>
12.	<p><b>AOB</b></p> <p>NO advised the Committee that this would be Julie Gawthrope’s last meeting as she was moving out of the area to a new job. The Chair thanked Julie on behalf of the GB for her hard work, commitment and enthusiasm and wished her well in her new role.</p> <p>NO noted that Rachel Calder had resigned as Chair of the Learning Committee, and <b>the Committee agreed</b> that NO should chair until a time when one of the newer members of the Committee felt able to take on the role. RC agreed to vice-chair for the time being. <b>The Committee agreed.</b></p> <p>The Head advised the Committee that she had scheduled the Inset days for 2015/16, and that these would be spread across the week rather than always being held on a Monday. This was to ensure that part-time staff that did not work on Mondays could attend some of the training. <b>The Committee agreed</b> to this approach.</p>	



	Notes	Actions
	<p><b>Date of next meeting:</b> 29<sup>th</sup> June 2015</p> <p>The meeting opened at 7.30pm and closed at 9.30pm</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, PP – Pupil Premium, GLD – Good Level of Development. (Early Years).