



Morley Memorial Primary School
Learning Committee Meeting
Friday 26th January 2018 at 1.15pm
Minutes

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

Also in attendance: Alison Lawrence (clerk)

The meeting was quorate. The clerk took minutes.

1. Welcome and apologies for absence.

Melissa Ward (MW) sent her apologies.

2. Notice of any other business

None.

3. Declarations of interest

None were declared.

4. Minutes of the last meeting and matters arising

Minutes of meeting 28th September 2017: Governors discussed some minor non-substantive amendments and, subject to those amendments being completed by the clerk, the minutes were accepted as a true record of that meeting. The clerk was to arrange for the revised minutes to be signed by the Chair as soon as possible.

Teaching and Learning Policy: The clerk was to upload the policy to the school website as soon as possible.

Equality Policy: HJ reported that the revisions to the policy relating to the term “gender” were still a work in progress. However, since the Equality Policy is a statutory policy, the governors agreed that it should be published in its current form whilst acknowledging that further revisions regarding the term “gender” may yet be made at a later date.

5. Data

Analyse School Performance data:

The Chair suggested that since writing had been the focus of the last Learning Committee meeting, the focus of this meeting should be maths and reading. Governors looked at the Analyse School Performance (ASP) data contained within the Inspection Data Summary Report relating to data from 2016-2017, which had previously been circulated.

Maths:

It was noted that progress in maths had been worked out using scores at KS1 under the old curriculum and scores at KS2 under the new curriculum. NB pointed out that the school's KS1 attainment is much higher than KS1 attainment nationally.

SP had recently completed a maths visit to the school to talk to Beth McGreer, the report of the visit had been previously circulated amongst governors. The gender difference in Maths was discussed - the attainment predicted for girls had not materialised.

NB pointed out that it had been identified in the School Development Plan last year that girls' attainment in maths would be a focus which is why the school had implemented maths mentoring for Y5 girls. A governor reported that, anecdotally, the maths mentoring scheme had proved popular.

NB believed it was a question of raising confidence and aspiration in the girls but stated that the outcome of the maths mentoring scheme would not be apparent until those Y5 had passed through Y6.

A governor questioned why the results in maths for girls were not as good as expected. Had the girls "crumbled" in the formal tests or had previous teacher assessments not been accurate?

NB stated that several in last year's cohort of girls had faced personal challenges and, in short, the cohort as a whole was not as resilient. They had struggled more with formal tests. It was not an issue of inaccurate teacher assessment, although it was noted that last year [2016-2017] was the first year of the interim framework and so it was hoped that teachers will be able to predict more accurately this year. One improvement might be to prepare for test conditions more rigorously.

A governor asked about the gender divide within the high overall prior attainment group. NB stated that 15 were girls and 10 were boys.

It was concluded that progress in maths for pupils in the high attainment group should remain a priority.

English as an Additional Language (EAL):

A governor noted that the data regarding EAL pupils was promising. Out of a cohort of 10, there was a progress score of +2.03 and almost half had converted to "exceeding".

NB pointed out that this data can be misleading since "EAL learner" is defined as any children exposed to a language other than English in early life. Some parents declared on the application form that the child's first language is English, although this was not always accurate.

Reading:

It was noted that the data shows there is good progress and excellent attainment in reading. This was lower for pupil premium pupils.

Governors noted that sometimes pupil mobility could have a negative impact on the progress data and that a single pupil could distort the results. Looking at the scatterplots in the Inspection Data Summary Report dated November 2017, by removing one “outlier”, Morley’s progress in reading for disadvantaged pupils looked much more positive at +1.04. Another governor concurred that OFSTED permitted outliers to be taken out of the equation when analysing data.

Autumn Term data:

NB circulated hard copies of the Autumn Term Data Pack, a copy of which was now on the governors’ website.

Does this data show that the school is on track?

NB stated that since the end of year target is to have 85% of pupils working securely within the age-related band, the school would expect to see around 80% of pupils working at “b” or “b+” by the end of the autumn term.

A governor asked whether the fact that progress in writing in Y6 is lower than for reading and maths was a cause for concern?

NB pointed out that this is being worked on and that, by the end of the year, the figure for Y6 will not be 63. The previous Y5 teacher assessment under the interim framework had been too generous and there had since been more guidance regarding flexibility to take specific difficulties into account.

A governor questioned whether 85% was always the floor standard.

NB stated that it would not always be exactly 85% but would usually be around that figure.

A governor asked whether there are any patterns in groups of pupils where attainment is lower?

NB stated that last year, attainment in maths was lower for girls than for boys.

How does progress compare to the expectation for the end of the Autumn term?

NB pointed out that it is difficult to measure what is “expected progress” in the autumn term. Progress equates to an average of 1.6 steps per term if children are expected to make at least 5 steps progress across an academic year so it is difficult to see whether this target is on track in the autumn term. It will be easier to analyse data in the spring term.

A governor asked if there were any patterns in terms of progress.

NB stated that there was lower progress for Special Educational Needs (SEN) and Free School Meals (FSM) pupils.

6. Maths Visit report

SP reported that her visit to Beth McGreer to talk about maths had been very useful in breaking down the data. The report was on the governor website.

The governors formally agreed that they had confidence in the longer-term approach to the teaching of maths highlighted in the report.

7. Pupil Premium

RK’s report from her pupil premium visit with Kerry Darby had been previously circulated among the governors. From this report, governors noted that it was plain to see that progress was being made.

NB stated that the school was starting to see the impact of pupil premium spending.

NB reported that the first meeting of the pupil premium working group had taken place and that it was important to have a spread of information as to how disadvantaged pupils are doing more widely. A governor asked about the constitution of the working party. NB stated that the working party was made up of teachers from different Key Stages, across the different pay scales etc. It was helpful for the working party to know the data on pupil premium pupils' progress. A governor asked whether TLC targeted support had started yet. NB said that this would happen after January as a booster for the SATs preparation.

The school had received 10 applications for the position of well-being officer which had been recently advertised.

A governor pointed out that out of the £2000 allocated for music lessons, only a fraction of the money had actually been spent. The governor asked whether it would be possible to have a taster day to help improve uptake of the provision by pupil premium pupils? NB stated that there had been a delay in delivering the music lessons through Cambridgeshire Music, but also that it had been difficult to not appear to be targeting specific pupils. It may be possible to look at options for encouraging music provision to pupil premium pupils after completion of the building work.

NB stated that she would be reviewing the school's data with Anne Fisher from the Local Authority. She would report back to the Learning Committee once this meeting had taken place.

8. SEND report

Governors agreed that this item should be carried forward to the next meeting on 15th March 2018.

9. Policies

The Spiritual, Moral, Social and Cultural Development Policy had previously been circulated among the governors. The governors agreed to adopt the policy, subject to some minor formatting issues for the clerk to deal with.

10. Any other business

The date of the next Learning Committee meeting was 15th March 2018, 7pm.

Governors agreed that it would be ideal to forward plan the next agenda.

The meeting concluded at 3.00pm.