



**Morley Memorial Primary School  
Learning Committee  
Friday 25<sup>th</sup> January 2018 1.15pm**

**Minutes**

**In attendance:**

Shareta Passingham (SP – Chair)  
Nikki Brown (NB – Head Teacher)  
Ruth Kershner (RK - Observer)  
Tom Knowles (TK)  
Jack Pullen (JP)

**Also in attendance:**

Alison Lawrence (Clerk)

**1. Welcome and apologies for absence**

The meeting was quorate and the Clerk took minutes. Apologies were not received from Helena Jopling (HJ).

The Chair welcomed JP and TK to their first Learning Committee meeting and invited RK (who was attending as an Observer) to contribute to all items on the agenda.

**2. Notice of any other business**

NB explained that the ASP data which had been circulated to governors for the Full Governing Body (FGB) meeting on 22<sup>nd</sup> November 2018 provided further details behind the summary document circulated to governors for this meeting. Clerk to transfer the ASP document to the document folder for this meeting [LC2501.2].

**3. Declarations of interest**

There were none declared.

**4. Minutes of the Learning Committee meeting on 24<sup>th</sup> September 2018 and matters arising**

The minutes of the Learning Committee meeting on 24<sup>th</sup> September 2018 had previously been circulated between governors and it was agreed that they were a true reflection of that meeting.

It was noted that there were no outstanding actions from the last meeting.

## 5. Data

### 2017-2018 Data from Analyse School Performance (ASP):

#### **Key Stage 2 data**

NB explained that the school looked at trends, strengths, and particular groups when considering the data. Overall, the ASP showed performance in all three subjects (Reading, Maths, Writing) in line with national averages.

In maths, there was an overall improvement. In reading, there was a fall in progress. The school had put in 6 appeals where pupils had missed out on greater depth (score 110) by one mark, five of which were ultimately rejected.

The following points were noted:

- **Reading:** progress was lower but the same group of pupils also made the most progress in maths. The school had invested a lot in teacher training for maths mastery and teaching assistants but had not done the same for reading, so this year the Higher Learning Teaching Assistance (HLTA) will attend LEXONIC training for reading in March which is especially beneficial for English as an Additional Language (EAL) pupils.
- **Maths:** progress was not as good for higher attainers as for lower to middle attainers. The school was trying to ascertain why this was. NB explained that the school would not see the results of the maths mastery training until those pupils had been through the school. To a question from a governor, NB stated that the school was due to ask for feedback on the maths mastery approach from the pupils.
- **Conversion of high attainment in KS1 to KS2:** a number of pupils who achieved high attainment in KS1, failed to convert to high attainment at the end of KS2, so progress scores were lowered.
- **Disadvantaged pupils:** Morley performed better than other disadvantaged pupils nationally, but still performed worse than their non-disadvantaged peers.
- **Greater depth:** Several pupils missed achieving greater depth in one subject by one mark, so failed to achieve greater depth in the combination of maths, reading and writing. It was noted that the Y6 teachers had to ascertain which pupils might achieve working at greater depth, including those who were working comfortably within that band or towards the bottom of it. To a question from a governor as to whether the school would include those pupils just within the greater depth threshold, as well as those who are just below the greater depth threshold in any intervention, NB explained that it would depend on the attitude of the pupil.

#### **Key Stage 1 data**

Results were in line with national results and, in addition, the following points were noted:

- **Disadvantaged pupils:** governors noted that there was a higher number of disadvantaged pupils in Early Years (EY) this current academic year.
- **Free School Meals (FSM):** the school identified disadvantaged pupils via pupil premium eligibility. In order for the school to receive a pupil premium, the parents would need to apply for FSM.
- **Y1 phonics assessment:** this year 50% of pupils eligible for pupil premium had passed the phonics assessment (having had no pupil premium pupils pass the previous year).

### Autumn term data:

Headline data had previously been circulated to governors.

The following points were noted:

- **Writing:** to a question from a governor as to whether attainment in writing is lower than in reading and maths, NB explained that writing was more difficult to assess by the teachers. NB highlighted that the school used NFER (National Foundation for Educational Research) data to support teacher judgment. NB explained that it was a school development priority to get more out of the data collected. The School Leadership Team (SLT) had identified teachers who needed support with teacher assessment.

### **6. Early Years**

A report from Emilie Kamanyire (EY lead teacher) about EY, particularly the physical move of the EY classrooms and planned change to baseline monitoring had previously been circulated to governors. It was noted that RK had carried out a visit to EY in the spring term 2018 and this report followed on from her governor visit. Governors asked NB to pass on their thanks to Ms Kamanyire for her report.

The following points were noted:

- It had been an enormous undertaking to search through the EY resources on the old site and to move them over to the new EY classrooms for September.
- Recruitment of staff, especially teaching assistants, remained an issue across the school.
- Parent helpers were willing to volunteer in EY but had not had DBS checks due to limited staff able to conduct the checks.
- The school had recently ordered a set of chrome books and that there were six iPads across the school which could be booked by staff.
- There was a low level of physical development in EY this year.
- The school was looking at ICT options (e.g. Target Tracker) and governors noted the suggestion to have an online platform so that pupils' work such as learning journeys could be made more accessible to parents. The school was keen to ensure ICT systems were coordinated throughout the different year groups.

### **7. To receive the report from the Governor visit on Pupil Premium**

The report of RK's visit, along with Jonathan Gorrie, to Katy Kowalska in December 2018 had previously been circulated to governors. In summary, this was an introductory visit for Katy Kowalska to explain about her plans for the allocation of pupil premium spending going forward, such as stretching higher attaining pupils and making soft interventions.

The following points were noted:

- The Pupil Wellbeing staff lead was now in position.
- To a question from a governor regarding raising achievement amongst pupil premium pupils in a broader sense (e.g. via music), RK explained that there were several interventions in the pipeline.
- NB explained that, in order to raise aspirations of pupils eligible for pupil premium, the school had decided to take part in the Brilliant Club, a scheme which provides mentors from Cambridge University to a select group of pupils from Y4 and Y5 (including those eligible for

pupil premium, as well as some other similarly disadvantaged pupils). Under this scheme, pupils will receive one-to-one coaching, complete some assignments and have a “graduation” ceremony at the University at the end of the year. This will cost £1,800 and will be funded by the pupil premium budget.

- RK and Jonathan Gorrie to see Katy Kowalska again later in the summer term, after 11<sup>th</sup> July once the KS2 data has been released, at this point NB and Katy Kowalska will draft the pupil premium plan which later goes before the Resources Committee in November to be ratified.

## **8. To receive the report from the Governor visit on SEND**

The report of RK’s visit to Beth McGreer in November 2018 had previously been circulated to governors. In summary, this meeting focussed on how Beth McGreer manages teaching resources and staffing needs. It was noted that since the visit more teaching assistants had been appointed.

Governors considered whether they should seek feedback from parents of pupils with Special Educational Needs and Disability (SEND) in the annual questionnaire. NB pointed out that, with limited resources, it was important not to raise expectations as to what can be provided to pupils with SEND. Questions should not be open-ended and governors agreed it required some thought. NB suggested questions should be on specific aspects of school life of certain pupils e.g. Education Health and Care Plan (EHCP) provision, rather than in a general questionnaire.

Governors noted that there was concern regarding EHCPs and also questions regarding the role of teaching assistants in relation to pupils with SEND.

Governors agreed that questions should come from them, for example, what is the school’s experience of the EHCP process. It was noted that the governor responsible for SEND would be able to discuss this further with Beth McGreer (staff lead on SEND) [LC2501.8].

## **9. Policies**

### **Statement of Behaviour Principles**

Prior to the meeting, a revised Statement of Behaviour Principles had been circulated to governors. Governors considered whether they were still happy with the content of the Statement following the radical review 2 years ago. Governors discussed various amendments to the Statement in order to focus on the inclusivity of the school. SP agreed to re-draft the Statement to send to NB who would need to consult staff and parents (via the weekly newsletter) regarding the change [LC2501.9a]. The Statement would need to be ratified by governors at the next Full Governing Body meeting [LC2501.9b].

### **Annual Equality Statement**

The Equality Statement had previously been circulated to governors. Governors discussed some minor amendments to the statement and agreed to approve it subject to the amendments. SP to send to Clerk to upload to school website [LC2501.9c]. Governors noted that the Statement would need to be reviewed in another year and for the Equality Objectives to be reviewed in 2021.

## **10. Any Other Business**

There was no other business and the meeting concluded at 3.05pm.

| <b>Ref</b>       | <b>Item</b>                | <b>Action</b>  | <b>Owner</b>    | <b>Status/deadline</b>             |
|------------------|----------------------------|--|-----------------|------------------------------------|
| <b>LC2501.2</b>  | 2. Any other business      | Clerk to transfer ASP data document to LC 2 folder   | Clerk           | Complete                           |
| <b>LC2501.8</b>  | 8. Governor report on SEND | RK to discuss requesting feedback from parents on SEND with Beth McGreer                       | RK/Beth McGreer | Ongoing                            |
| <b>LC2501.9a</b> | 9. Policies                | Conduct consultation with staff and parents on amendments to Statement of Behaviour Principles | NB              | LC meeting on 18.03.19 - Complete  |
| <b>LC2501.9b</b> | 9. Policies                | Ratify changes to Statement of Behaviour Principles  | SP/Clerk        | FGB meeting on 04.03.19 - Complete |
| <b>LC2501.9c</b> | 9. Policies                | Revised Equality Statement to be uploaded to school website                                    | SP/NB/Clerk     | Complete                           |