

**Morley Memorial Primary School**

**Learning Committee**

**Monday 26th September 2016 at 1.15pm**

**Venue: School**

**Governors in attendance:** Nikki Brown (Head Teacher - NB); Nicky Odgers (NO); Anna Robinson (AR); Melissa Ward (MW); Ruth Kershner (RK); Shareta Passingham (SP)

**Also attending:** Jen Hefti (Clerk – JH)

The meeting was quorate.

**1. Welcome and apologies for absence.**

Governors were welcomed to the first Learning Committee meeting of the academic year.

Apologies were not received from Rose Hague.

**2. Notice of any other business**

* Dropbox/ Access to governor website
* Equalities award

**3. Declarations of interest**

No interests were declared.

**4. Minutes of the meeting held on 16th June 2016 and matters arising**

Actions/Matters arising

* It was noted that ‘Karen Darby’ should read ‘Kerry Darby’
* Local offer statement will be discussed at the next Learning Committee meeting on 10.11.16

L1606-03 – NB/KD to reflect on priorities for SEND and feedback - NB advised the following:

* Initial discussions had taken place, especially with regard to the Reception intake.
* The provision the social, emotional and mental health aspect was discussed as the academic provision for SEND is more developed.
* NB had approached the Head of Service for Family Workers to discuss the provision which had not been effective in the last academic year. Early needs had not being signposted.
* Consideration is being given to employing a ‘Home School Liaison Worker’ to provide the services currently allocated to the Local Authority (LA) Family Worker.
* The Liaison would increase schools capacity to support pupils through early signposting to, for example, Speech & Language therapy, counselling or a Common Assessment Framework (CAF)
* As school does not have as large a number of children and families in need as some other schools, there has been low levels engagement with the school from LA Family Worker hence the consideration of this post
* The budget is already top-sliced to cover the cost of the Family Worker so employing the Liaison would have an impact on the budget.
* Ideally school would like to expand the support to include A Teaching Assistant (TA) to deliver support strategies e.g. via a nurture group

A governor queried whether the costs and structure of this provision are being developed. NB advised that she will first speak to the Head of Service to see if a more effective provision can be delivered by the LA. Costings for the school counsellor and Liaison are currently being reviewed.

It was noted that Karen Darby will sit on the review panel for an Education, Care and Health Plan application.

L1606-04 – PDF data to be exported to Excel – it was noted that the system is working now.

L1606-05 – PHSE policy to website – COMPLETE

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

**5. Review of Committee Terms of Reference**

***The committee agreed that the Terms of Reference will be submitted to the Full Governing Body (FGB) for approval.***

Governors discussed the Gifted & Talented policy which is due for review in December 2016. It was noted that the policy is non statutory and could be combined with the Teaching & Learning policy.

**6. Elect Chair of Committee**

NO advised that she is standing down as committee chair.

NO proposed SP as Chair of the committee, seconded by AR.

***SP was unanimously elected as Chair of the committee.***

**7. Data**

Key Stage 2 (KS2) results

NB noted that the RAISEonline data had not been published yet.

***A governor queried whether the results were as expected.***  NB advised that this was difficult to measure as changes to the assessment framework were being made up until May 2016 which led to uncertainty. School has historically performed well and this is borne out by results being above national average.

Maths results were only slightly above national average. NB advised that there had been a lot of work around the quality of Maths teaching with a focus on problem solving. A review of the papers showed that 30% of the marks lost were due to minor ‘clerical’ errors and lack of care in calculations. There were evidence that pupils were not able to compute as accurately or carefully under pressure.

***A governor queried what would be done to address this issue.***  NB advised that there will be increased opportunities to practice basic operations at speed. This will be a priority in the School Development Plan (SD).

***A governor challenged that pupils may find this unduly stressful.*** NB advised that a decision had to be made regarding this change to the curriculum to prepare pupils for the way in which they will be assessed at the end of KS2.

***A governor queried the spread of results as the average points score (APS) for Maths was only just above national average.*** NB advised that there were more pupils at the lower end of the scale as expected for this cohort.

NB noted that it is difficult to compare this years’ results with last year as the expected standards had changed so extensively.

***A governor noted that there was a distinct gender difference in Maths results and queried whether this difference was apparent in sub-groups such as English as an Additional Language (EAL) pupils.***  NB advised that this information would be available in the RAISEonline report. NB noted that this gender difference in Maths results is not reflected in other cohorts across school.

Governors discussed how underlying issues such as attendance and mid-phase admissions can impact on results. Sub-groups will be looked at in greater depth once the RAISEonline data is available.

A governor noted the excellent results in Writing where 100% of disadvantaged pupils achieved the expected level. NB advised that there had been input over a long period of time, and the impact of Pupil Premium (PP) expenditure building over time was evidenced in the pupils’ progress. There is some work to be done regarding raising attainment especially in literacy earlier so that PP pupils are better able to access the curriculum.

***A governor queried whether there was a particular focus for Writing.*** NB advised that teacher assessments were cautious and pupils were not moved through the levels unless they could consistently and independently demonstrate the required skills.

***A governor queried whether Spelling, Punctuation and Grammar (SPAG) was also teacher assessed.*** NB advised that this was assessed via a formal independent test.

Early Years Foundation Stage (EYFS)

***A governor queried whether the results were as expected as there were a significant number of pupils in the ‘Emerging’ category.*** NB advised that this was not different to the profile historically. Achievement in Writing is an issue as pupils cannot achieve the ‘Good Level of Development’ (GLD) without achieving the expected standard in Writing. There had been a drop in the APS as there had been pupils with a very low starting point.

Governors were advised that it is predicted that there will be a greater number of pupils in the Emerging category at the end of this academic year. There are a number of pupils new to English and with no experience of an Early Years setting.

NB noted that evidence is being gathered for an EHCP for one pupil. A governor queried whether a Teaching Assistant (TA) was supporting the cohort. This was confirmed to be the case. Positive Handling training is taking place to support staff in managing the cohort. NB highlighted that increasing numbers of pupils appeared to be starting school with lower attainment levels.

***A governor queried the lower number of pupils meeting the Exceeding category for ‘People and Communities’.*** MW advised that not many pupils exceed in this area nationally. NB noted that there is pressure to achieve prime targets leading to difficulties in prioritising other areas.

Key Stage 1 (KS1)

A governor noted that a significant number of pupils were achieving Greater Depth in Writing. NB advised that KS1 expectations were related to the mechanics of Writing. A governor queried whether there had been less change in the KS1 curriculum. NB advised that this was the case.

A governor noted the excellent phonics screening results. NB advised that the results were very pleasing and that Ms Proctor had been proactive in identifying pupils early who would require extra input.

***A governor queried how many pupils had moved up to Year 3 without passing the Year 2 phonics retake.***  NB advised that it was a small number.

NB advised that the Year 2 provision was being mapped to move on from phonics as a standalone curriculum area and prioritise Reading as an opportunity to deliver more phonics. There will be a standardised assessment in Year 1 to identify pupils with Reading difficulties. Governors discussed alternative approaches to assessing reading skills.

Progress Breakdown

A governor noted that 100% of Year 6 pupils had achieved four or more steps of progress. NB advised that the baseline assessments had been cautious at the time of the implementation of the new assessment system.

***A governor challenged that significantly less progress had been made by Year 3 pupils.***  NB advised that pupils enter Year 3 having had a lot pf pressure in Year 2. The level of progress is therefore not sustainable and it is usual to see a dip in Year 3. However, it was seen through book scrutiny that expectations were too low in the Autumn term but this was quickly addressed by SLT.

Governors thanked NB for the format of the data which was easy to analyse and noted that discussions had put the data into context.

**LC2609-01 – ACTION: NO to populate Ofsted questions framework with information from the data reports.**

Governors noted the references in the data reports to indicators detailed in the Department for Education (DfE) document ‘Primary School Accountability’.

**8. To review progress towards equality targets 2013-2016 and to consider new targets**

A governor noted that equality objectives will be detailed in the SDP.

***It was agreed that a full audit of equality provision will be carried out. The framework for the Equalities Award will be used to drive improvement in this area. The findings of the audit will inform the equality targets for 2016 onwards.***

**9. Policies**

Behaviour Principles

It was noted that the principles were to be considered by NB when writing the Behaviour policy. Parents will be consulted on the principles.

Governors discussed the relevance of some of the items which were not always at the level of principle.

**LC2609-02 – ACTION: SP/AR to amend document and circulate to committee. To be added to FGB agenda. NB to distribute to staff and ask for feedback.**

**10. Any other business**

Dropbox/ Governors’ website.

**LC2609-03 – ACTION: JH to investigate resetting password for governors’ website and so improve access for users**

It was agreed that future meetings will be 12.45 – 2.30pm

With no further business the meeting closed at 3.05pm

Future meeting dates

10.11.16

23.2.17

8.6.17

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

Actions

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| Ref | Minutes area | Action | Owner | Status/deadline |
| LC2609-01 | 7. Data | NO to populate Ofsted questions framework with information from the data reports. | NO | Open |
| LC209-02 | 9. Policies – Behaviour principles | SP/AR to amend document and circulate to committee. To be added to FGB agenda. NB to distribute to staff and ask for feedback. | SP/AR/NB | Open |
| LC2609-03 | 10. AOB – Gov website | JH to investigate resetting password for governors’ website and so improve access for users | JH | Open |

Signed:

Position:

Date: