

LC1503.9	Policies	Collective Worship policy to be uploaded to website	Clerk	Complete
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5. Data from the Spring term

The following documents had previously been circulated to governors:

- Spring Term Attainment Data April 2018
- Pupil Premium Progress over time Spring 2018
- Steps Attainment Summary Report KS1, PP and SEND Spring 2018

Spring term data:

To a question as to whether the data looks to have decreased compared to the previous year, NB explained that the data collection has moved from the end of each term (when teachers' workload is busy) to taking a data drop at the end of Autumn 1, Spring 1 and Summer 1 (i.e. just after half term each term). This has helped workload but it means that the picture is less consistent. Having considered this with Karl Brown, NB has decided to revert back to data collection at the end of Autumn 2, Spring 2 and Summer 2 (i.e. the end of each term) from September 2018.

For Y2 and Y6 (statutory assessment years), there is a variation because teachers assess against a different (external) statutory framework, whereas this data is target tracker data (internal). With internal assessment, teachers use a "best fit approach" whereas on a statutory framework, pupils have to meet each of the criteria.

To a question, NB explained that the objectives for the target tracker are taken from the national curriculum and broken into segments.

To a question as to whether the data, especially for the spring term, is less reliable, NB explained that as a predictor for end of year attainment, the data is less helpful because of the timing of the data drop, but the school has used the spring term data to identify on a more individual basis where pupils would benefit from increased support.

To a question regarding end of year data, NB explained that the KS1 data looks in line with the school's predictions.

To a question regarding the writing at greater depth data for 2017-2018 NB stated that the school is on track and happy with the end of year predictions.

NB explained that teachers tend to take a cautious approach to teacher assessment, unless they have seen multiple pieces of evidence that the pupil is at a particular level. There is no benefit in being overly cautious since this does not help pick up pupils who are falling behind and need some extra help. To a question as to why teachers tend to be cautious, MW explained that especially with maths (unlike other subjects which are more progressive), it is not easy to predict how well a pupil will do on a subsequent separate topic within maths during the following term, based on how well they have tackled a topic in maths in the current term.

Governors considered the Reception year data (handout provided by NB in the meeting). Historically, communication and understanding were good but for this year, it is lower. Many of the cohort have English as an Additional Language (EAL) and are at the early stages of English.

To a question regarding additional support for EAL pupils, NB stated that there is no additional funding available, so instead the school has to look at how it deploys the learning support resources it currently has available. This year there have been 9 mid-year admissions and the school has lost pupil premium pupils which all add funding challenges.

Pupil premium pupil progress data:

To a question regarding the progress of pupil premium (PP) pupils in Y3, and whether more support is required for pupils in Y3, NB explained that there is a recognised transition dip for pupils moving from Y2 to Y3. More is demanded of pupils in Y3.

To a question as to whether this leaves too many pupils at risk of not reaching the required outcomes, NB explained that there are lots of safety nets. The school does not just rely on this data, particularly for PP pupils, since they often do not fit into a linear trajectory, so the school has to look at progress over time.

To a question regarding opportunities for PP pupils to learn in different ways and to have experiences outside school, NB explained that the school has tried to move with PP spending so that it not only goes towards interventions, but also other areas e.g. music enrichment. For some children, even just the fact of attendance is progress. It might take years for that progress to be shown, but progress is often just getting families to understand importance of getting children into school. This is not quantifiable in terms of the DofE. In comparison to other schools in the County, Morley has the highest achievement rate at KS2. However, often the progress of PP pupils is not quantifiable. Examples are a "literature discovery" for Y6 pupils and sports tournaments.

6. To receive the report from the visit to monitor teaching, learning and assessment, and curriculum

The governors visit report from Nicky Odgers (NO), Richard Lambert (RL) and Anton Alexandroff (AA) had previously been circulated to governors. NO summarised the visit:

- Joint visit to look at aspects of the school development plan, spoke to pupils to ascertain their views on likes/dislikes about school
- Good feedback from staff on peer-to-peer observation
- Beth McGreer has been a great resource
- Working group on marking assessments has been set up. Idea is to keep the benefits of marking but to make it less onerous for staff. Governors would like to see the presentation of the working group on marking assessments.
- Talked to Karl Brown regarding assessments
- Spiritual, Moral, Social and Cultural provision audit had not taken place but the policy is up to date
- Draft ICT strategy in place – interactive whiteboards, laptops vs chrome books decision. To a question, NB explained that children have not been consulted on

the decision but have had input on Mathematics, Purple Maths etc, but no input on hardware

7. To receive the report from the visit on SEND with Beth McGreer

The governors visit report from Ruth Kershner following her meeting with Beth McGreer had been previously circulated to governors. RK summarised as follows:

- There are short term and long-term pressure points
- More positive news regarding TA recruitment
- Beth has carried out a learning walk
- CALM (local service for SEND assessment/referrals/packages) has closed, but Beth is looking at other providers since it would be good to have capacity to carry out these assessments in school. A governor that such assessment packages might be available to borrow from the Local Authority regarding a number of conditions (eg FABs, dyslexia). The link people are Ruth Quinn and Louise Walter. To a question as to whether Beth would be able to undertake a dyslexia assessment qualification, NB explained that she is at full workload capacity so they are looking at additional staff in place this year to carry out the educational assessments. A governor suggested that it might be good to focus on one area where there is a priority need e.g. Language and communication.
- RK will carry out her next visit in the Autumn term

8. Policies

- Objective for governors to review the Equality information and objectives statement (this must be reviewed annually)
- Statement to be found at <http://www.morley.cambs.sch.uk/our-school/equality-targets/>

A summary report of spring term equality data was circulated to governors by NB. Governors considered each aspect of the Equality statement:

Aspect 1: to continue to minimise the attainment gaps between boys and girls in mathematics throughout the school, particularly at the end of KS2

Governors wanted to see whether progress is being made and that the School Development Plan contains actions which are working towards this target too.

To a question regarding actions which are working towards this target (e.g. Visits from the Perse, focus on Y5 girls, Jenny working within the group), NB explained that the school is trying to target aspirations for those girls who are capable of achieving well in maths, for example, some of the Y6 girls who entered the Maths Olympiad were from the group of Y5 girls who had been previously targeted.

To a suggestion by a governor that the data shows Y4 girls did better in maths than boys in terms of progress, NB explained that the girls had started at a lower point. The year in which the school focus on girls and maths started, there was an extreme spike in terms of gender and the gap between the boys and girls in respect of maths was wider.

Aspect 2: to improve attainment of children with special educational needs and disabilities (SEND) and pupil premium children with a particular focus on KS1, in order to narrow the gap:

It was noted that PP pupils had already been discussed in detail.

To a question as to whether such pupils are making good progress, NB explained that KS1 pupils with SEND have a high profile with staff. It should be noted that the impact of spending PP budget takes years to accumulate since it is difficult to negate disadvantage overnight following a couple of interventions. There is no real benefit in comparing SEND and non-SEND pupils' attainment.

Aspect 3: to support learners to develop pride in, and awareness of, their own identities e.g. Family roots, culture, religious identity:

NB explained that the school has made more recognition of pupils' languages, pupils have been bringing in books from their home language, building up resources in library, the school has tried to ensure that its assemblies reflect different versions of families. The school has been using some news as resources in assemblies e.g. meeting of North and South Korean leaders, birth of royal baby, looking at how families can have different make up, eg. Using Stonewall materials

To a question as to whether it is possible to calibrate what best practice is, NB explained that there are materials available to schools rather than standards set. There is guidance to teachers on how to challenge ill-informed comments from pupils and materials from different organisations e.g. Stonewall, and in terms of religion, the SACRE agreed syllabus which the school is using to update its resources. NB stated that staff could benefit from further training on this.

NB suggested that it would be better to have the Equality Statement review on the agenda in the Autumn term, or January (but looking at data from autumn term). SP, NO and NB to select best point as to when to review the statement.

9. Any other business

RK raised the question of the frequency of PP and Early Years (EY) visits. A governor suggested it is useful to have a PP visit at the start and end of a cycle. One visit would be sufficient so long as it's timed properly. NB suggested January would be a good time in which to carry out a review visit. NO suggested looking at the governors' website for the yearly cycle of visits.

The meeting ended at 2.55pm.

Table of Actions from LC meeting on 15.06.18

Ref	Item	Action	Owner	Status/deadline
LC1506.4	Minutes and matters arising	Finalise minutes of LC meeting 15.03.18 and SP to sign	Clerk/SP	By next meeting

LC1503.4	Early Years Visit Report	Early Years to go on agenda for LC meeting in Autumn Term	SP/Clerk	Autumn term agenda
LC1506.8	Policies: review annual Equality Statement	Select best point at which this should be reviewed – Autumn or January	SP/NB	By next meeting