

# HUNSLET CARR PRIMARY SCHOOL TEACHING AND LEARNING COMMITTEE MEETING

Minutes of the meeting held on Tuesday 14 June 2016 at 4.30 pm

**PRESENT** Claire Burgess (Chair) Martin Lumb (Headteacher)  
James Annetts Laura Bairstow  
Ian Cunningham Kim Ellis  
Pam Reed

**IN ATTENDANCE:** Susan Comer - Clerk – Governor Support Service  
Faye Pashby – Deputy Headteacher  
Maxine Coleman – EYFS Teacher (item 4 only)  
Joanna Roberts – EYFS Teacher (item 4 only)  
Marie Turner – Foundation stage Leader (item 4 only)  
Bridget Pickthall – Year five Teacher (item 5 only)

1.00	<b>APOLOGIES</b>	<b>ACTION</b>
	There were no apologies received.	
<b>2.00</b>	<b>CHAIR OF THE COMMITTEE</b>	
2.01	James Annetts has stepped down from his position as Chair of this committee. Claire Burgess was nominated for the position of Chair.	
	<b>Resolved:</b>	
	<ul style="list-style-type: none"><li>That Claire Burgess be elected Chair of the Teaching and Learning committee.</li></ul>	
	The governors thanked James for his contribution during his time as Chair of this committee.	
<b>3.00</b>	<b>MINUTES OF THE LAST MEETING AND MATTERS ARISING</b>	
3.01	<b>Resolved:</b>	
	<ul style="list-style-type: none"><li>That the minutes of the meeting held on 8 March 2016 were agreed as a correct record and that the Chair be authorised to sign.</li></ul>	
3.02	<b>MATTERS ARISING</b>	
3.02.1	<u>Learning and progress across year groups of current pupils (minute 7.1 refers)</u> The Headteacher confirmed that he had sent the correct figures to Claire Burgess.	
3.02.2	<u>Mock Ofsted report (minute 9.3 refers)</u> Mock interviews have been held with governors which has highlighted some scope for improvement. The Headteacher to send out some questions to all governors to complete and return. Following this a working party will be created to look at any gaps in knowledge. The results to be discussed at the next Full governing body meeting on 12 July.	Clerk/ Agenda

3.02.3

Monitoring of the quality of teaching strategies implemented for improvement (minute 9.8 refers)

James Annetts completed his book scrutiny of years one and two and reported that the marking overall was positive but has yet to put together a formal report. James agreed to complete the report for the next meeting.

JA

4.00

**REPORT FROM THE EYFS TEACHERS WHO VISITED FINLAND/SWEDEN IN APRIL 2016**

4.01

The teachers presented the governors with a verbal report of the trip they made alongside teachers from Sharp Lane and Clapgate schools, the aim of which was to view cultural differences of early years which could shape the vision for the future early year's provision. The highlights discussed were as follows:

- It is written in the Swedish law that education has to be fun.
- High taxes in Sweden/ Finland mean that child care costs are low in comparison to England.
- Most children are in an educational setting from the age of twelve months, with wrap around care available from 6am until 10pm.
- Classes are mixed ages.
- There is no curriculum in Finland with only a very loose curriculum taught in Sweden.
- There are no assessments of children.
- Up until the age of seven there is no formal schooling.
- There is a large emphasis on outside teaching with most of the school time being spent outdoors.
- There is a philosophy of nurturing a child's natural inclination to learn so the lessons are very pupil led with no lesson planning taking place.
- It is seen that children from Sweden and Finland have better social skills than other countries.
- There was no interaction between adults and the adults were with the children all day.
- There were very little adult led activities with children left to engage with each other and the outside environment, the children displayed great imaginations.

The teachers are to make the following changes to the EYFS provision adapted from the trip:

- All adults and children are to be issued with appropriate outdoor clothing to allow outside access in all weather.
- Long term it is hoped that there will be trips to forests and woodlands for the children on a regular basis.
- The outside space is to be adapted so as not to replicate the inside classroom.
- The adults have been asked not to talk to each other during lesson times and to focus just on the children.
- The teachers believe that they can balance Ofsted expectations in maths and literacy whilst offering children a wider education to develop core skills that will enhance their future.

Governors asked the following questions:

Q – How will you sell this to parents?

A – The parents have been informed that the children may get dirty and wet as they will be spending more time outside. The impact of the changes will mean a positive effect on communication which will be seen by the parents.

Q – Are there any plans to develop the relationships between us and Sweden and Finland?

A – The teachers indicated that they would like to visit our country to see how we carry out our teaching.

Q – the EYFS currently have a number of teaching assistants, are there any plans to employ nursery nurses instead as they do in Sweden/ Finland?

A – The TA's we have in EYFS are very good and some staff are to be developed, nursery nurses would attract a higher salary so there would be fewer adults.

The Headteacher informed governors that during the transition stage there may see a drop in GLD for the EYFS but governors should have faith in the EYFS teacher's vision for the future.

The governors thanked the EYFS teachers for their presentation and wished them well in their plans for the future.

**5.00**

**REPORT FROM BRIDGET PICKTHALL ON HER TLR WORK RESEARCHING CREATIVE CURRICULUM AND IMPACT ON BOY'S ATTAINMENT.**

5.01

Bridget presented governors with a report outlining the results of her research, the highlights of which were as follows:

- Bridget was asked to research why there was an attainment gap between girls and boys and pupil premium children and non-pupil premium children. She looked at the topics which were carried out by all year groups but found that the topics were quite random and mismatched, with very little learning links between the topic carried out in the morning and the work carried out for the rest of the day.
- The titles of the topics were vague with no kicking-off points or end goals outlined.
- Bridget looked at which lessons were taught successfully, which worked well, asking pupils which topics inspired them and asking parents what topics their children discussed with them at home and which they seemed engaged in. The questionnaire to parents brought some good ideas such as current climate, current issues, and business.
- Bridget contacted other schools to research their good practice.
- The changes would include a complete timetable change as currently there are three weeks allocated to topic work with the remaining three weeks per half term allocated to science and RE learning.

The recommendations from Bridget are as follows:

- Topics to change each half term rather than the current three weeks to enable more in-depth learning of the topic.
- Key questions be introduced to each new topic to ensure a focus throughout the learning.
- The topic learning is cross curricular to ensure learning of the topic is embedded.

The governors asked the following questions:

Q – Have you had any feedback from staff on how a change of topics each half term rather than each three weeks will impact the timetable?

A – The teachers have not been approached yet as the ideas are still in planning.

Q – From your research, how do other schools incorporate the topics into all lessons and still allow for science and RE?

A – Most schools covered a topic for half a term and spent the next half term doing science and RE etc.

The governors agreed that the cross curricular learning of the topics are a good idea with the topic choices being reviewed to ensure their relevance.

Faye Pashby is to adopt the curriculum and the timetable from September and will consider the recommendations made by Bridget.

The governors thanked Bridget for her research and for her clear presentation.

## **6.00 MONITORING AND EVALUATION OF THE SCHOOL IMPROVEMENT PLAN PRIORITIES AND IMPACT OF STRATEGIES USED.**

6.01 Governors were issued with a copy of the updated RAG rated School improvement plan prior to the meeting, the following issues were highlighted:

- The results show mainly green results with a few yellow generally linked to the assessment data.
- The summer term assessment data will be available in July.
- The Chair has met with the Headteacher to discuss the priorities.
- The results of the attainment and progress for each class including all children did not look as positive as in the past, the Headteacher informed governors that this could be down to the new assessment system and assured governors that progress can be seen within books.
- The Chair is to visit the school to carry out a book scrutiny.

## **7.00 QUALITY OF TEACHING**

7.01 The Headteacher informed governors that from the last round of paired lesson observations, four were found to be outstanding, six

Chair

were found to be good and two were less than good.  
There are three more to observe.

A governor asked the following question:

Q – What is being done to address the “less than good” lesson observations?

A – The observation was carried out today and it is believed that the failings were experience issues from a newly qualified teacher, the Headteacher is not concerned and the areas for improvement will be addressed.

**8.00**  
8.01

### **ASSESSMENT UPDATE**

The Headteacher and Laura Bairstow presented a report to the governors which had been distributed earlier outlining the “Whole school overviews of standards and progress May 2016” and explained that the new Chris Quigley’s Depth of Learning system of analysis was in place but there were a few teething problems. the following points were highlighted:

- The system analyses three levels of challenge: basic, advanced and deep and assesses children’s progress based on their level of understanding.
- There are a total of six points available across the two years, two for each level (basic 1, basic 2, advanced 1, advanced 2, deep 1, deep 2) and pupils are allocated scores by teachers.
- There are problems with consistency as teachers are getting used to the system.
- The system takes an average score which can skew the results as a child who does well in sentences, punctuation and spelling but not so well in handwriting will have a lower average score overall for writing, so it gives a very simplistic view.
- SEND pupils cannot get higher than basic 1 and the figures do not show which scores are from these pupils.
- Maths scores are showing as under expectations because the school has a heavy focus on four objectives but the scores are based on all nine objectives bringing down the average score.
- The Headteacher, Deputy Head and Assistant Head has visited a school in Grimsby which also uses the system and gained some advice which will be carried forward to training of the teachers.

The Headteacher issued the governors with figures for March 2016 / June 2016 which showed that by removing the SEND pupils from the main figures the results showed a higher attainment and progress for each class.

The Headteacher informed governors that the SEND children will be monitored using the B Squared system and the other five maths objectives are to feature more in the curriculum.

The governors asked that the next report have the number of SEND children in each class.

Head

**9.00 REVIEW OF THE COMMITTEE'S EFFECTIVENESS**

9.01 The Headteacher and governors had a discussion regarding the committee's effectiveness, it was agreed that the committee was effective but the Headteacher would welcome more challenge from the governors and governors should have more input into book scrutiny visits.

**10.00 ANY OTHER URGENT BUSINESS**

10.01 There were no other items to discuss.

**11.00 DATE OF NEXT MEETING**

11.01 It was agreed that the next pupil support committee meeting would be held on Tuesday 6 December 2016 at 5.00pm.

The Chair closed the meeting at 6.45pm