

HUNSLET CARR PRIMARY SCHOOL TEACHING AND LEARNING COMMITTEE MEETING

Minutes of the meeting held on Tuesday 6 December 2016 at 5pm

PRESENT Ian Cunningham (Chair up to item 4.02) Martin Lumb (Headteacher)
James Annetts (Chair from item 4.06) Clare Davidson
Minot Parikh

IN ATTENDANCE: Margaret Stead – Clerk, Governor Support Service

1.00	APOLOGIES	ACTION
1.01	Apologies were received and accepted from Claire Burgess.	
2.00	MINUTES OF THE LAST MEETING	
2.01	Resolved: <ul style="list-style-type: none">That the minutes of the meeting held on Tuesday 14 June 2016 be agreed as a correct record. Signing of the minutes as true record was deferred to the next meeting.	Action at next mtg
3.00	MATTERS ARISING	
3.01	<u>Learning and progress across year groups of current pupils - minute 3.02.2 refers:</u> this included on today's meeting agenda	
3.02	<u>SEN/D - minute 8.01 refers:</u> the Headteacher confirmed that B-Squared online monitoring system is now up and running and is being used for SEN/D provision planning.	
4.00	STANDARDS AND PROGRESS – detailed analysis of test results	
4.01	The Headteacher informed governors that Ian Stokes has been booked to give a detailed overview of the data to governors. Copies of Ofsted's summary reports of RAISE Online and Inspection Dashboard had been circulated prior to the meeting.	
	The Headteacher then went on to outline the following highlights:	
4.02	<ul style="list-style-type: none">The data dashboard summarised strengths and weaknesses of the school, with governors noting that school has achieved six of the seven categorised strengths and no weaknesses	
4.03	<ul style="list-style-type: none">Reference was made to the congratulatory letter received from Nick Gibbs on school's phonics achievements, which sees school in the top 8% nationally.	
	Governor questions	
	Q – How often do schools achieve all seven of the strengths	

A – Very rarely; it is unusual to get six and no weaknesses

Q – How is progress

A – The Headteacher referred to the children's lower starting point in Early Years but they have caught up by Key Stage 2. 48% achieved reading; 82% writing and 50% maths, showing good progress. Attention was drawn to the explanation of colours shown within the report, with no pink or reds included, indicating that results are not below national. Governors noted that school is significantly above in writing.

4.04 Details were then given of middle attaining data and the planned interventions to support middle attainers on this specific line of enquiry.

Q – Were the six pupils referred to in the details on maths middle attainer 'movers' boys or girls

A – The Headteacher confirmed that gender or disadvantaged characteristics did not apply in this case.

4.05 **Reading, Writing & Maths (RWM)** – governors were informed that five children had moved from middle to low attaining in RWM; however the Headteacher pointed out that if those five children had scored just one more mark they would have been classed as succeeded. School has also done some case studies on KS2 children for further evidence and detail of the support given, particularly for SEN/D children.

Q – What strategies are in place for middle attainers

A – The Headteacher referred to the 'WAVE' approach to teaching which differentiates to 3-4 levels. WAVE2 includes small groups with specific planning to fill any gaps identified; booster groups with an after school SATs club linking to ex-pupils now in high school coming back into school to mentor some of the children. A six week assessment is followed by six weeks of intervention, then assessments repeated.

Q – Does school expect the current Year 6 to show improvements on this year's results

A – This year's cohort are weaker with difficulties

[James Annetts arrived at this point and took over the chairing of the meeting]

4.06 **Key Stage 1** – governors were informed of a very positive picture, with children achieving at national in all subjects.

SEN/D and pupil premium children achieved below national. The Headteacher gave a detailed analysis of the cohort showing Yr2 SATs and the impact of three characteristics, being pupil premium, SEN/D and gender (with boys performing less well than girls). Governors then heard that target setting meetings are planned with input from each teacher.

Q – Do book scrutinies include progress checks

A – The online system B Squared is used to indicate what part of an objective has been achieved, with this level of detail proving very useful in planning. Characteristics of the year group were then given which further supports teacher's planning.

4.07 **Whole school overview of standards & progress** – reference was made to the two key questions considered for upper Key Stage 2; what is the standard of teaching and what is the standard of assessment. A description was given of the support mechanisms in place, including work scrutinies and an outline of moderation arrangements.

[Minoti Parikh left the meeting this point].

5.00 **MONITORING AND EVALUATION OF THE SCHOOL DEVELOPMENT PLAN PRIORITIES; impact of strategies used**

5.01 Governors were reminded that the relevant priorities from the School Development Plan have now been assigned to the committees. Priority one is assigned to the Resources Committee; priorities two and four to Teaching & Learning; priority three to Pupil Support and priority five on Early Years being monitored by governor Carla Foster on behalf of the governing body.

The Headteacher confirmed that the Senior Leadership Team continue to evaluate the plan.

6.00 **THE NATIONAL CURRICULUM**

6.01 Details of links to an overview of the curriculum across school had been provided to governors. Links between the range of subjects and project work was outlined, along with the way that literacy and numeracy is incorporated.

Q – Is there still a requirement to provide modern foreign languages

A – Yes this is still on the curriculum

6.02 **Extra curriculum** – governors noted that school has received an award from Sainsbury's for the range and quality of its after school provision.

6.03 **Q** – How does work on British Values fit into the curriculum

A – Details were given of social, moral, spiritual and cultural activities within school. The Headteacher referred to school's website which provides evidence of this work should Ofsted require this.

6.04 At this point governors discussed and acknowledged the hard work of the Headteacher.

7.00 **CURRICULUM FOR PUPILS WITH SPECIAL EDUCATION NEEDS & DISABILITIES (SEN/D)**

7.01 Governors heard details of the recent support which school's

SENCO had provided when requested by the local authority during their recent external inspection on their SEN/D provision within the city.

An overview was given of school's website content which illustrated arrangements and the help available to parents. Governors asked for their thanks to be passed on to the SENCO and the wider team for the amazing work with the children.

8.00 MONITORING THE QUALITY OF TEACHING AND EVALUATE STRATEGIES IN PLACE TO BRING ABOUT IMPROVEMENT – including the deployment of teaching assistants

8.01 Copies of school's teaching profile were distributed at this point which provided a baseline for monitoring the quality of teaching, rated at 93% good at the end of the previous academic year.

8.02 Staff changes were outlined and a governor queried the confidence level in the NQT figures. The Headteacher confirmed that NQT assessments are about to go in; they continue to improve. Two are currently on track to pass and next steps have been identified. Arrangements for target setting were then outlined to governors.

8.03 External moderation – governors were informed that the School Improvement Adviser has recently been in school on a Learning Walk, which was followed by an analysis of development opportunities.

9.00 MOCK OFSTED REPORT

9.01 Copies were circulated at the meeting and governors informed that school's SEF (self-evaluation form) had graded school at good in all areas which had then been agreed by the assessor. A governor commented on the pleasing outcome of leadership and management within school confirmed as good.

9.02 Key target areas were then outlined, with school's responses detailed. Reference was made to school's support for reading and the use of some e-books. In response to a governor's query on how many children choose to access the e-books, the Headteacher confirmed that school is able to monitor this online.

10.00 REVIEW ARRANGEMENTS FOR REPORTING TO PARENTS ON LEARNING

10.01 The Headteacher outlined current arrangements which now see meetings take place both in the afternoons and evenings to accommodate parents' requirements.

10.02 First reports based on the new system have gone out and these were followed by a parents' meeting for questions. The parent governor then fed back on the positive changes to the reports and confirmed that no negative reports had been received.

11.00 ANY OTHER URGENT BUSINESS

11.01 There were no other items to discuss.

12.00 DATE OF NEXT MEETING

12.01 It was agreed that the next Teaching & Learning committee meeting would be held on Wednesday 29 March 2017 at 4pm.

The Chair closed the meeting at 7.10pm.