

HUNSLET CARR PRIMARY SCHOOL LEARNING AND TEACHING COMMITTEE MEETING

Minutes of the meeting held on Wednesday 05 July 2017 at 4pm.

PRESENT Claire Burgess (Chair) Martin Lumb (Headteacher)
James Annetts Clare Davidson
Minoti Parikh

IN ATTENDANCE: Gracie Boci – Head Girl – School Council representative (until item 1.00)
Susan Comer – Clerk, Governor Support Service
Faye Pashby – Deputy Headteacher

Pre-meeting presentation

The meeting began with a presentation on what the School Council had been doing during the year by Gracie Boci. The following points were presented:

- The school council meet each week to discuss any problems highlighted by fellow students or to plan events for the school.
- Children with persistent disruptive behaviour were offered an opportunity to discuss the effect that the bad behaviour had on the rest of the school with the council. Gracie stated that the session had been successful and some behaviour had improved.
- The council had implemented a “buddy bench” system for children with no one to play with.
- The council had asked children throughout the school which genre of books they enjoy. Books to be purchased for the library.
- A child from year six had been nominated by the school for the Leeds Child Mayor election.
- Elections for the new Head girl and boy were to take place. The whole school to vote.
- The council had helped with the Great British Get Together event which involved individuals from different cultures and local residents being invited to visit the school.
- Next year the council will be reviewing the school dinner menu and encouraging the use of vegetables grown on the school allotment.
- The council had been involved in the recruitment for phase leaders.

Governors thanked Gracie for her presentation and the school council for their hard work over the year, and noted their input into interviews for staff, including the new Assistant Head teachers.

Gracie left the meeting.

1.00	APOLOGIES	ACTION
1.01	Apologies were received and accepted from Iain Cunningham.	
2.00	MINUTES OF THE LAST MEETING	
2.01	<p>Resolved:</p> <ul style="list-style-type: none"> That the minutes of the meeting held on Wednesday 29 March 2017 be agreed as a correct record and that the Chair be authorised to sign. 	
3.00	MATTERS ARISING	
3.01	<p><u>Develop and agree a Teaching and Learning Policy. (Minute 7.01 refers)</u> The Headteacher informed governors that he had made the suggested changes to the policy so that it reflected our teaching of British Values.</p>	
3.02	<p><u>Monitor the quality of teaching and evaluate strategies in place to bring about improvement. (Minute 8.01 refers)</u> The Headteacher reported that the School Improvement Advisor (SIA) report had not been received following the visit to the school on 06 June 2017.</p>	
3.03	<p><u>Ensure a member of the governing body oversees the SATs process to ensure there are no actions which could compromise the integrity of results. (Minute 9.01 refers)</u> The governors reported that they had overseen the process and agreed that fair process and procedure was followed. Governors had also attended the pre-meeting.</p>	
3.04	<p><u>Policies to review and approve. (Minute 10.02 refers)</u> Governors reported that the Homework policy had been ratified following the suggested amendments.</p>	
3.05	<p><u>Policies to review and approve. (Minute 10.03 refers)</u> The Chair agreed to produce a schedule of policies to review</p>	Chair
3.06	<p>The Headteacher reminded governors that following each governing body and committee meeting, a list of attendees was presented on the school website along with any ratified policies.</p>	
4.00	ANALYSIS OF EXAMINATION OUTCOMES AND TEST RESULTS	
4.01	<p>A report on test results had been distributed to governors prior to the meeting. The following points were highlighted by the Headteacher:</p>	
	<p>Early Years Foundation Stage (EYFS) Results indicated that 48% of children in the EYFS had achieved a Good Level of Development (GLD)</p>	

Governor question:

Q – Is the downward trend due to the EYFS cohort?

A – There was a discrepancy between the two classes; the GLD in one class was 58% and 40% on the other class, indicating an impact of the quality of teaching in one class. The teacher (A Newly Qualified Teacher (NQT)) had been offered support and their NQT year had been extended by one term (which would take place at a different school). The permanent EYFS teacher was due to return from maternity leave in September 2017 so the expectation was that the class should get back on track. Going forward the new Assistant Headteacher for EYFS was expected to make an impact. An experienced teacher had been appointed in Nursery.

4.01 **Key stage one**

Phonics results recorded as 81% which was above the national average.

Year two:

Reading – 83% of children reached the expected level, 21% of children reached greater depth.

Writing – 83% of children reached the expected level, 17% of children reached greater depth.

Maths – 78% of children reached the expected level, 18% of children reached greater depth.

One child was working below the key stage and will move to the autistic provision in September.

4.02 **Key stage two**

The teacher assessments had indicated a 62% pass in reading, 62% in writing and 67% in maths (the cohort included 69% pupil premium and 30% SEND).

SAT results were as follows:

Reading – 46% of children reached the expected level, 7% reached greater depth.

Writing – 62% of children reached the expected level, 2% reached greater depth.

SPAG – 59% of children reached the expected level, 13% reached greater depth.

Maths – 63% of children reached the expected level, 7% reached greater depth.

The Headteacher informed governors that the pass mark for reading had increased from 21 to 26 which reflected in the result. The results also included two EAL children who were dis-applied due to their recent arrival into the school, and eight other children who had arrived into the cohort during Year 5 and 6.

Faye Pashby reported that strategies were in place to raise the number of children reaching the expected level and greater depth

going forward.

4.03 The Headteacher to speak to the children and teachers before the scores are shared with them.

HT

Governors requested that the Headteacher pass on their thanks to the staff for their hard work over the year.

5.00 **MONITOR THE IMPACT OF PUPIL PREMIUM FUNDING ON OUTCOMES FOR CHILDREN**

5.01 Faye Pashby presented the Pupil Premium Strategy (PP) 2016 – 17

Value for Money Analysis, a copy of which had been received by governors prior to the meeting.

The following points were highlighted:

- Faye reminded governors that the Pupil Premium Strategy document is available on the school website.
- The value for money analysis looked at the key barriers to PP children achieving and how can they be supported.
- Nurture had a positive impact on all children, allowing the needs of the pupil to be identified and supported.
- Every Child a Counter targeted children and had quantifiable results it will continue be used going forward.
- Every Child a Reader was identified as being quite rigid in its approach but it had been successful for a small amount of children.
- Active Literacy Intervention had shown a positive impact. The strategies could be used in a classroom capacity.
- The Inclusion Team had a positive effect on getting children into school.
- The Attendance Officer from LCC had a positive impact; the school will appoint a new attendance officer from September 17.
- The extra year six classes for maths and reading did not have the impact as expected and will not continue in the new academic year.
- The Speech and Learning Therapy interventions had shown a great impact.
- The SEN audit had identified that the TAs were a strength of the school and being used very effectively.
- The Primary Writing project had a big impact.

Faye indicated that the report gave a clear picture of which strategies had worked for PP children.

Governor questions:

Q – Are there any plans to explore other types of intervention?

A – Faye keeps informed of national research and identifies good ideas. The Headteacher informed governors that the work carried out by Faye had been used by other schools as an example of good practice.

Q – What are the next steps for the interventions which were not

seen as being good value of money?

A – The school is looking to evaluate the current plan and produce a new plan for next year based on the results of the analysis.

The governor with responsibility for Pupil Premium, James Annetts agreed to visit the school to view the interventions in action.

JA

6.00 REVIEW ASSESSMENT AND TARGET SETTING PROCEDURES TO ENSURE THAT ALL GROUPS OF CHILDREN, INCLUDING THE MOST VULNERABLE (PUPIL PREMIUM) AND HIGH ACHIEVERS MAKE GOOD PROGRESS

- 6.01 A copy of the Whole School Overviews of standards and progress June 2017 report had been distributed to governors prior to the meeting. The Headteacher highlighted the following points:
- Results indicated a difference between classes in years four and five due to difference in teaching. One year four teacher to be replaced by an Assistant Headteacher when she returns from maternity leave in September.
 - Each class were set a target of 55% of children forecast to at least meet National Expectations, every class exceeded the target.

The Chair requested SEN data be issued to governors.

HT

7.00 MONITOR THE QUALITY OF TEACHING AND EVALUATE STRATEGIES IN PLACE TO BRING ABOUT IMPROVEMENT, INCLUDING THE DEPLOYMENT OF TEACHING ASSISTANTS.

- 7.01 A copy of the Quality of Teaching Profile had been issued to governors prior to the meeting. The following points were discussed:
- The school had met the SIP target with 88% of teachers rated as good or better, of which 22% were outstanding.
 - Two teachers were rated as requiring improvement, one of which will leave the school at the end of term. The other teacher will be monitored by SLT for a five week period.

HT

8.00 MONITORING AND EVALUATION OF THE SCHOOL DEVELOPMENT PLAN PRIORITIES AND IMPACT OF STRATEGIES USED.

- 8.01 Governors had received a report from Claire Burgess prior to the meeting recording the current state of the priorities in the SDP in reference to this committee. The report indicated that The standards of Teaching and Learning had been met.

- 8.02 The new School Development Plan was to be written following a teaching staff away day. The Headteacher requested that the governors meet with the SLT in the new term to discuss the new SDP. Date to be confirmed.

All govts/
HT

9.00 UPDATE FROM GOVERNOR RESPONSIBLE FOR EYFS

9.01 Governors had received a report from Carla Foster prior to the meeting recording her findings on how well the EYFS was meeting the priorities set in the SDP.
Carla had reported that she was happy that the EYFS had met their priorities.

10.00 REVIEW OF THE COMMITTEE'S EFFECTIVENESS AND IMPACT AND IDENTIFICATION OF PRIORITIES FOR THE COMING YEAR

10.01 Governors agreed that the key strengths of the committee were:

- All governors had visited the school to monitor and challenge where necessary the effectiveness of the SDP.
- Governors had supported the SLT with the restructure.
- Next year the committee will clearly link the priorities of the SDP with other members of the staff team as well as the SLT.

11.00 ANY OTHER URGENT BUSINESS

11.01 Claire Davidson agreed to represent the committee in the Policy Working Group.

12.00 DATE AND TIME OF NEXT MEETING

12.01 It was agreed that the next Learning and Teaching committee meeting would be held on Wednesday 6 December 2017 at 4pm.

12.02 The Chair closed the meeting at 5.50 pm.