



CLIFTON GREEN PRIMARY SCHOOL

Minutes of the meeting of the Teaching, Learning & Curriculum Committee

Held at the school on Tuesday 3rd October 2017 at 6.00pm

Present:	Lynn Comer Richard Dacosta Peter Murray	Jonathan Wilcox (Committee Chair) Joanne Lunardi Dave Brown (Headteacher) [6.35pm – 7.10pm]
In Attendance:	Sara Goyea (Deputy Headteacher) Kerry Haithwaite (Inclusion Support Officer) [to 6.30pm] Jess Swarbrick (Clerk – Governance Support Officer)	

	<u>Executive Summary</u>
1.	Election of Committee Chair Jonathan Wilcox was unanimously elected as Committee Chair for a term of one year.
2.	Welcome, Apologies for Absence and Declarations of Interest Apologies were received, with consent, from Sue Boyle and Yvonne Methley.
3.	Minutes of the previous meeting held on 23rd May 2017 Previously distributed. Agreed and signed.
4.	Action Plan and Matters Arising not covered by the agenda Progress against each action point was noted (please see main minutes for details).
10.	Attendance Policy & Update Kerry Haithwaite provided an update for governors on a pilot scheme to improve attendance for persistent absentees. An updated draft of the attendance policy was circulated and discussed. It was noted that further updates were planned, and the policy would be brought back for governor approval when these were finalised.
5.	TLC Terms of Reference Previously distributed. Governors agreed to propose the terms of reference for approval by the full governing body.
6.	2017 Outcomes & Progress The Deputy Headteacher provided an update on 2017 outcomes, noting that the national data for comparison had not yet been released. It was noted that a further update with validated national data would be available at the next full governing body meeting on 17 th October.
7.	SEF: Teaching & Learning / School on a Page (SoaP) The Deputy Headteacher reported on the SEF, which had been updated inline with governor feedback from the previous term. Governors asked for further clarification on a number of points (please see main minutes for details)
8.	Pupil Premium It was noted that this item had been covered during discussions on outcomes and progress.
9.	Governor Visit Feedback Governors noted the Maths visit report from Yvonne Methley and the Attendance & Behaviour visit report from Jonathan Wilcox, which had been previously distributed.
11.	Behaviour Policy Update The Deputy Headteacher reported that staff had attended three training sessions on behaviour, and work was ongoing to ensure a consistent approach across the school. An updated policy would be brought to the next committee meeting for review.
12.	School Development Plan Overview Governors noted the list of key SDP priorities, which had been previously distributed. It was agreed that each member of the committee should take responsibility for monitoring progress against these.
13.	Marking & Feedback Guidelines Previously distributed. Noted.
14.	Any Other Business It was noted that Safeguarding should be included as a standing item on future agendas. There were no issues to report at this time. Governors expressed their thanks and best wishes to the Deputy Headteacher, who would be leaving the school at Christmas to take up a post as headteacher at another school.
15.	Date and Time of Next Meeting Tuesday 23 rd January 2017 at 6pm

1.	<u>Election of Committee Chair</u> Jonathan Wilcox was unanimously elected as chair of the TLC Committee for a term of one year. (Proposed: Lynn Comer; Seconded: Peter Murray)	
2.	<u>Welcome, Apologies for Absence and Declarations of Interest</u> The Chair welcomed everyone to the meeting. Apologies were received, with consent, from Sue Boyle and Yvonne Methley. There were no declarations of interest.	
3.	<u>Minutes of the previous meeting held on 23rd May 2017</u> Previously distributed. The minutes were agreed to be a true and accurate record and were signed by Lynn Comer.	

6.

2017 Outcomes & Progress

The Deputy Headteacher presented an overview and analysis of outcomes data, which had been previously distributed. She advised that this information was currently unvalidated, as national figures had not yet been released for all phases except the Year 1 Phonics Check. It was noted that national data was due to be published in the next two weeks, and a further update would be provided at the full governing body meeting on 17th October.

Early Years Foundation Stage

The Deputy Headteacher reported that there had been a pleasing outcome in Reception, with 67% of children achieving a Good Level of Development. She noted that this was broadly inline with national figures from the previous year. The Deputy Headteacher noted that the key gap was gender this year, and moving forward it would be a key priority to improve outcomes for boys. It was noted that interventions were already in place for those children now in Year 1 who did not achieve a Good Level of Development.

Governors asked whether there was a trend in the gender gap in previous years. The Deputy Headteacher reported that last year outcomes for boys and girls were pretty much parallel. She added that this year results had reflected cohort specific issues.

The Deputy Headteacher reported that the school had completed the baseline assessment for the current Reception cohort, which indicated that outcomes would be on track again to be inline with national figures for 2018/19. She added that a key priority this year would be to develop working as a unit to meet the needs of all pupils in EYFS across both Nursery and Reception.

[The Headteacher joined the meeting at 6.35pm]

Year 1 Phonics Check

The Deputy Headteacher reported a very pleasing outcome for Year 1 Phonics, with 86% meeting the standard, 5% above target and also national figures from 2016. It was noted that a significant amount of work had gone into developing the teaching and learning of phonics in Reception and KS1, and this was a major strength in school. With reference to the current Year 1 cohort, the Deputy Headteacher reported that 2018 predictions were expected to be in line with national figures.

Governors agreed the importance of phonics teaching in Year 1, and the impact of this on the development of reading higher up the school. It was recognised that spelling was a key area for development, and governors asked where Phonics was being applied to address this in Writing.

Key Stage 1 SATs

The Deputy Headteacher reported that outcomes for Reading, Writing and Maths were all below national figures for working at the expected standard. She advised that there was also a dip in Reading and Writing at Greater Depth (GDS). The Deputy Headteacher advised that there were very specific reasons for this, including in-year instability from three pupils moving from another local primary school with SEMH needs, and a cohort with a high level of need in general.

The Deputy Headteacher advised that it was recognised that the gaps for Pupil Premium children were wide at this stage. She further advised that five of the eleven children in receipt of Pupil Premium were also on the SEN register, and had high levels of SEMH need. The Deputy Headteacher advised that targeted interventions were already in place in Year 3 to work to support these identified children and reduce these gaps.

Governors asked for a more detailed breakdown of achievement by sub-group, in order to look in more detail at where the gaps were.

The Deputy Headteacher reported that predicted outcomes for the current Year 2 were looking very positive, and above national figures for 2017. **Governors noted that there was additional work to be done in supporting those children who had not achieved a Good Level of Development in Reception, to ensure they made good progress.**

Governors raised a query about the target for working beyond the expected level in Writing, which was 10% compared to the actual outcome of 6%. Governors asked whether there were any identified reasons for this. The Headteacher advised that in hindsight, it was likely that this target had not been set accurately. He stated that the issue was more likely with the target setting rather than the outcomes, and this was a learning curve with a relatively new curriculum and assessment system. It was further noted that both Year 2 teachers were new to the year group last year, which may have also played a part in this.

Governors noted, however, that it did not seem to be an unrealistic target given national figures and achievement in 2016. It was agreed that it was important to have a balance between realistic and aspirational

expectations.

Governors noted again that having more detailed information with a breakdown of sub-groups would be helpful to see expectations in terms of targets. In particular, governors agreed it would be helpful to see data for pupils who had transferred in year and also Pupil Premium children.

Governors asked when target setting would be undertaken for this year. The Deputy Headteacher reported that this was an ongoing process, but the first set of data would be used to start this later in the autumn term. The Headteacher added that the school had now begun to give a target range rather than a single figure.

Key Stage 2 SATs

The Deputy Headteacher reported that both attainment and progress had improved from the previous year. She added that there were fairly significant increases in attainment compared to national figures in all three subjects.

The Deputy Headteacher reported that current indicators showed this was expected to improve again in 2018. It was noted that pupil progress had also measurably improved from the previous year, though this was based on currently unvalidated national data.

Governors noted, however, that there was an ongoing battle to diminish the gaps between disadvantaged and non-disadvantaged pupils. The Headteacher advised that this continued to be a key priority for the school. He further advised that until the school started to provide education for two year olds, he felt there would always be a struggle with this issue. The Headteacher added that research showed that by the age of three and a half, the differences between disadvantaged and non-disadvantaged children were already so wide in terms of experience that it was almost impossible to narrow them.

Governors asked whether there were significant gaps between autumn and summer born children. The Deputy Headteacher reported that the school did have data on this, which showed that the gaps were significant earlier in the school, but tended to narrow by the end of Year 3.

The Headteacher advised that the school recognised that the 2016 figures were very disappointing, and that 2017 had seen a marked improvement. He further advised that he was confident that nothing more could have been done this year in terms of teaching and learning. The Headteacher advised that with the new curriculum, the school was working to build something solid from Foundation Stage upwards, and this would come through the school to show a continued improvement in outcomes.

The Deputy Headteacher added that historically KS2 SATs had always been seen as a Year 6 problem. However, one of the key priorities of the school moving forward was to develop more collaborative work across KS2, with a real understanding from teachers in Year 3 and 4 about where children needed to get to.

7. SEF: Teaching & Learning and School on a Page (SoaP)

Governors noted the updated Teaching & Learning section of the SEF and the September School on a Page (SoaP) information, which had been previously distributed.

[The Headteacher left the meeting at 7.10pm]

The Deputy Headteacher reported that following discussion with governors at the Chairs' Steering Group on the Leadership and Management section, she had updated all areas of SEF to reflect comments on the language used within the body of the text. It was noted that the back page of the SoaP had also been updated to reflect these changes, and both documents now linked in with the School Development Plan.

The Deputy Headteacher asked governors whether there was any particular evidence they would like to see in relation to the Teaching and Learning section. **Governors discussed a summary document showing which evidence related to each section of the SEF.** The Deputy Headteacher advised that this would be provided.

Governors raised a query regarding the statement that parents were provided with accurate information on how they could support their children's learning, and whether there was evidence to show how engaged parents were with this. The Deputy Headteacher reported that she had started a series of Parent Voice groups to focus on specific areas of discussion. It was noted that feedback from these meetings was then recorded in the SEF.

Governors asked whether marking and feedback was monitored. The Deputy Headteacher confirmed that it was, and noted that the updated marking and feedback guidance had been sent out with the agenda for information. The Deputy Headteacher noted that this update had come about as a result of feedback from Staff

	<p>Voice last year.</p> <p>Governors asked for further evidence regarding the following question, which had been judged as outstanding on the SEF: “How effectively are teaching, learning and assessment adapted at transition points between schools or key stages? How could impact be evidenced for groups such as disadvantaged most-able pupils.”</p> <p>The Deputy Headteacher advised that the school were very effective in supporting transition points between key stages and had the evidence to show this. Governors asked, however, how this showed the effectiveness of adapting teaching & learning methods. The Deputy Headteacher advised that teaching and learning incorporated these transition points. For example, in the transition from Reception to Key Stage 1, the Year 1 class still included areas of provision for children to embed their learning, and teachers ensured that teaching and learning was a smooth transition from September to the end of the Christmas term</p> <p>Governors asked whether teachers from different year groups worked together on transition. The Deputy Headteacher confirmed that this was the case. She explained that in terms of the transition weeks in July, EYFS and Year 1 teachers worked closely together, just as Key Stage 2 teachers went across to secondary schools with pupils for those transition events.</p> <p>Governors asked whether there was clear evidence of the impact of this on disadvantaged children. The Deputy Headteacher advised that the Nurture and Hornbeam classes were a good example of how the school was very clear about identifying children’s needs as they moved into new year groups, and where additional support was required.</p>	
8.	<p><u>Pupil Premium</u> It was noted that Pupil Premium outcomes had been discussed within item 6. Governors noted that Mark Benson, who had been the Pupil Premium and data governor, had resigned due to work commitments, and it would be necessary to appoint another governor to this role.</p>	
9.	<p><u>Governor Visit Feedback</u> Governors noted the reports from Yvonne Methley (Maths) and Jonathan Wilcox (Attendance & Behaviour), which had been previously distributed.</p>	
11.	<p><u>Behaviour Policy Update</u> The Deputy Headteacher reported that the school had run three whole staff training sessions led by Greg Perry from Future Behaviour. She advised that the next step in the process was to identify a consistent approach for behaviour across the whole school. It was noted that once this had been completed, the policy would be updated and brought to the committee for review and approval in the spring term.</p>	
12.	<p><u>School Development Plan Overview</u> Governors noted the summary of key priorities from the 2017-2019 School Development Plan, which had been previously distributed. The Deputy Headteacher advised that this list of priorities had been determined inline with the outcomes from the SEF and SoaP. She explained that the summary sheet included a code to show progress, which would be provided to governors on a regular basis to enable a clear system of monitoring.</p> <p>The Deputy Headteacher advised that each priority had a responsible leader, who had compiled a detailed action plan. The Deputy Headteacher tabled examples of these for information. It was noted that for each priority action plan, leaders had been asked to consider what they were doing for disadvantaged pupils as part of that priority.</p> <p>Governors agreed that it would be beneficial for individual governors to have responsibility for tracking these priorities, and then reporting back to the committee. The following provisional suggestions were made:</p> <ol style="list-style-type: none"> 1. Enhance provision across the new EYFS unit - Sue Boyle 2. Raise standards in Phonics for encoding and spelling from EYFS to Year 3 - Sue Boyle / Jo Lunardi 3. Re-enforce the Early Reading initiative from EYFS to Year 3 - Sue Boyle / Jo Lunardi 4. Increase number skills in Maths for all cohorts - Yvonne Methley 5. Develop collaborative working across Years 4 to 6 to maximise Key Stage 2 outcomes - Lynn Comer 6. Introduce a revised programme for disadvantaged pupils to diminish the outcome difference - PP governor (TBC) 7. Implement a broad and engaging curriculum that meets the needs of all pupils - Lynn Comer 8. Improve resourcing and strategies which support in class learning needs for all groups of pupils - Richard Dacosta 9. Refine a new and consistent whole school approach for behaviour - Jonathan Wilcox 	

13.	<u>Marking & Feedback Guidelines</u>	<p>Previously distributed. The Deputy Headteacher advised that this was not a statutory policy but had been developed as a result of feedback from staff about workload. She further advised that all research showed that the right feedback did move progress forward and the guidelines tried to ensure there was a balance between these two factors.</p> <p>Governors agreed that it was important to monitor the impact of this new marking system. The Deputy Headteacher advised that this was being tracked and measured through Perspective and OTrack. Governors noted that it would also be useful to get feedback from pupils about the new system.</p>
14.	<u>Any Other Business</u>	<p>14.1 Safeguarding. It was noted that this would be included as a standing item on future agendas. The Deputy Headteacher confirmed that there were no issues to report to governors at this point.</p> <p>14.2 The Chair reported that the Deputy Headteacher had been successfully appointed as headteacher of another local primary school, and would be leaving at the end of the autumn term, meaning that this would be her last committee meeting. Governors formally recorded their thanks to the Deputy Headteacher and wished her all the best for the future.</p>
15.	<u>Date and time of next meetings</u>	<ul style="list-style-type: none"> - Tuesday 23rd January 2018, 6pm - Tuesday 24th April 2018, 6pm - Tuesday 26th June 2018, 6pm

The meeting closed at 7.50pm.

Jonathan Wilcox
Chair

Date

**Clifton Green Primary School
Action Plan following the meeting of the Teaching, Learning & Curriculum
Committee
held on Tuesday 3rd October 2017**

	Action	Item	Responsibility	Timescale
1.	Forward Ebor impact statement to governors for information	4	Sara Goyea	ASAP
2.	Forward information on persistent absentee data	10	Kerry Haithwaite	ASAP

Items for next agenda

Self-Evaluation – section focus?

Safeguarding (standing item)

Attendance Policy (including child-friendly version)

Behaviour Policy