

"A school where children not only have high achievement, but experience opportunities to enrich their lives.

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CLIFTON GREEN PRIMARY SCHOOL

Minutes of the meeting of the Teaching, Learning & Curriculum Committee held in the School on Tuesday 22nd January 2019 at 6.00pm

Present:	Tobie Abel (Committee Chair) Lynn Comer	Pete Murray Sue Boyle
In attendance:	Nicola Jones (Deputy Headteacher) Derek Sutherland (Improvement Partner, City of York Council) Frankie Swales (Literacy Leader) [to 6.40pm] Jess Swarbrick (Governance Support Officer - Clerk)	

	Executive Summary	
1.	Welcome & Introductions, Apologies, Declarations of Interest Apologies were received from Dave Brown, Jonathan Wilcox and Richard Dacosta. Joanne Lunardi was absent. There were no declarations of interest.	
2.	Minutes of the meeting held on 2nd October 2018 Previously distributed. The minutes were agreed and signed.	
3.	Action Plan and Matters Arising Progress against the action plan was noted, see main minutes for details.	
4.	Subject Leader Presentations The Literacy Leader gave a presentation on Grammar & Spelling, and also feedback on the buddying system for reading which had been introduced in the autumn term.	
5.	Teaching & Learning Guidelines The Deputy Headteacher tabled a one page summary on teaching & learning guidelines, which had been created to provide clarity and consistency of expectations for staff	
6.	Update from Governor Working Group on Data Scrutiny – Year 6 The Deputy Headteacher provided an update for governors on Year 6, including details of current expected outcomes based on the latest data drop. The Deputy Headteacher also outlined the way in which data was analysed and targeted interventions identified.	
7.	Reception – Year 5 Data Drop The Deputy Headteacher provided an update on the areas of focus and intervention for children in Reception to Year 5. A summary of the latest data analysis was tabled, and governors were asked to forward any questions and feedback on this to the Deputy Headteacher.	
8.	Safeguarding (standing item) Governors received an update on safeguarding from the Deputy Headteacher. There were no areas of concern reported.	
9.	Behaviour & Attendance Update (standing item) A visit report from the behaviour & attendance governor had been circulated prior to the meeting. The Deputy Headteacher provided an update on continuing strategies in school.	
10.	Curriculum Developments Governors noted a number of areas of development and projects which were being undertaken in school. Please see main minutes for details.	
11.	Any Other Business Governors requested a report for the next meeting on what school was doing to support and progress more able pupils.	
		Action
1.	<p>Welcome & Introductions, Apologies for Absence, Declarations of Interest</p> <p>The Chair welcomed Derek Sutherland, Partnership Officer from City of York Council. He explained that Mr Sutherland would be attending committee meetings for the rest of the academic year as part of the LA funded support for the school.</p> <p>Apologies were received, with consent, from Dave Brown, Jonathan Wilcox and Richard Dacosta. Joanne Lunardi was absent.</p> <p>There were no declarations of interest.</p>	

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2.	<p><u>Minutes of the meeting held on 2nd October 2018</u> Previously distributed. The minutes were agreed to be a true and accurate record and were signed by the Chair.</p>	
3.	<p><u>Action Plan & Matters Arising</u> With reference to the Action Plan: 1. <i>Arrange initial meeting of governor working group to interrogate and understand data</i> Completed. Update to be received under item 6. 2. <i>Feedback on buddy system for reading</i> To be taken under item 4. There were no other matters arising.</p>	
4.	<p><u>Literacy Leader Presentation</u> Frankie Swales, Literacy Leader, was in attendance to present information on grammar and spelling teaching in school, along with an update on the buddying system for reading, which had been introduced in the second half of the autumn term.</p> <p><u>Spelling, Punctuation & Grammar</u> Ms Swales reported that SPAG had been a key focus for the school from September, in response to a drop in outcomes the previous year. She noted that analysis of the December data drop for Year 6 showed that the strategies which had been put in place were already having an impact, and the forecast for final outcomes for Year 6 were for an improvement on the previous year. It was noted that the Deputy Headteacher would share a summary of the latest whole school data later in the meeting.</p> <p>Ms Swales reported that key staff had visited two local schools since the Ofsted inspection to look at how they delivered SPAG and Literacy, and areas of good practice had been brought back and implemented in school. She explained that the key points were consistency across all classes and year groups, the embedding of key skills and building on progression from year to year. Ms Swales advised that all classes had washing lines and working walls in place, with additions being made to these every time something new was taught. She explained that this bank of information was then built up over time, and referred back to on a daily basis in order to embed learning with the children.</p> <p>Governors asked how this was working in school so far. Ms Swales advised that some staff had already started to implement this process, but it would be fully across the whole school following a staff meeting on 5th February. She advised that at this meeting, she would be sharing a progression document from Year 1 to Year 6, outlining clear objectives in SPAG for each year group, and how these should be embedded year on year.</p> <p>Governors requested further clarity on the expectation of consistency. Ms Swales explained that whilst teachers differed in their style of teaching, the content and timetabling was consistent. The Deputy Headteacher advised that she would share a summary of teaching and learning guidelines later in the meeting, which set out clear expectations for all staff.</p> <p>Ms Swales advised that the alignment of timetables supported more effective monitoring as well. She explained that reading skills were now also being clearly linked to SPAG, with key texts being used to reflect the areas of spelling and grammar being covered. She advised that this also linked to writing skills, with key texts built up on class washing lines so children already had an understanding of SPAG</p>	

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features to be used. Ms Swales noted that anything which had been on the working walls was photographed before being removed, and put in a book which created a bank of resources for pupils to access.

Governors asked whether the linked reading was delivered as a whole class, and how this was differentiated for higher and lower attainers. Ms Swales advised that there were both whole class and individual reading sessions. The whole class reading was delivered daily with a different focus, and this was the element which was linked to SPAG teaching. She explained that the text was the same for all pupils, but there was differentiation in the way this was accessed. For example, some read independently with an adult, some were paired in mixed abilities. Ms Swales advised that the key was the raised expectation that all children should be accessing the text, and the rich vocabulary and discussion around it.

Ms Swales reported that the school had invested in an online spelling programme, Spelling Shed, to provide more opportunity for individual practice at home. She advised that children had been positive and engaged in this platform, which was similar in format to the Timestables Rockstars which was used for Maths. **Governors asked whether this included context for spelling, and whether children's work on this was monitored and evaluated.** Ms Swales advised that the Spelling Shed was a way of practising words as a stand alone without context. However, in daily spelling sessions in class, teachers used sentences to ensure clarification of the context of words being tested. Ms Swales confirmed as well that she was able to access data from Spelling Shed on how it was being used, and its effectiveness in terms of practice.

Ms Swales reported that the school had also invested in NFER test papers for SPAG, Reading and Maths, to be delivered termly for Years 4 and 5, which mirrored the Year 6 SATs. She advised that this exposure and practice was important to get pupils comfortable with the process before they reached Year 6.

Reading Buddy System

Ms Swales advised that as reported above, the school had changed the way it taught reading skills, developing a more holistic approach which linked into both SPAG and Writing. She advised that the Reading Buddy System was separate to this, and identified individual children who specifically needed support with fluency and decoding, and weren't regularly reading outside of school. Ms Swales advised that three or four children per class had been identified, and paired up with one of twelve adults from the Senior Leadership Team and wider staff across school. The aim was for these adults to listen to each of their children read on a daily basis for around ten minutes each afternoon. **Governors asked whether the children were taken out of lessons for this, and whether any other core subjects were affected.** Ms Swales confirmed that the reading took place in the afternoon, usually towards the end of the day, and therefore did not impact on core sessions which were held in the morning. She advised that the aim was for a minimum of three sessions per week, but ideally every day.

The Deputy Headteacher advised that the system, which had started in the second half of the autumn term, had also helped to increase confidence in these children, breaking down barriers to learning by having a nominated adult who they could talk to and have daily contact with. She advised that SLT would continue to review the impact of this and how it fitted in with timetables, but that the response had been very positive so far.

Mr Sutherland remarked that the reports on how SPAG and reading was being addressed were really

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positive, but asked what strategies were being used to support handwriting, which could often be a barrier for children. Ms Swales advised that handwriting sessions were taught at least once per week, and teachers modelled cursive writing in all of their display work. She added that handwriting had been a key focus over the last few years, with high expectations clearly established. Ms Swales further added that she was confident through book scrutinies that handwriting and presentation was a strength in school.

Governors thanked Ms Swales for her presentation, and raised a number of further questions.

Further clarification was requested on the alignment of timetables, and whether this was being applied across the whole school. Ms Swales advised that the upper and lower phases had a different timetable, but within these phases there was a consistent approach. The Deputy Headteacher advised that from a leadership perspective it enabled flexible monitoring, as the same subject was being delivered in all classes in a phase at the same time. She added that staff feedback had been positive about a clarity of routine.

Governors asked how many hours per week on average were spent delivering SPAG in Years 5 and 6. Ms Swales advised that spelling was taught every day for 20 minutes, with two 30 minute grammar sessions three times per week. In addition to this, there was a daily session of 10 minutes to review the checklist and embed prior learning. Ms Swales advised that SPAG also now clearly fed into Reading and Writing. It was agreed that repetition was important to embed learning, building up memory and recall on a daily basis.

Governors asked whether the allocation of time was something which was subject to review. Ms Swales confirmed that it was, and feedback was regularly sought from staff on the effectiveness of the timetable, to ensure that there was a clear impact on learning.

Governors asked whether there was any testing for the younger year groups, in the same way as the NFER tests invested in for Years 4 and 5. Ms Swales advised that there were no actual test papers for these year groups, but there was ongoing assessment by all class teachers through Educater. She explained that the Educater system set out all objectives for each year group, and staff were expected to access and make judgements for all pupils at least three times per week in terms of progress.

Governors thanked Ms Swales for her presentation and she left the meeting at 6.40pm.

5.

Teaching & Learning Guidelines

The Deputy Headteacher tabled a Teaching & Learning Guidelines summary. She explained that this had been developed in consultation with staff as part of the process of promoting and achieving consistency across the whole school, with clarity of expectations for staff. The Deputy Headteacher added that this document was not stand alone but an overview, and would link to other policies and the staff handbook to provide more information. The Deputy Headteacher noted that these guidelines referred to Years 1 to 6, though the Early Years Leader would be developing an EYFS version which all staff would also have access to for information.

Governors noted that this was a clear and concise document, and thanked the Deputy Headteacher for sharing it. It was also suggested however, that there needed to be a review of the curriculum policy, to see how it fed into these guidelines. The Deputy Headteacher agreed that a review of the policy would be a key focus for this term, to ensure that it captured the sense of the wider curriculum covered in school. She added that updates were also needed to the school website to reflect this.

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<p>6.</p>	<p><u>Update from Governor Working Group on Data Scrutiny</u></p> <p>The Chair noted that the first working group meeting on 8th November had gone well. He advised that governors had received a clear and concise data report from the Deputy Headteacher which demonstrated the level of data analysis and actions being taken in response to this in terms of intervention and tracking.</p> <p>Ms Comer reported that she had also attended a progress meeting with the Deputy Headteacher and the Year 6 teachers where they had reviewed the latest data set. She reported that it was clear that staff were effectively tracking progress and challenging each other where this was not meeting expectations.</p> <p><u>Current Year 6 update</u></p> <p>The Deputy Headteacher referred to the summary data report for Year 6, which had been circulated prior to the meeting. She reported that based on the latest data drop, 35% of children were already achieving the expected standard in Reading, and with those who were borderline (scoring 95 or more), this figure rose to 47%. It was noted that at this point in the year, this was a positive picture compared with the previous year. The Deputy Headteacher advised that there would be another test week from 5th February, and results from this would be expected to show further improvement.</p> <p>With reference to Writing, the Deputy Headteacher explained this was harder to predict at this stage, as it was based on teacher assessment rather than tested. She advised that current predictions showed 62% of pupils that staff were certain would meet the expected standard, rising to 73% with the inclusion of those who were borderline. The Deputy Headteacher advised that realistically, the final outcome would be somewhere between these two figures.</p> <p>The Deputy Headteacher reported that the current actual combined Reading, Writing & Maths (RWM) figure was 18%, rising to 36% including those pupils who were currently borderline. She advised that she was working with the Year 6 teachers continually on challenge and intervention for those pupils who were not yet at the expected level. She added that there was also consistent work across the whole school to raise awareness of expectations at Year 6. The Deputy Headteacher explained that this included careful moderation particularly at Year 2, to ensure that where pupils were working at greater depth, teachers were confident that this level would continue to Year 6.</p> <p>The Deputy Headteacher emphasised that analysis of the data was continuous, but the most important element of this was ensuring this was used to inform teaching and interventions. The Deputy Headteacher shared a breakdown of pupils identified as not yet on track to achieve expected progress in one or more subjects, based on the December data drop. She explained that this information enabled the Year 6 teachers to create targeted interventions, which were carefully managed and prioritised.</p> <p>It was agreed that the governors' working group should arrange their next meeting for after the test week starting 5th February, and the focus of that meeting should be Maths. The Deputy Headteacher agreed to email suggested dates for this meeting.</p> <p>The first working group meeting in November had reviewed data for a specific focus group of pupils, and the Deputy Headteacher tabled updated information on these pupils for governors to review. Governors raised a number of questions relating to this group of pupils, which were responded to by the Deputy Headteacher. This response included assurance of the interventions and work being</p>	<p>NJ</p>
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	<p>done to address concerns over progress and achievement for each individual pupil.</p> <p>Governors asked whether this level of detail was shared with parents of individual children, and whether it would be appropriate and effective to do so. A discussion followed about ambition and aspiration, and the school's work to strive for this for every individual child. The Deputy Headteacher noted that a lot of work had been put in place in this area, with a strong emphasis of celebrating success through Friday assemblies and other initiatives. She added that reflection time at the end of each day provided the opportunity for class teachers to discuss with pupils what had gone well, further embedding a culture of positivity and aspiration.</p>	
7.	<p><u>Reception – Year 5 Data Drop</u></p> <p>A summary update on attainment and progress from Reception to Year 5 was tabled. Governors were asked to review this and send any questions and feedback on this information to the Deputy Headteacher.</p> <p>The Deputy Headteacher reported that attainment data was generally higher in the lower phase than the upper phase, with a higher percentage of children achieving or on track to achieve the expected standard. She added that there was also a strong percentage of children on track to achieve greater depth, compared to historical data.</p> <p>The Deputy Headteacher advised that teachers, working with SLT, had identified 6 children in each class for more detailed focus and monitoring in all subjects. She advised that SLT were monitoring these children in more detail along with the class teachers, not just at each data drop, but more regularly through a focused book scrutiny.</p> <p>The Deputy Headteacher reported that the percentage of progress was generally good throughout school, inline with the 80-90% target set through the YSAB bid for Reading, Writing and Maths for the end of the year.</p> <p>However, the Deputy Headteacher highlighted the current cohorts in Year 2 and Year 5 for governors to be aware of. She explained that the data was not as strong in these year groups, which also had the highest proportion of SEND pupils, including SEMH (Social, Emotional, Mental Health needs) and behaviours for learning.</p> <p>The Deputy Headteacher advised that there were some significant issues which could arise in terms of data when the current Year 5 moved into Year 6. She explained that this cohort had a high prior attainment at Key Stage 1, particularly at greater depth, which had not continued through as they moved up the school. The Deputy Headteacher advised that there were explanations for this, which could be clearly articulated where required.</p> <p>Governors noted that data for disadvantaged pupils and for boys in particular were an issue across school. It was noted that the newly appointed Assistant Headteacher would be looking to explore this further as part of the Pupil Premium review.</p> <p>The Deputy Headteacher reported that recent changes to the Ofsted framework indicated that inspectors would be looking at how schools were using data to inform teaching and learning and targeted interventions. It was noted that this had been demonstrated as part of the Year 6 update earlier in the meeting, where detailed data analysis had informed progress meetings and intervention strategies.</p>	All

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8.	<p><u>Safeguarding Update (standing item)</u></p> <p>The Deputy Headteacher provided an update from the Designated Safeguarding Lead, which included the latest figures for identified groups in school.</p> <p>The Deputy Headteacher reported that the number of incidents recorded on Safeguard had increased from the same period last year. However, she advised that this was felt to be due to staff using the system more effectively to record any concerns, rather than being a cause for alarm. The Deputy Headteacher added that reminders were regularly sent out to staff of the importance of accuracy in reporting, rather than based on perception.</p> <p>Ms Comer, safeguarding governor, reported that she had met with the Designated Safeguarding Lead and reviewed all information in detail, and gave assurance that there were no areas for concern.</p>	
9.	<p><u>Behaviour & Attendance Update (standing item)</u></p> <p>A summary of attendance figures to January 2019 was tabled for information. A visit report from Jonathan Wilcox, behaviour and attendance governor, had also been circulated prior to the meeting for information.</p> <p>Governors noted the high level of persistent absentees, and asked for further detail about what was being done to address this. The Deputy Headteacher explained that the reasons for absence amongst persistent absentees varied, including holidays, medical, bereavements and travel abroad for family events. She advised that all persistent absentees were monitored, as well as any pupil whose attendance was below 8%.</p> <p>The Deputy Headteacher reported that ten families had recently been invited to meetings in school to discuss issues around attendance. She advised that these meetings had often been difficult, but had emphasised the significant impact on children's education of absence from school.</p> <p>Other continuing strategies to address attendance included sending out monitoring letters detailing the percentage of days missed from school. In addition, postcards were sent home to praise improvement in attendance, as well as flagging up continued issues. The Deputy Headteacher advised that the process of incentives and rewards for attendance was also still in place, with details of this included within Mr Wilcox's report.</p> <p>The Deputy Headteacher advised that SLT were looking at the possibility of putting a mentoring system in place, similar to the Island Project, which had been commissioned by the school the previous year. She emphasised that attendance continued to be high on the radar of all staff, with a more joined up approach now between the Attendance Team and class teachers looking at links between attendance and behaviour.</p>	
10.	<p><u>Curriculum Developments</u></p> <p>The Deputy Headteacher provided a summary overview of a number of new initiatives and projects as follows:</p> <p>Reading for Real Project The Deputy Headteacher reported that this project was being run with the current Year 5 and would continue as they moved into the autumn term of Year 6. She explained that the focus was not about a scheme of learning for Reading but looked at pedagogy and which activities would best engage the children.</p>	

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	<p>Jorvik Partnership It was noted that the Jorvik Centre had run a number of archaeology workshop sessions across the whole school just before Christmas, which had been excellent. Year 6 pupils were scheduled to visit the Jorvik Centre the following week on a free visit, after which staff from the centre would come back into school to work with them. The Deputy Headteacher advised that pupils would also be working on producing an exhibition for the Viking Festival taking place in the city in half term.</p> <p>Timetables & Lunch It was noted that changes to timetables and lunchtimes had been covered earlier in the meeting and as part of Mr Wilcox's report on behaviour under item 9.</p> <p>Ofsted Framework It was noted that changes to the Ofsted framework had been reported under item 7.</p> <p>"My Activity Passport" The Deputy Headteacher reported that this was an initiative announced by the Education Secretary, aimed at access to wider curriculum activities. She advised that the school had already introduced home learning journals this year, which was also based around encouraging pupils to access a range of experiences. It was noted that the passport was expected to be something which could be added to or amended to ensure it fit the context of the school. Governors agreed this could be a really positive tool to help with children's enrichment and wider experience.</p> <p>Institute of Everything It was noted that this arts group continued to work with the school. The Deputy Headteacher reported that there had been a lot of involvement already, including visits from an artist and dance group, and a photographer who had led a workshop and other activities in school. She added that consultation was ongoing with parents, staff and children on how best to use the room put aside for the group, to provide a flexible and modern workspace which could benefit the whole community.</p>	
11.	<p><u>Any Other Business</u></p> <p>11.1 The following points were identified for inclusion on the next meeting's agenda:</p> <ul style="list-style-type: none">- Discussion on what the school was doing to support more able children, and identification of any action needed to develop this- Presentation from Maths Subject Leader- Nurture Review	
12.	<p><u>Date and Time of Next Meetings</u></p> <ul style="list-style-type: none">* Tuesday 2nd April 2019, 6pm* Tuesday 25th June, 6pm	

The meeting closed at 8.10pm



Tobie Abel, TLC Committee Chair

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Date

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Clifton Green Primary School - Action Plan following the meeting of the Teaching, Learning & Curriculum Committee held on 22nd January 2019

	Action	Agenda Item	Person(s) Responsible	Timescale
1	Arrange next governors' focus meeting for after test week on 5 th February	6	Nicola Jones	ASAP
2	Forward questions and feedback on data summary to Deputy Headteacher	7	All	22/02/19

Future Agenda Items:

Maths Subject Leader Presentations

Update on work with more able pupils

Nurture Review

Update from governor working group on data scrutiny

