



**MINUTES OF A MEETING OF THE TEACHING & LEARNING COMMITTEE
OF EDLESTON PRIMARY SCHOOL
ON 18th October 2018**

Governors Present: Rachael Bagni (RB) Head Teacher (HT)
Emma Szymura (ES) Chair (CH) *from 16.17*
Emma Humphries (EH) Deputy Chair *from 16.00 to 16.17*
Linda Tomkinson (LT)
Len Simm (LS)

Also Present: Susan Crompton Clerk to the Governors

PART ONE: NON - CONFIDENTIAL BUSINESS

1. Welcome, apologies for absence and AOB

The Deputy Chair welcomed everyone to the meeting and informed the board that ES would be late in attending this meeting.

It was **agreed** that the Deputy Chair would chair the meeting until the Chair of the committee arrived.

Any other business

- Monitoring of teaching and learning - 2017/18

2. Declarations of Interest

The following Declaration of Interest were received:

- Emma Szymura – Teacher at Ruskin School

The Clerk handed out blank Declarations of Interest Forms and requested Governors to complete the required information and bring to FGB on the 8th November 2018.

ACTION: All Governors to complete Declarations of Interest forms and bring to the FGB on 08.11.18. (To be retained by the School)

3. Confirm minutes of previous meeting

The minutes from 07.06.18 were reviewed and **agreed**



4. Review of Part 1 Action Log

The Part 1 Action Log was reviewed and updated

5. Terms of Reference (to review & confirm)

The Teaching & Learning Terms of Reference (TOR's) were reviewed and agreed.

Action: Clerk to upload T&L TOR's on G Hub

6. School Improvement Plan (HT)

Clerks note: It is an expectation that documents/pre-reads uploaded on G Hub are read prior to the meeting.

The School Improvement Plan for 2018-19 was sent out to Governors prior to the meeting. (via G Hub).

Questions were invited from the statistical data.

	School results	National results
FS results	64% achieved a GLD.	
Y1 phonics	66% reached the expected standard.	
Y2 phonics	40% reached the expected standard.	
Y2 SATs	Reading 60% Writing 60% Maths 70%	
Y6 SATs	Reading 72% Writing 79% Maths 72% SPaG 72% EMC 62%	Reading 75% Writing 78% Maths 76% SPaG 78% EMC 64%

In house data. % at expected and above.

Year	Reading	Writing	Maths	DP
1	50	63	53	Disadvantaged pupils below non DP in R and M and above in W.
3	58	55	71	Disadvantaged pupils below non DP in R and W, above in M.
4	65	52	74	Disadvantaged pupils above non DP.
5	69	69	69	Disadvantaged pupils below non DP.

September 2017-July 2018. ATTENDANCE

Attendances	72545	94.56
Authorised absences	2863	3.73
Unauthorised absences	1312	1.71
Possible Attendance	76720	
Including		
Approved Educational Activity	896	1.17
Lates before register closed	251	0.33
Lates after register closed	138	0.18
Unexplained absences	49	0.06

The HT informed the board that LS had attended to the School to speak to the parents regarding attendance

Q: What impact did this have?

A: The objective is to raise awareness of the affect on the child of frequent absenteeism.

Q: What process is followed for persistent absenteeism?

- Contact made with parent by RB
- If no improvement then meeting is arranged between HT and Link Governor
- Still no impact – Referral for Fixed Penalty Notices issued for term time leave of absence.

7. KS2 Data (ASP out in October)

The HT informed the board the ASP data has not yet been released.

ACTION: Clerk to add the ASP data to the Spring Term T&L agenda

The historical data from the previous 4 years was presented:

- 2014/15
- 2015/16
- 2016/17
- 2017/18

Q: Can we look at 2017/18, in particular Year 1 Phonics?

Data for 2017/18

	School; Achieved a GLD	National; Achieved a GLD	difference
FS	64%	72%	-8
	School; % pass rate	National; % pass rate.	
Y1 phonics	66%	82%	-16%
KS1	School KS1 expected +	National KS1 expected +	
R	60	75	-15
W	60	70	-10
M	70	76	-6
KS2	School KS2 expected +	National expected +	
R	72	75	-3
W	79	78	+1
M	72	76	-4
SPAG	72	78	-6
EMC	62	64	-2
PROGRESS	2.2	3.2	3.3

A: The phonics score has decreased since 2016 [from 80% in 2016, 73% in 2017 to 66% in 2018]. In this cohort there were 13 EAL children and 16 non EAL.

46% of EAL reached the expected standard and 81% of non EAL, 62 % of girls reached the expected standard and 69% of boys, 67% of disadvantaged pupils reached the expected standard and 65% of non disadvantaged.

Out of the 10 pupils that did not reach the expected standard one scored 0 [new EAL child], one scored 1 [new EAL child] and in total 5 were EAL pupils, one has an EHCP and 5 others are identified as having SEN.

In the current Y1 cohort 75 % of the children at the end of reception could read 35+ HFW [of which there are 45]. We are predicting from this evidence that there will be an increase in the % reaching the expected standard in Y1 phonics in June 2019.

Governor comment:

The progress for Foundation Stage (GLD) in School achieved and National has gone from 64% to 72%. "This progress is outstanding"

The HT responded and explained the cohort was 25 EAL pupils and 3 English pupils. Out of the 18 children that reached a GLD, 83% were EAL, 17% non EAL, 6% were disadvantaged pupils and 94% non disadvantaged pupils. 61% of boys achieved a GLD and 39% of girls. During the year 4 children left and we had 4 new arrivals [one of these left in Dec and returned in July.

Q: Can you explain the data around Year 6?

A: The data does not take account of pupils that may be dis-applied [3 for reading and writing and 1 to 2 for maths as they were new to the country from Y5 onwards]. If these are dis-applied then attainment and progress will increase further.

Standards were in line with national and progress was above national. During the year we lost 2 pupils and gained 1 pupil with very little English. Out of the cohort of 29 during their time at Edleston they saw 19 new children and saw 21 leave, this shows how high the mobility rate is for these children. In terms of GD in EMC school was 7% and national was 10%, in terms of GD reading school was 24% and national 28%, in terms of GD SPAG school was 41% and national 34%, in terms of GD maths school was 24% and national was 24%, in terms of GD in writing school was 10% and national 20%.

Of the 4 disadvantaged pupils results were as follows:

- Reading: 2 were absent and the other 2 reached expected
- SPaG: 2 were absent, 1 reached expected and 1 GD
- Maths: 1 was absent, 2 out of the other 3 reached expected [the other one had a score of 98 - this is 2 marks short]
- Writing: 3 out of the 4 reached expected.

In the cohort there were 18 EAL children and 4 disadvantaged pupils.

8. Targets for 2019

The Head Teacher discussed in depth the targets for 2019.

Foundation Stage: 61% at GLD

KS1: 63% in R, W and M,
10% at GD in R and 13% at GD in maths.

There are no pupils on track for GD in writing.

KS2: 78% in Reading,
75% in Writing
78% in Math
75% in SPaG
75% EMC.

Q: Did you get writing in KS2 in Greater Depth?

A: Yes 5 children were targeted and 3 achieved.

Governor comment:

“Well done – this is a very good result”

The Chair recommended that it would be prudent to assign a Link Governor. The board thought this would be beneficial and **agreed** the following Link Governors:

Leadership & Management

- Strategic Lead: Head Teacher
- Link Governor: Emma Humphries

Quality of Teaching, Learning and Assessment

- Strategic Lead: Deputy Head Teacher
- Link Governor: Emma Szymura

Personal Development & Welfare

- Strategic Lead: Head Teacher
- Link Governor: Len Simm

Outcomes for Pupils

- Strategic Lead: Deputy Head Teacher?
- Link Governor: Emma Szymura

Q: In PDW, one objective records “to raise the aspirations of our children”. How is this going to be actioned?

A: The school has bought in Commando Joe - a company of ex-military staff who have created a multisensory interactive curriculum.

Q: How are you going to improve pupils oral and presentation skills?

A: One of the many examples, is that we hold “Famous on a Friday” whereby a child talks to their class about a subject of their choice and the children are invited to ask questions.

Governor comment:

“The School Improvement Plan is a well written and supported plan which gives the governors a much clearer understanding”.

ACTION: Clerk to add School Improvement Plan review as a standard agenda item for T&L

9. Curriculum Review - Planning of foundations subjects using Chris Quigley skills and update on “White Rose” Maths Scheme

The HT informed the board that the Commando Joe scheme will gradually replace the Chris Quigley skills.

The HT tabled the “White Rose” curriculum plans and evidenced Year 3 as an example, who are focussing on:

- Place/Value
- Addition & Subtraction
- Multiplication & Division

Q: Does the White Rose system allow teachers more time?

A: Yes – it significantly reduces the teachers planning time

Q: Are we taking the “pen and pencil” away?

A: No – personal writing is evidenced in their subject books.

10. SEN update (Linda Tomkinson – 4 case studies)

LT presented 4 anonymised case studies from children the following years:

- Reception
- Year 2
- Year 4
- Year 5

The board discussed in depth the 4 case studies. Questions were invited

Q: Do teachers have to undergo specialist training?

A: Yes. There are a network of support and training available, for example, Makaton, Measuring Emotional Wellbeing and First Aid in Mental Health.

Governor comment:

The case studies giver clearer indication to the statistics

The Chair thanked LT for providing the case studies and as it gave the board a clearer and practical insight.

11. Policies for review

- Behaviour Policy (amendment required to record positive handling techniques).

ACTION: HT to amend the Behaviours Policy and to be ratified at FGB

12. Director's Report (Clerk)

The Director's Report & Precis was circulated prior to the meeting.
There were no questions asked.

13. To agree Spring Terms presentation (Chair)

- Book Scrutiny
 - 2 books from 2 year groups, evidencing "Emerging & Expected"

14. AOB

Monitoring of Teaching & Learning 2017/18

The HT informed the board that all teachers in the school were observed by the HT and DHT in the autumn term 2017.

Q: What observation methods did you use?

A: Lesson observations, alongside pupil interviews, work scrutinies and data were used.

Q: How many observations were undertaken in the summer term?

A: There were 6 observations and 1 revisit.

Q: What was the reason for the revisit?

A: there was a follow up SEN observation followed by the summer term weekly meetings. There were a number of children with challenging behaviour in this class, hence the SEN and more regular observations. The teacher put all actions in place and behaviour improved considerably at the end of the Autumn term.

Q: Who carries out the work scrutinies?

A: They are carried out by whole staff, Leadership Team, Head Teacher and Deputy Head Teacher

The Chair thanked the HT for providing the board evidence of the monitoring of teaching and learning that is a clear, transparent and established process.

Dates of next meetings:

Spring Term 2019
Summer Term 2019

Thursday 7th Feb 2019
Thursday 16th May 2019

The meeting moved to Part 2

Signed.....

Chair.....