

## NEW BEWERLEY COMMUNITY SCHOOL TEACHING AND LEARNING COMMITTEE

Minutes of the meeting held on Tuesday 20 June 2017 at 4.30pm

**PRESENT** Lucy Knight (Chair) Gary German (Headteacher)  
Faye Pashby Neil Rhodes  
Janet Walker

**IN ATTENDANCE:** Claire Burgess (Clerk – Governor Support Service)

1.00	<b>APOLOGIES AND ANY NEW DECLARATIONS OF INTEREST</b>	<b>ACTION</b>
1.01	All members of the committee were present.	
1.02	Faye Pashby completed a declaration of interest form as a new governor, on which she declared that she is Deputy Head at Hunslet Carr Primary School, a member of New Bewerley's formal learning alliance. Her details will be added to the school website.	<b>Head</b>
2.00	<b>BOOK SCRUTINY</b>	
2.01	The Head shared some books of Pupil Premium (PP) children who had been working either at Age Related Expectation or at a Good Level of Development and who had now moved above the expected level.	
2.02	Governors noted that there was clear evidence of progression in books and that children were editing their own work following feedback.	
3.00	<b>MINUTES OF THE LAST MEETING</b>	
	<b>Resolved:</b> <ul style="list-style-type: none"><li>that the minutes of the meeting held on Thursday 9 February 2017 were agreed as a correct record and</li><li>that the Chair be authorised to sign</li></ul>	
4.00	<b>MATTERS ARISING</b>	
	There were no matters arising which were not already on the agenda for this meeting.	
5.00	<b>ANALYSIS OF EXAMINATION OUTCOMES AND TEST RESULTS</b>	
5.01	The Head presented data from the Spring term analysis along with provisional results which were due to be submitted shortly.	
5.02.1	He noted that some children who were at Age Related Expectations	

(ARE) during the last academic year and are now exceeding, so this is showing progress and the percentage of these children has increased from the previous year.

**5.02.2 Q Governors asked about data relating to Year 4 who had been noted as an issue at the last meeting of the committee**

5.02.3 Years 4 and 5 have the lowest data and the Head explained that there is a high percentage of children with Special Educational Needs (SEN) in Year 5 and that Year 4 have had issues with curriculum coverage– two teachers have left and there is now Supply cover in place.

5.02.4 In Year 5 there were 24 children who were working below the year group curriculum at the beginning of the year and so this gives context as to why attainment is so low. However progress for these children is good.

5.02.5 This cohort has been split into three groups for the last half term of this academic year to accelerate progress to ARE before the end of the year and prepare the children for Year 6.

**5.02.6 Q Why is Year 4 Reading progress so low?**

A There has been an issue with the teaching of guided reading in Year 4 which has now been addressed and the school is working hard to narrow gaps. Tests are due to take place next week and these will hopefully show improvements.

5.03.1 Provisional end of year data for the Early Years Foundation Stage (EYFS) was outlined as follows:

- 50% of children achieving a Good Level of Development (GLD) – this meets the target set at the beginning of the year and is an improvement on the 48% achieved in the previous academic year.
- 63% of PP children achieved GLD, which means a positive gap of 19% on non-PP children.

5.03.2 It was reported that there had been a high level of mobility in this cohort and so the number reaching GLD is a very positive achievement.

**5.03.3 Q How does mobility affect tracking of these children?**

A In the EYFS data has to be submitted for all children, however the EYFS leader is going to undertake an exercise to analyse data for children who have been in Reception all year and those who have joined throughout the year to provide a full picture.

5.04.1 Provisional end of year data for Year 2 was outlined as follows:

- Reading overall – 63% at ARE, 18% at Greater Depth (GD)
- Reading PP – 55% at ARE, 12% at GD

- Writing overall – 57% at ARE, 12% GD
- Writing PP – 48% at ARE, 9% GD
- Maths overall – 63% at ARE, 18% GD
- Maths PP – 61% at ARE, 18% GD

5.04.2 Overall, this is an improving picture on the previous year, in particular in terms of the number of children achieving GD, as there had been none in the previous year. However the school is still well below national for the number of children at ARE. Case studies will be put together for groups of children not on track.

5.04.3 **Q What system do you use to track SEN children?**

A PIVATs which can show very small steps of progress for SEN children.

## 6.00 **UPDATE ON MONITORING THE IMPACT OF PUPIL PREMIUM FUNDING ON OUTCOMES FOR CHILDREN**

6.01 A review of PP funding as of April 2017 was provided for governors and the following noted:

- Resource provision children eligible for PP get one-to-one support and all are progressing
- Five out of the six Looked After Children (CLA) in school are making progress
- Two Learning Support Assistants (LSA) employed using PP funding are providing phonics interventions and Year 1 phonics data has improved
- The Attendance Officer is funded via PP and attendance is the highest ever. The gap in attendance between PP and non-PP children is only 0.3%.
- Enrichment activities mean that attendance and attainment has improved. Parents have also benefitted from this as all visits/visitors are subsidised by 60%.
- 64% of the children who attended the Year 6 Easter Club were PP and it is hoped the impact of this can be seen when SATs results are available.
- 60% of the Opera North work is funded via PP. Year 3 and 4 children took part in The Big Sing at Huddersfield Town Hall and Year 5 and 6 sang at Leeds Town Hall last week and all children are enjoying this work.

6.02 It was noted that gaps in progress between PP and non-PP children have been diminished between the Autumn and Spring terms. Targets for Year 2 and Year 6 children were 0% gaps and once data is finalised there will be a clearer picture, but although the school is unlikely to meet these targets progress for PP children will be good.

**7.00 REVIEW ASSESSMENT AND TARGET SETTING PROCEDURES TO ENSURE THAT ALL GROUPS OF CHILDREN, INCLUDING THE MOST VULNERABLE AND HIGH ACHIEVERS MAKE GOOD PROGRESS**

7.01 Much of the data relating to this item had already been discussed under Items 6.00 and 7.00 above.

7.02 The Head showed governors an example of the analysis undertaken within pupil progress meetings. The Senior Leadership Team (SLT) have followed two lines of enquiry from Spring pupil progress meetings via book scrutinies, learning walks, etc.

**7.03 Governors questioned W1, W2 and W3**

A The Head explained that these meant different levels of working towards ARE and how close children are to this and there were clear criteria for each of them – W1 being the furthest away and W3 the closest.

**8.00 REPORTS FROM LEARNING WALKS INCLUDING MONITORING THE QUALITY OF TEACHING AND EVALUATE STRATEGIES IN PLACE TO BRING ABOUT IMPROVEMENT**

8.01 The Head reported that the School Improvement Advisor, Tim Richards, was due to visit the school on Friday 23 June 2017.

8.02 The school has been working with Therese O’Sullivan, local authority English as an Additional Language (EAL) consultant and a NOVAC has been provided with actions which the school are following up on. An EAL Co-ordinator with a TLR has been appointed for September 2017.

8.03 An overview of the current teaching profile across the school was provided to governors. It was noted that the school has fewer permanent teachers in place than at the beginning of the year as three have left and Supply cover/temporary staff are in place.

8.04 It was reported that 80% of permanent or fixed term teaching staff are consistently good or better. All teachers demonstrate good or better practice.

**8.05 Q How are non-permanent staff monitored?**

A Data shows any issues relating to teaching. Also book scrutinies and learning walks still take non-permanent staff into consideration, although formal observations can’t take place.

**8.06 Q What support is given to staff who are less than good?**

A Following any issues arising, feedback is given and follow ups take place to give staff the opportunity to improve.

8.07 The Head outlined that all inadequate teaching in the school has been addressed and the staff this related to have left.

8.08 Evidence of lesson observations/book trawls done was shown to governors. SLT had focussed on topic books in the last term and issues were addressed.

## **9.00 MONITORING AND EVALUATION OF THE SCHOOL DEVELOPMENT PLAN PRIORITIES AND STRATEGIES USED**

Governors reviewed the sections of the School Development Plan (SDP) relevant to the Teaching and Learning committee:

### 9.01 Focus 1

- The kiln has been purchased and installed but has not yet been used.
- In Harmony work continues
- The school are hoping to achieve the Artsmark award in the next academic year and a new Arts Co-ordinator with a TLR has been appointed for September 2017.
- The school has undertaken lots of work in the arts including singing for all children and instrument tuition for Years 2 – 6, and work with the West Yorkshire Playhouse and Grand Theatre

### 9.02 Focus 2

- Data relating to this had been discussed earlier in the meeting

### 9.03 Focus 3

- Planning and progression of study books have been updated.

### 9.04 Focus 11

- Some of the extra-curricular clubs taking place in school were outlined to governors. It was noted that there was more work to do in this area due to the long-term absence of a member of staff.

### 9.05 Focus 13

- Pupil progress meetings have focussed on tracking all groups of children for whom progress was less than good in the last academic year. Data was provided to governors to show how this has moved on through the year.

### 9.06 Focus 14

- Work on the Primary Writing Project continues and data was provided to governors to show that some improvements have been seen.

- 9.07 Focus 15
- Improvements have been seen in guided reading following the work undertaken in this area, including training provided by Jean Hirst.
- 9.08 Focus 18
- All children will have made three items in Food Technology by the end of the year.
- 9.09 Focus 19
- Assessments have taken place for all EAL children who have come into the school which allows a baseline meaning there is a focus for teaching and children can be tracked more easily.

## **10.00 POLICIES**

10.01 The following policies were presented to governors for review and approval:

### 10.02 Calculation Policy

#### **Resolved:**

- that the Calculation policy be approved by governors.

### 10.03 Modern Foreign Languages Policy

#### **Resolved:**

- that the Modern Foreign Languages policy be approved by governors.

### 10.04 Maths Policy

#### **Resolved:**

- that the Maths policy be approved by governors.

### 10.05 History Policy

#### **Resolved:**

- that the History policy be approved by governors.

## **11.00 UPDATE FROM GOVERNOR WITH MONITORING DUTIES FOR THE EARLY YEARS FOUNDATION STAGE**

No visits to Early Years had taken place due to the illness of the governor with this responsibility. However the EYFS Leader had written a report for governors based on the Governor Support Service questions. This will be sent to governors for information.

**Head**

## **12.00 REVIEW OF THE COMMITTEES EFFECTIVENESS AND IMPACT**

The Chair will put together key impact areas that the committee has had over the last year and agreed and these would feed into the overall annual governance statement to be produced.

**13.00 ANY OTHER URGENT BUSINESS**

There was no other business to report.

**14.00 DATE AND TIME OF THE NEXT MEETING**

Meeting dates for the year would be set at the Chair's meeting which would take place in September 2017.