



**MINUTES OF A MEETING OF THE TEACHING & LEARNING COMMITTEE
OF EDLESTON PRIMARY SCHOOL
ON 31ST JANUARY 2019**

Governors Present:	Rachael Bagni (RB) Emma Humphries (EH) Linda Tomkinson (LT) Len Simm (LS)	Head Teacher (HT) Chair
Also Present:	Susan Crompton Amanda Simpkin (AM) Emily Simpkin (EM)	Clerk to the Governors Yr4 Teacher - Presentation only Yr6 Teacher - Presentation only
Observers:	Susan Pomeroy (SP) Sue Worthington (SW)	

PART ONE: NON - CONFIDENTIAL BUSINESS

PRESENTATIONS

Book Scrutiny (Led by Year 4 Teacher & Year 6 Teacher)

- Emerging child
- Expected child

The governors were invited to review a selection of books from Year 4 and Year 6.

Q: What books have been bought in to share with the governors?

A: We will be sharing Literacy (Proud Piece), Maths and Topic.

Q: Are there any before and after examples?

A: Yes. The books cover from September 2018 to date which show progress.

Q: Is it possible for every future book scrutiny we can use the same pupils?

A: Yes. That is a good idea.

Q: Do the books represent a range?

A: Yes – emerging and expected.

Q: What does TLLI mean?

A: Today's Lesson Learning Is.

Q: Do you have a similar marking policy that applies to all the books

A: Yes – marking is across the board

Q: How much time is spent on marking?

A: Quite a lot. However, we are trying to reduce the time spent on marking. Teachers and TA's are been encouraged to mark the books with the child present.

Q: What is the impact of teachers/TA's marking with the child present?

A: It is proving hugely beneficial. For example it allows teachers to check for any misconceptions. One to one questioning ensures that the child understands in greater detail what is expected.

Q: Are there any Year 4 children working below the key stage

A: Working below the key stage is recorded for Years 2 & 6

Governor comment: It is clearly evident, the progress made by looking at the work at beginning of the book to the last pieces in the book.

Q: Are all interventions classroom based?

A: Not always. It is dependent on the child and what is needed.

Q: What sort of monitoring takes place?

A: The Senior Leadership Team meet on a fortnightly basis and give feedback to the teachers, and implement follow-up checks.

The governors were invited to look at Year 6 books

Q: What are we looking for in the Year 6 books?

A: Working below, working at the expected level and working at greater depth.

Q: Are the Year 6 books covering the same areas as we have just seen in Year 2?

A: Year 6 are covering literacy and maths. We will be overriding Y6 topic this term as we are preparing for SATS. However, we have just implemented "Commando Joe."

Q: What is Commando Joe?

A: It is a program that works with individual children, groups, or whole classes to improve behaviours and attitudes towards learning, informed by the schools policies.

Q: Spelling is extremely important – how are they checked?

A: We have found peer checking is working very well. We also have a weekly spelling list.

Q: Do you still have the "Writer of the Term"

A: Yes. The child has a special mention in assembly and also receives an Edleston pen!

Q: What actions are taken if a Year 6 child is working below expected?

A: There are a host of interventions, such as 1:2:1, booster sessions, extra support etc.

The Chair invited the staff governor to present a case study

The staff governor presented an anonymised case study of Child A's journey from July 2018 (entering Reception) to date. The background of Child A was discussed and the actions taken by the school as the child was unable to speak the native language or English.

Q: Can we please follow this child throughout his/her time in school?

A: Yes - again this is a very good idea and governors will have the opportunity to see progress the child is making.

Governor comment: This is a really good case study to follow as it clearly demonstrates the challenges the teachers and Child A have.

The Chair thanked the staff governor for the detailed insight of Child A's case study

1. WELCOME & APOLOGIES

- 1.1 The Chair welcomed all governors to the meeting. An extended welcome was given to SP & SW as 2 new prospective governors who would like to join the Edleston board of governors.

ACTION: Chair to arrange a mini “Coffee morning” for governors to discuss link roles, areas of responsibilities and governor skill sets.

- 1.2 There were no apologies and absences received.

2. AOB ITEMS

- 2.1 Governor welcome meeting
2.2 Using Governor Hub
2.3 Resignation of Vice Chair.

3. CONFLICT OF INTEREST

It was proposed and **agreed** to take ABC Nursey off Governor Hub

ACTION: Clerk to remove ABC Nursery off Governor Hub.

4. MINUTES

To confirm the part one minutes of the previous committee meeting held on the 18th October 2019.

The minutes from the 18th October 2018 were **agreed** as a true record of the meeting.

5. MATTERS ARISING & ACTION LOG UPDATE

- 5.1 To discuss matters arising from the part one minutes which will not be covered elsewhere in the meeting.
There were no matters arising.

- 5.2 Action Log update
The Action Log was reviewed and updated.

6. STRATEGIC

Q: As a new governor what are your main priorities that you are working on for 18/19?

A: Vocabulary is a main priority, which ties in with the new Ofsted framework. We are looking at the curriculum, again in line with Ofsted. Commando Joe has been purchased that helps to motivate our children.

Q: Does this have an impact on core curriculum teaching time

A: The programme compliments the core curriculum teaching time and supports lessons. The programme contributes to cultural, physical, spiritual, moral and social well being and play a part in extending each child’s understanding of British values.

Q: What is Commando Joe?

A: It is character learning journey that is personalised to the needs of our children, whatever their background or circumstance - encouraging our children to think critically and develop a mind-set that thrives on looking at themselves and others from different perspectives. In addition we are looking at providing other life skills, such as more cooking sessions, learning about their environment etc. We are also thinking about knitting and sewing!

Q: How long does the program last?

A: It is from early years, through to Year 6 and assists in preparing our children during the important transition phase to secondary school. The resources help create a smooth transition process which is based on children's academic and pastoral needs.

HT comment. Resilience is of paramount importance and is one of our main targets in the summer term which has to meet the requirements of the national curriculum

6.1 Attendance

Q: Have we any data on attendance?

A: Attendance from September 17 to July 18 was 94.56%. Authorised absences was 3.73% and there was 1.71% unauthorised absences.

Q: What is being done with the Persistent Absentees?

A: Three meetings have already been held with the parents and another meeting for 5 families is scheduled for 14.02.19. All absentees are rigorously monitored. For example, in the last academic year there were 26 PA's and this year there are 16. Of which 9 have been on leave of absence for a holiday and 4 appear to be for genuine medical reasons. However, there are currently 76 pupils with 100% attendance!

7. **STAFFING STRUCTURE**

Moved to Part 2

8. **TEACHING & LEARNING**

8.1 Governor visit report 24.01.19 – (Reading)

The visit report had been uploaded onto Governor Hub prior to the meeting.

The Chair informed the governors that the purpose of the meeting was to randomly select 2 children from Years 3 and 5 about talk about their reading habits. 10 questions were asked (taken from The Key).

Q: Is it possible that School Parliament could action a mini survey to find out how many pupils read at home

A: This is an excellent idea and it is something that the School Parliament can undertake.

ACTION: HT to request School Parliament to undertake a mini survey to find out how many pupils read at home.

8.2 Data Summary

The end of year data for Years 1 to 6 was uploaded on G Hub prior to the meeting.

The HT informed the governors' the highlights of each year group.

Year 1 – The children take the PUMA and PIRA reading and maths test in the autumn and spring and NFER in summer.

Q: What are Puma and PIRA tests?

A: Puma is "Progress in Understanding Mathematics Assessment," which is a standardised maths test to enable our teachers to track progress and benchmark against national averages. PIRA is a standardised curriculum linked series of reading tests.

Year 2 children take the NFER reading and maths tests again at the end of the autumn term and then take the SATs papers.

Year 1 - 30 children – 16 boys and 14 girls of which 26 EAL and 2 PP children
Year 2 - 30 children – 15 boys and 15 girls of which 14 EAL and 5 PP children
Year 3 - 30 children – 12 boys and 18 girls of which 18 EAL and 5 PP children
Year 4 - 30 children – 15 boys and 15 girls of which 20 EAL and 4 PP children
Year 5 - 31 children – 13 boys and 18 girls of which 13 EAL and 7 PP children
Year 6 - 28 children – 16 boys and 12 girls of which 14 EAL and 9 PP children

Q: What about writing tests?

A: Writing is teacher assessments

Q: Writing seems to be challenging?

A: We have joined a scheme called APW (Assessing Primary Writing). Every class in KS1 & KS2 do a piece of writing which gets uploaded on the website and teachers over the country assess. This also assists with our own judgement skills.

8.3. To review arrangements for assessment, recording, homework and reporting to parents

We are continuing to have end of year assessments and hold pupil progress meetings. NEFR is used for Years 3, 4 and 5. Year 6's concentrate on past SAT's papers. Homework is half termly - which is a homebased project and brought into the school when completed. Parents evening are scheduled in the autumn and spring terms. In the summer term the school host a "open afternoon".

8.4 Pupil Premium and Sports Funding.

The PP funding received for 2018/19 is £54,090. The money is used to support teaching assistants to carry out catch-up interventions, for behavioural and emotional support for targeted children, to support EAL pupils and to support small group teaching in RWI in KS1 and FS.

The Sports funding breakdown is on the school website.

Q: How many children are registered for PP?

A: 30 pupils are PP and 10 ever 6

8.5 Pupil revision and SATS preparation

Q: Do you still have the breakfast clubs before the SAT's?

A: Yes. It has been running now for 4 years and has a positive impact on the children. We all have breakfast together and it definitely relaxes the children and appears to calm down nerves!

Q: How do you encourage the children to revise?

A: There are booster clubs to help children with revision technique etc.

Governor comment; Having attended these booster groups, it is clear how beneficial these groups are and how responsive the children are.

9. SHAPING GOVERNANCE

The Chair explained to the 2 new governors what "Shaping Governance is" and where the information and updates are situated on Governor Hub.

The HT uploaded "Values, Aims and Outcomes" of Edleston school which is supported by Shaping Governance.

10. DIRECTOR'S REPORT

The Directors' Report and Precis were upload on Governor Hub prior to the meeting.

Q: When does Ofsted's new framework commence

A: It will take effect on 1st September 2019. The 2019 framework will focus on the quality of education offered and the way the curriculum is taught and assessed. The inspection process will not be so

focused on outcomes. Safeguarding will remain a high priority and key to inspection in all remits (EY, schools, independent, FES).

Q: What are the key proposals?

- Each criterion in only one judgement area relating to educational effectiveness;
- Single overall judgement about a provider;
- Common key judgements but flexibility across remits;
- Retention of four-point grading scale;
- Attention to reducing workload both for schools and inspectors.
- There may be the removal of exempt outstanding status.

11. POLICIES

ACTION: HT & LS to review the Critical Incident Policy

12. GOVERNOR TRAINING

To consider training plans for committee members including new governor induction arrangements.

- Learning Walk for the 2 new governors completed
- To confirm the completion of Safeguarding Training by governors.

ACTION: Chair to update register of governors who have completed the safeguarding training.

15. ANY OTHER BUSINESS

15.1 Governor welcome meeting

ACTION: Chair to arrange a governor “welcome meeting”

15.2 Using Governor Hub

The Chair explained Governor Hub to the 2 new governors

15.3 Resignation of Vice Chair.

The Chair advised the board of the resignation of the Vice Chair and asked if any governor would be interested in the vacant position

ACTION: Governors who are interested in the position of Vice Chair to email the Chair to register their interest.

16. IMPACT STATEMENT

How has the Board of Governors helped move the school forward in this meeting in terms of the core strategic functions defined by the DfE and in terms of the school's vision statement.

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
- Overseeing the financial performance of the school and making sure its money is well spent.
- School Vision

Reassuring to observe the NQT's confidence and elocution in the Book Scrutiny presentation
 The books presented for inspection gave the governors an in depth insight for the works undertaken in Yr4 & Yr6
 Confidence in the data presented
 Governor Hub is proving a resourceful vehicle for storing and accessing data

17. NEXT MEETINGS

EDLESTON: COMMITTEES / FGB MEETINGS 2019		
SPRING TERM 2019	DATE	TIME
Edleston - Agenda Planning for Spring Term 2018	12-Jan-19	09:30
Edleston - ABC (rent review) - informal	25-Jan-19	09:00
SFVS Review	25-Jan-19	10:00
Edleston - Teaching & Learning	31-Jan-19	16:00
Edleston - Leadership & Management	01-Mar-19	09:30
LA Financial Audit	05-Mar -19	All day
Edleston FGB	21-Mar-19	17:00
SUMMER TERM 2019		
Edleston - Agenda Planning for Summer Term TBC	26-Apr-19	09:30
Shaping Governance	09-May-19	16:00
Edleston - Teaching & Learning TO CHANGE	23-May-19	16:00
Edleston - Leadership & Management TBC	07-Jun-19	09:30
Edleston - ABC (Numbers)	20-Jun-19	15:30
Edleston - Salary & Recruitment	28-Jun-19	10:00
Edleston FGB	09-Jul-19	17:00

The meeting moved to Part 2

Signed.....

Chair.....