

## **Minutes of the St Matthew's Primary School Governing Body Teaching, Learning and Outcomes Committee Meeting, Thursday 29<sup>th</sup> November 2017 at 5.00pm at School**

**Present:** Carole Mills, Mark Tinkler, Angel Gurria, Tricia Lloyd, Christina Bates, Tony Davies, Debora Lucarelli

### **1) Apologies for absence**

Apologies: No apologies were received from members of the TLOC Committee. Rosa Mottershead sent her apologies for not being able to attend.

### **2) Declaration of direct or indirect pecuniary interests relevant to any of the Agenda items**

No declaration of interests

### **3) Election of Chair and Vice-chair:**

Carole said she was happy to continue if that was what the committee wished but also was happy to let someone else take on the role if they wished. No other governor said that they would like to be nominated and so Tony nominated Carole as chair; everyone approved. Carole nominated Angel as vice-chair; everyone approved

4) Terms of Reference for the Teaching, Learning and Outcomes Committee  
Term of Reference were reviewed and approved

5) Minutes of the Curriculum meeting held on 22<sup>nd</sup> June 2017

6) Matters arising and agreed actions update  
Last meeting minutes were reviewed. Math's link governor report was received and reviewed. The Literacy report remains outstanding. Rosa has contacted Gavin and is arranging a visit with Liz Steel. Minutes are approved.

7) Review of Outcomes in Statutory Assessments 2017  
Governors discussed the Report on Outcomes of Statutory Assessment Tests presented by the Head Teacher. Broad Headlines from the report were:

- Overall, we have performed at or above national averages for most measures.
- Reading remains extremely strong, in the top 10% of schools in the country at Key Stage Two and well above national averages at Key Stage One.
- Results in the Foundation Stage and Key Stage One are strong
- Key aspects to look to improve are progress in writing and mathematics in Key Stage Two. We are well above the national "floor standards" (where schools would be deemed needing intervention and would receive a warning letter from either or both of the Regional School Commissioner and the Local

Authority) for all measures. To be above the floor, a school needs to meet **either** the attainment standard **or** the progress standard. For the progress standard, schools must achieve the sufficient scores in **all 3** subjects. Sufficient scores are:

- Attainment Standard: At least 65% of pupils meet the expected standard in reading, writing and maths, **or**
- Progress Standard: The school achieves progress scores of at least -5 in reading, -7 in writing and -5 in maths

The Head Teacher also shared the data reports from Analyse School Performance, the data set that has replaced RAISE Online, with Governors. This is the data set that, alongside the school's own data analysis, is used to assess outcomes in the statutory assessments. The Head Teacher explained how the data set works to governors. He also explained that for most of the data there is no longer a measure of statistical significance. The exception to this is the data within the report on Disadvantaged Children (Pupil Premium).

The data has come through gradually, so much has been discussed in previous meetings. This means there are no big surprises amongst the data.

Key targets for improvement are progress in mathematics and writing at Key Stage Two. The data shows that in mathematics it is the lower end of the middle attaining children whose improved progress would make the biggest difference. The SDP work on Maths Mastery Pedagogy is targeting this area. In writing, it is progressing more children to writing at greater depth that will make the greatest difference. This also is a focus for the SDP, with Year Six teachers about to attend a "Writing at Greater Depth" course and the ongoing work looking at assessment of writing across the school.

Governors asked about the performance of SEND children specifically. It was noted that generally small numbers of children means that one needs to be careful about the statistical significance of the data. At KS2, reading progress was very high. In writing progress was above national average and In mathematics it was below. National comparators for the attainment of children with SEND is the national average for all children, so it is not possible to compare the performance of our SEND children with the national average for SEND children, only for progress. At KS1, 40% of SEN Support children achieved age-related expectations.

Governors asked about the performance of Pupil Premium children. It was noted that attainment had improved for pupil premium children in the Foundation Stage Results and at KS2 (above national average for Pupil Premium children at KS2 for children achieving age-related expectations in Reading AND Writing AND Maths. We only have the national average figure for pupil premium children on this measure). This is in part due to the increased focus on pupil premium progress in class and also due to cohort fluctuations. In KS1 attainment is lower than the last year but, with only three pupil premium children in Year 2 last year, year on year comparisons are not meaningful.

Governors noted that some key foci for improvement – raising percentage of children working at greater depth in mathematics at KS1, improving % of pupil premium children achieving age-related expectations, had improved.

Tony is coordinating a survey with all primary schools in Cambridgeshire and reported that the survey showed that writing at greater depth and mastery maths are foci for development for many schools.

Christina reported her own experience with year 4. She said that it was important to carefully judge when children should be taken out for intervention and therefore miss what was happening in class. Alongside this teachers need to be creative about activities and challenges to keep maths interesting for more able children when they are doing the same topic for a much longer period than with the previous curriculum. Christina said that she thought teachers were generally enjoying teaching using the mastery maths system.

A governor asked Tony about the visit of an improvement advisor to review the data. Tony confirmed that the data had been reviewed with an improvement adviser alongside the Assistant Head Teachers. The adviser had agreed with the overall analysis that the data suggests that the school is at least good.

#### 8) Public Sector Equality Duty Targets

Under the Public Sector Equality Duty, every school has to publish equality objectives. As part of the wider duties, in the Full Governing Body Meeting on 13<sup>th</sup> December a revised Single Equality Policy will be presented as part of this work. The selected objectives reflect the school development plan: diversity, character theme and EAL. The number of claims/complaints vary significantly across the years. Last year 7 reports were filed (3 racist, 3 homophobic and 1 Islam-related). One governor asked about repercussions. Tony explained that the response will vary depending upon the nature of what has happened but in all cases the parents of all children involved in any incident will always be informed. Sometimes talking and explaining is needed to educate children (and on occasion families) involved, other times it may be more a matter of behaviour management and in other cases monitoring and talking to the family is required. The school may have access to translators in case parents struggle to come in because of communication barriers. The objectives need to go on the school website and all governors approve it. Governors approved the equality objectives.

#### 9) Planning Link Governor Visits

- a) Zoe to send in the science report
- b) Neil to do a visit and review the character education
- c) Angel to do a SEN visit in early January
- d) A pupil premium governor needs to be appointed
- e) Rosa/Gavin to carry out literacy link visit

10) Any Other Business

- A governor presented some local history material in relation to the MUD project.

11) Date for Next Meeting

It was agreed to set the date for the next TLOC meeting at the next Full Governing Body Meeting.