

Draft Minutes of the Teaching, Learning and Outcomes Committee, Thursday 22nd November 2018

Present: Carole Mills, Ricardo Herbane, Christina Bates, Angel Gurria, Debora Lucarelli, Rosa Mottershead, John Parkin, Tony Davies.

In attendance: Lowri Chatfield for items 1-5

Clerk: Lis Silver

1. Apologies for absence

Apologies for absence were received from Neil Perry and Mark Tinkler. Tony advised the meeting that the current Clerk Brian Jones was not responding to emails or phone calls so in the interim the previous Clerk had been invited to minute the meeting. It was noted that this is an open meeting that all governors are invited to attend and that Ricardo Herbane had joined the meeting. John Parkin was also welcomed to the meeting as a new governor.

2. Declaration of direct or indirect pecuniary interests relevant to agenda items

There were no additional direct or indirect pecuniary interests declared.

3. Election of Chair and Vice Chair

The previous Chair, Carole Mills, confirmed that whilst she was not wishing to remain in post long term she was willing to stand and act as Chair for a couple of meetings whilst another governor was in training to take over the role. One governor, Angel Gurria, confirmed that he would be willing to act as Vice Chair on this basis. No other member of the Committee expressed an interest in the roles. It was noted by the meeting that there is currently a vacancy for a parent governor (and 2 staff governors but they would not be eligible for the posts). It was also agreed that Debra and Rosa should not be considered since they are willing to take on jointly chairing the FGB in the near future. The duties of the role were discussed including the fact that historically the Chair has been involved with the Head teacher appraisal.

Carole Mills proposed as Chair by Deb0ra Lucarelli, seconded by Rosa Mottershead and unanimously approved by the Committee

Angel Gurria proposed as Vice Chair by Carole Mills, seconded by Rosa Mottershead and unanimously approved by the Committee

4. Terms of Reference (ToR) for the Teaching, Learning and Outcomes Committee (TLOC)

The Committee reviewed the current ToR for the Committee. Overall they agreed that the document was correct with the following minor changes:

- Document should include following statement about frequency of meetings:
“The TLOC Committee will meet at least once a term with additional meetings as required.”
- 10th bullet point on review of appropriate policies is a repeat of the information in point 3 and should be removed
- 3rd bullet point needs to reference that TLOC has authority to adopt some Policies and should be amended to read:
“To review and as appropriate adopt or make recommendations to the FGB.....”
- The document needs to include a reference to maintaining a broad and balanced curriculum and this wording should be added to the 4th bullet point so that it reads

“To monitor the management and organisation of the curriculum to ensure it is broad and balanced and to make recommendations.....”

- Correction of typo to remove double bullet point from final bullet point

5. Presentation of Maths Action Plan

Lowri Chatfield, the teacher with responsibility for Maths in the school presented the Maths Action Plan to the Committee and explained the purpose and delivery mechanism for each of the 6 actions.

Target 1 is related to slight dip in attainment in maths in 2018 SATs and is aimed at increasing percentage of children in Year 6 achieving Age related expectations (ARE) to above national average. The initial work for the target was to identify specific areas of underachievement. This has been completed and work on fractions, decimals and percentages is targeted in Action 6. In addition there is work related to embedding Maths Mastery and Power Maths across the school so that more complex work can be tackled in Year 6. Power Maths is the new online planning scheme that will replace Abacus Maths. It is more in line with the maths mastery approach that is being used to practice and apply skills that have already been learned and is aimed to ensure that previous topics are fully mastered and the skills are maintained alongside new skills – particularly important for less able children who need additional support.

Target 2 is about developing Maths Mastery approach - in the past using Abacus there has been a cyclical teaching of topics but because of the need to move on quickly less able students may not have fully mastered a topic before they move on and the skill is lost. Maths Mastery gives a longer protected period of time for a topic but then the topic is not seen for extended periods. Power Maths includes brief activities in its lesson plans that give ongoing opportunities to review previous topics and provide the best of both worlds. The impact of using Maths Mastery last year in Year 1 is already being seen in Year 2 children who appear to be more secure in previously learned skills. The school had been using the White Rose scheme but after review in July a change was made to Power Maths, which uses lots of visual images to help apply Maths in different situations.

One of the Governors asked if there was an element that can be accessed at home as had been done with previous schemes but this is not yet available. The homework each child is set will be linked to the work done during the week.

Target 3 – Marking Policy – ensuring that marking indicates whether a topic has been successfully mastered or more support is needed – this is still under discussion for future agreement. Physically writing comments on every book is very time consuming for teachers and feedback may be better delivered verbally to individuals or small groups since there are usually common errors in a class. TD noted that he had just attended a Head teacher forum where there had been presentations by school that have moved to a “No marking “ policy because they have identified that the time taken is disproportionate to the impact and could be better spent. The issue of providing evidence for Ofsted was discussed by the meeting and the need for any such changes to be linked to a PR exercise for parents so they understand the alternative ways of providing feedback. It was noted that in Maths children are often empowered through marking their own work. It was noted that even without marking children’s progress would still be evidenced through Target Tracker records held centrally. Some purposes of marking identified were:

- to inform planning- continue to review every book but not necessary to write in every book
- to inform feedback to the child – often better done verbally direct to the child
- evidence that teachers are reviewing the work – not time effective
- show parents – need to build trust
- evidence for inspection – although Ofsted will review what the school policy requires and whether there is evidence of good outcomes and good progress for children

This is a discussion the staff team need to have. It was emphasised that this is not about not reviewing children’s work but about not writing in every book for every piece of work.

Action 4 – Development of reasoning skills – at KS1 and 2 there are reasoning papers where children need to apply the skills to a problem. For some children in year 6, they know the mathematics needed to tackle a problem but are not aware which areas of mathematics they should be applying. It is hoped that the use of the Maths Mastery programme will develop this skill. It was noted that children working at greater depth are enjoying this aspect of Power Maths, which includes visuals and characters.

Action 5 – ensuring children are ready for the proposed introduction of multiplication tables checks in Year 4 in June 2020 – still to be approved by Parliament. The meeting were advised that there are voluntary pilots for the tests in June 2019, which the school can decide to opt in to (25 questions and 6 seconds per answer). Taking part would help the school to benchmark and iron out any identified problems.

Action 6 – work on fractions, decimals and percentages – focus areas identified in action 1. Maths Lead Lowri planning to go on training with Kite Trust next week to help with this work.

The new Link Governor for Maths (RM) asked about the best way for governors to review this area and it was agreed that she should visit to meet with Lowri in January.

Action: Rosa Mottershead to arrange link visit in January to review Maths including progress on Action plan

6. Minutes of meeting held 17th May 2018.

Governors reviewed the minutes from last meeting and agreed that they were accurate.

7. Matters Arising/10. Planning Link Governor Visits

This item was taken out of order within the review of actions in the minutes to check whether the scheduled Link Governor visits had taken place:

- Neil has met Sarah B about Pupil Premium children
- Maths meeting did not take place in July – now actioned for January
- Early Years Link Governor visit – meeting to be arranged
- Equality and Diversity – FGB agreed that this should be looked at within Character Education and other visits since this topic cuts across all curriculum areas

It was noted that the minutes of the July FGB meeting contained a full list of Link Governors and it was agreed that this should be made into a separate list that can be referenced regularly and put on website. The document should include information regarding which Committee reviews the visits. It was noted that in key areas visits might need to be more frequent than annually and that visits

should be targeted at areas where there is an identified requirement. Information on Link Governor visits is also located on the back of the School Development plan (SDP).

Action: List of Link Governors to be reviewed and updated at next FGB and attached to minutes as separate document for easy reference. Also review in groups at what the expectations are for Link governor visits to give clarity and guidance as to expectations of Link Governors

Action: Link Governor pro-formas to be circulated to all governors, which include information to help focus, the meeting

Action: Carole Mills to provide new Link governor with last Maths report for information

8. Review of Outcomes in Statutory Assessments 2018

It was noted that the FGB had discussed outcomes in July since the school is getting data earlier and the timing of this item was originally scheduled to coincide with RAISE online data release (replaced by Analyse School Performance). The data presented is an excerpt is from the redesigned Self Evaluation Form (SEF). The full SEF will come to the December FGB. The data presented is a summary of key points about key progress measures in 2018 plus information on longer term trends and attainment levels that need to be considered for school development planning.

TD took the meeting through the paper and made the following points:

Early Years/Foundation – results slightly above National Average (NA) – previous years higher but high turnover in this cohort (15/90) and new arrivals bring the scores down. Prediction for current year is that results will rise. Improved results for PP children – although note that this is always variable because of the small cohort numbers. Significant increase in percentage of EAL children (10% increase) – mostly but not exclusively from European countries. In answer to questions the following information was supplied

- Extra funding accessed for students with no prior English and that St Matthews get a significant contribution because of EAL distribution.
- Turnover due to children moving out of area

Year 1 Phonics – up on 2017 level and above NA

e/o KS1 – strong across all subjects and above NA resulting from good well targeted catch up work

e/o KS2 – Maths results lower as discussed in Agenda item 5. – action plan in place. Girls did less well – many on cusp of attainment but did not achieve higher assessment. Have worked previously with girls from Parkside to encourage but not possible recently.

- Reading – attainment slightly down but above NA. Will keep a review on this and also performance of genders in different subjects.
- Writing – improvement in attainment and above NA. Concern has been raised however that chasing perfect scores may take away from creative writing because requirements are so prescriptive so keen to keep balance.
- Progress Measures: in line with national averages for reading and writing. Usually significantly above for reading; writing being in line is a significant improvement and looking to build on this in the future; maths was below national averages as had been expected when discussing results previously
- Subjects combined – governors asked if this was still considered a key measure and therefore, as this score had been affected by the lower attainment in maths, might it trigger

an OFSTED inspection. Tony said that Val Palmer has suggested that our data would not bring us to the attention of Ofsted although an inspection is possible because of length of time since last one. OFSTED would inevitably ask about the mathematics results should they visit.

Overall message is that school is above NA in most areas and where this is not the case there is a robust plan in place for improvement.

9. Current Targets for Outcomes in Statutory Assessments

Paper presented showing current targets for children across the school. Work is on-going to look at how accurately Target Tracker assessments can be converted to statutory assessment outcomes. In addition looking at what percentage of children scoring 6s (secure) or 6w (working on) convert to ARE at statutory assessments to help with future forecasting. Results predict a significant improvement next year and Year 6 teachers think that whilst this will require lots of work it is attainable with this year's cohort.

Governors asked about the level of challenge of the targets, noting that it represented a very big increase in attainment in mathematics in particular. TD said targets were very challenging but aspirations needed to be high for each child. Targets had been compared with Fischer Family Trust predictions and represented better than national average expected progress for all areas. Angel had joined the data review meeting with the Head, Assistant Heads and Val Palmer and reported that Val too had said that the targets were robust. The school is reviewing one target in the light of that meeting, that of the number of pupil premium children expected to be at greater depth in mathematics in Year Six. The original target had stated that one pupil premium child would achieve this, FFT suggested two.

11. Future Meetings – dates and agreed agenda items

FGB - 12th December – time to be finalised. It was noted that the staff meeting to discuss Behaviour policy is on the previous day so the policy sent out with the papers will be a draft under review.

TLOC – Thursday 7 March at 17.30pm. Agenda items from SDP to include Overview of new Curriculum and Leadership process. Also Link Governor reports on Maths, English, Pupil Premium, SEND and Science (as available)

12. A.O.B

No other business was raised