

TEACHING AND LEARNING COMMITTEE MEETING

Friday 7 th July 2017		13.30	Dartington C E Primary School		DRAFT MINUTES			
<i>Attendees</i>	<i>Initials</i>	<i>Category of governor Any office held</i>	<i>Time they joined/left if not present for full meeting</i>	<i>Attendees</i>	<i>Initials</i>	<i>Category of governor Any office held</i>	<i>Time they joined/left if not present for full meeting</i>	
Tony Gregg	TG	Foundation (Chair)		Jill Mahon	JM	Headteacher		
Lucy Woollett	LW	Parent		Abigail Read	AR	Parent		
Martyn Johnson	MJ	Foundation		Amelia Poore	AP	Staff (Vice Chair)	Arrived 2.30pm	
Joanne Tisdall	JT	Co-opted						

Apologies	Initials	Reason (Category of Governor)
Michael Potter	MP	Co-opted
Anne Lambie	AL	Co-opted
Sue Veale	SV	Co-opted

Absent without Apology	Initials

In Attendance	Initials	(anyone who is not a governor/associate)
Yvette Elliott	YE	Clerk
Jane Bird	JB	KS2 Leader

Minutes to
All Governors
School Web Site

Documents shared or referred to:

- School Technical Security Policy
- Preventing Radicalisation Policy
- Excellence for All

Agenda Number	Details of discussion	Decision or action
1 & 2.	Apologies.	Accepted
3.	Declaration of Pecuniary or Business Interests.	No new interests declared.
4.	Minutes of the last meeting, held on 20th June 2017. AR reported that following the KS1 report at this meeting she was able to visit KS1 classrooms and this was beneficial in demonstrating this work in practice.	Approved and signed by the Chair.
5.	<p>Key Stage 2</p> <p>Jane Bird met the committee to discuss KS2. The data is still very fresh and for SATs and this was an unusual year for Year 6 pupils, many children being granted special circumstances and in addition to this, the entire cohort was granted special consideration. The exceptional resilience of these children was praised.</p> <p>Results were better this year than last year, but there is still room for improvement. Work was moderated by DCC Advisors for sequences in writing, so this has been very accurate.</p> <p>74% Reading, 53% Writing, 53% Maths, 60% SPAG. These results were more in-line with each other than ever before now that we have such rigorous procedures.</p> <p>Year 6 maths SATs relies on previous years of education too, so this is particularly problematic if children were not with us previously. The current Year 5s may be better placed where they are already showing maths mastery and they are given SATs papers to better evaluate who is on-track. We have created very confident Year 6 mathematicians but they are still not always good in test conditions. <i>We don't teach to test, but do try to ensure security and understanding in test situations.</i></p> <p>Support is tailored to each individual child and specifically where they are on the cusp of moving from 'working towards' to being 'on-track' although it can be easier for on-track learners to accelerate to 'greater depth.' <i>TG asked what the current Year 5 cohort looks like?</i> JB confirmed that from mock SATs and moderation they have been assessed at 78% Reading, 66% Writing and 64% Maths.</p> <p>In English, there is a 2 year rolling programme to achieve. Maths only have 12 months in which to achieve mastery. <i>AR asked if the focus is on children who are struggling at the expense of others?</i> JB explained that staff really focus on which children will move up with intervention and push on secure children to greater depth. Looking back over time, these children were marked using the Levels system in KS1 so this</p>	

	<p>makes it very hard to compare with current data.</p> <p><i>TG noted that not all children were test savvy last year and this was a focus area.</i> JB confirmed that they are all used to tests now but it is more about knowing that rapid pace across the curriculum must be maintained even if previous areas have not yet been seen to be secure in order to ensure the entire curriculum has been covered in time for testing. JM stated that when we moved to the new assessment period only 4% of children were shown to be on-track at the end of Year 5. The shift to 54% is the result of everybody's efforts. Governors were reminded that you can look at schools with good achievement to see where Dartington is different - some focus on test work rather than the more rounded learning experience we provide. The school bought into a test package so that each half-term children could undertake standardised tests.</p> <p>JB confirmed that Reading is strong now but was weak at the beginning of the year. <i>MJ met with JM and Maz Foucher to discuss maths SATs results recently and asked if we teach to pass the test or whether we need to start doing this more?</i> AR confirmed that former Dartington pupils now at KEVICCs are often the top achievers in maths because they really understand it - it is a balancing act! TG reminded governors that not all children will be able to reach age-related levels and the work expected of children today is far more advanced than it used to be. JM stated that we are here to teach all children and JB confirmed that the Dartington Disadvantage demonstrates that 35% of our Year 6 children were not at the school in KS1 with a further 12% not having formal KS1 education. Every school transition is expected to impact on learning and there are very able learners who have / will not achieve the results they deserve because absences have resulted in a lack of evidence in school to demonstrate ability.</p> <p><i>AR questioned the special consideration that was granted?</i> JB explained the process for notifying the examination body of any children with specific needs or circumstances and these are allocated points for special consideration. The entire cohort also received this special consideration for an additional impact (external to school) on all pupils.</p> <p><i>AR asked how our results compare nationally?</i></p> <p>National: 71% Reading, 75% Writing, 77% Maths, 76% SPAG.</p> <p>Subject knowledge and quality of maths teaching has been a school focus, but methods now appear to be more impactful on SATs results. <i>JT asked if pupils had enough time to 'output' rather than just being taught?</i> JB confirmed this and that their books demonstrate their opportunity to do this.</p> <p>2016 data was shared which shows progress. <i>TG questioned the</i></p>	
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	<p><i>impact of mixed year group classes from September 2017?</i> JB stated that this does not matter because the curriculum is completely tailored to the individual children in the class. Staff has started considering the order in which they teach during the year, to ensure that work covered in the Autumn and Spring terms before SATs works to maximum advantage. The new KS2 team is well crafted and there is confidence that standards will be raised across all subject areas, but this will be hard work. JM confirmed that timetables will be shifted slightly and finances are being directed into whole school resources rather than on external support. MJ asked if the school is also trying to engage parents more in understanding the impact of supporting children with their homework? JB confirmed that consistent approaches have the biggest impact in achieving mastery so parents can play their part in this. JT asked if maths sessions for parents have been offered and if so, how this went? JB confirmed that this has happened, but it tends not to draw the parents that it may benefit most. LW confirmed that professional conversations across the school corroborate our approach and work. JM reminded Governors that despite all of the hard work, this has not yet been translated into improved data. JB shared workbooks from children in a mixed Year 5 and 6 class, which show the levels of writing across the curriculum. MJ asked if it would be obvious which children are on track or working towards? JB felt this would not be possible because of the subtleties in marking. LW questioned the defer/delay to school entry policy and its impact on pupil learning? JM confirmed that parents know their rights but we can improve our expectations on part-time learning to ensure morning sessions aren't missed, for example. Helen Eversett is coming in this week to help benchmark Year 3,4 and 5 children. JT asked if a rich home life improve writing ability? JB did not feel this would be the case because of the necessity to use key words and specific skills in their writing. She praised to ability to work without 'putting a ceiling' on children's learning, but was mindful that this needs to be helpful for all children. JM confirmed that PPA and planning time will be done together between staff next year.</p> <p>TG thanked JB for her report and her work at the school over the years and wished her good luck in her new role from September.</p>	
6.	<p>Christian Distinctiveness</p> <p>TG and LW attended the collective worship with the Archdeacon where the school was presented with its Outstanding SIAMS certificate, which was described as a wonderful event. TG now regularly attends the Dartington PCC</p>	

	<p>to improve links and report on the work of the school.</p> <p>JB commented on the incredible values that are so embedded in the children across the school. She reported that the Year 6 children were exceptional during the Dream a Difference event, in dealing with loss and bereavement but also in understanding that children in other countries are dealing with far worse circumstances. The sense of community and Christian distinctiveness amongst the children was commended. <i>AR asked what plans are I place for RE from September when JB is no longer at the school?</i> JM confirmed that all staff will take collective responsibility for ensuring RE provision continues as it does currently drawing on the new resource 'Understanding Christianity' that JM has introduced to the school.</p>	
7.	<p>Safeguarding & Attendance</p> <p>1 There are 4 children who continue to be in child protection. The termly safeguarding audit will be brought to FGB. Governor safeguarding training took place with Sandra Maggs recently and was well attended. Mobile phones are no longer removed at Reception from visitors, but signs are displayed about use. Children must still hand in their phones for collection at the end of the day, although very few children bring phones.</p> <p>2 An attendance strengths and weaknesses sheet is used to breakdown data. This doesn't currently show the improvement we wanted in relation to the work being put in. A renewed focus is on unauthorised absences and holiday absences (due to lack of Government guidance and few prosecutions). The school continues to reflect on its good work and work with Peter Walker is ongoing. AP has plans for improvements for the data workbook from September.</p>	
8.	<p>Excellence for All</p> <p>TG is confident that T&L is still 'good' but due to staffing changes in September and very new SATs data it is not yet clear if we can be considered 'outstanding.' We can see that the school is asking questions and pursuing areas for improvement, with open and honest relationships.</p>	
9.	<p>Matters Arising</p> <p>1. <u>Summer fair, Ethos Committee</u> - TG is unable to attend the event but AR asked if a short leaflet could be prepared for handing out to parents. TG to create and share.</p> <p>2. <u>Update and file ratified policies</u> - Done by YE.</p> <p>3. <u>Computer policies</u> - YE brought the policies presented by Jamie Wright, which were signed by AR and JM for filing.</p> <p>4. <u>Next new family meeting date</u> - AP invited Governors to introduce themselves on 14th July from 2.15pm when 8 new families will be attending.</p>	<p>TG to create a leaflet on Ethos Ctte for Summer Fair</p> <p>Gov's to meet new families on 14th July</p>

DARTINGTON C E PRIMARY SCHOOL AND NURSERY

10.	The meeting closed at 3.10pm and the next meeting will be held in October 2017 - Date to be agreed at FGB. Meetings likely to be held on alternating Monday and Friday afternoons between 1.30-3pm to try and ensure all committee members can attend regularly.	
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