



- Speed Sound booklets being produced
- An update of the 'blending words' cards
- Termly parents' evenings with reports presented providing information
- Spellings sent home
- The consistency of delivering Read Write Inc is a school priority
- Phonics is now taught from the start of the year
- Baseline testing has led to the identification of groups of pupils who receive 1:1 interventions as early as possible
- Teachers are teaching the lower ability pupils instead of teaching assistants
- Where necessary Pre-School has been used to teach those pupils who need support
- 1:1 PP booster sessions have been provided
- Pupil voice has been sought from the boys to increase their engagement.

What progress has been made to date?

- GLD has increased from 63% (last year) to 77% (this year)
- 80% of pupils have achieved at least Expected in Writing. This was acknowledged to be a significant improvement
- The gender gap has narrowed significantly
- SS-B is awaiting the PP data
- In Writing the Early Learning Goal (ELG) has increased from 63% to 80%
- In Reading the ELG has increased from 67% to 83%
- The GLD for boys has increased from 53% to 73%
- The GLD for girls has increased from 73% to 86%
- The data for the PP pupils is pending
- The improvements in data are very positive.

What needs to happen to sustain the progress?

- Regular assessment and monitoring of pupil work
- Early identification of need
- Parental engagement
- Early Years members of staff to facilitate Writing
- Further use of the Pre-School to develop skills

Questions were invited:

**Challenge: Last year handwriting and letter formation were an issue, what has happened with these skills?**

Response: Pupils who encounter problems with handwriting and letter formation receive specific weekly interventions in the afternoon.

**Challenge: Is the data a result of formative or summative assessment?**

Response: The Read Write Inc assessments are used and a best fit selected.

	<p><b>Challenge: How can progress be sustained through KS1 and KS2?</b> Response: There need to be discussions between members of the teaching staff and extra interventions early in Y1 are essential.</p> <p><b>Challenge: How sustainable is the improvement in data?</b> Response: Some children in Reception are already blending words and reading well. Stretch and challenge will be required in a stage, rather than age, approach.</p> <p>SS-B was <b>thanked</b> for her work on the project and the informative presentation.</p>	
	<p><b>Presentation: Creating a Whole School Approach to Spelling: NPQH project by Emma Fearn</b></p> <p>EF explained the rationale behind the project:</p> <p>Following the low KS2 SATs results in 2018 the need to develop spelling was agreed between the Head Teacher and the Chair of Governors with EF.</p> <p>The approach was explained:</p> <ul style="list-style-type: none"> <li>• EF looked at how spelling was taught throughout the school</li> <li>• This led to identification of common issues</li> <li>• Various spelling programmes were researched. Read Write Inc was chosen because it delivers a necessary consistency and maintains a programme which the pupils are already familiar with</li> </ul> <p>What has been achieved to date?</p> <ul style="list-style-type: none"> <li>• The project began in September 2018 with two INSET sessions with members of staff to establish spelling rules</li> <li>• Read Write Inc prepares spellings for the spelling, punctuation and grammar requirements; it turns pupils in to proficient and confident spellers; it is underpinned by the phonics programme. The programme extends from Y2 to Y6. It provides a handbook for teachers. It uses age appropriate resources. The practice books are effective and provide good value for money but the log books have not been purchased</li> <li>• Pupils are tested half termly</li> <li>• 5 sessions are delivered to embed patterns of spelling but there is the possibility of adding three booster sessions to secure this</li> <li>• EF advised the meeting that it is too early to gauge the impact of the programme</li> <li>• Feedback is positive – pupils like the videos and the use of aliens to help with the spelling patterns</li> <li>• Pupils all do spelling work at 10.45am daily</li> <li>• In May 2019 a spelling workshop was held to identify the advantages and disadvantages of the programme to date. Materials will be amended to suit the pupils at Havannah</li> </ul>	

	<ul style="list-style-type: none"> <li>• Using the programme has eased staff workload</li> <li>• The programme is straightforward to use</li> </ul> <p>How can the project move forward?</p> <ul style="list-style-type: none"> <li>• Not all spelling patterns transfer to pupils' writing. This needs to be developed from the Autumn term 2019.</li> <li>• Spelling targets for all pupils including the common exceptions will be in the pupils home-school planners</li> <li>• A parental workshop will be held in September 2019.</li> </ul> <p>Questions were invited:</p> <p><b>Challenge: How will the impact of the programme be measured?</b>  Response: A baseline assessment is completed at the start of the programme and again at its end. The two sets of data will then be compared.  A set of spelling non-negotiables will be available. Any non-negotiables used incorrectly will be highlighted in green and pupils will be encouraged to edit and practise them.  Ultimately the impact will be measured through the pupils' written work.</p> <p><b>Challenge: Spelling is an Ofsted focus, how can it be applied across the curriculum?</b>  Response: There will be a staff meeting where the expectation of age appropriate spellings will be explored and will be embedded in writing across all areas of the curriculum.</p> <p><b>Challenge: Will the impact also be measurable within assessments?</b>  Response: It will be.</p> <p><b>Challenge: How can parental involvement be developed?</b>  Response: A letter will be sent to parents explaining the teaching approach and inviting parents to the workshop. Spellings will be sent home in the pupils' planner.</p> <p>EF was <b>thanked</b> for her hard work on the project and for her presentation.</p>	
	<p><b>Presentation: Humanities Update: Sue Sutton</b></p> <p>SS advised the meeting that there was some overlap between this item and Item 8: SMSC and British Values for which a handout was circulated regarding the embedding of global education and British value showing actions, review and next steps.</p> <p>SS informed the meeting that a Humanities scrutiny had been completed in January 2019 to determine current provision. Topics books were collected and a workshop was held where members of staff worked in pairs to determine common statements and rules for presentation of work.</p> <p>SS added that a review of practice was currently due to monitor changes and improvements.</p>	

	<p>It was noted that there was no reference to Modern Foreign Languages (MFL).</p> <p><b>Challenge: Is the school aiming to produce foundation subject books whose work parallels that evident in the Maths and Literacy books?</b>  Response: Following discussion with the School Improvement Partner, Lise Houldsworth, the aim is to show intent, implementation and impact across the curriculum. This is the new phraseology used by Ofsted. Lise Houldsworth's school has just completed a trial Ofsted using the new framework.</p> <p><b>Challenge: How can the school show depth of knowledge and skill progression in the foundation subject work?</b>  This caused a lengthy discussion including the following ideas:</p> <ul style="list-style-type: none"> <li>• Replacing the topic books in certain subjects with exercise books which the pupils carry through the years (one for KS1 and one for KS2)</li> <li>• Using group books according to ability</li> <li>• Continuing with the big books in certain areas.</li> </ul> <p>It was <b>agreed</b> that Havannah would need to find the way which was most appropriate for its pupils.</p> <p>The non-core assessment grids were reviewed in a positive light.</p> <p>It was noted that work would still be completed using the topic approach but the intent and implementation of what was taught would need to be changed.</p> <p>Havannah is working with Egerton Primary School to review its global issues work: unpicking the topics to emphasise the global nature of the work completed.</p> <p>The curriculum needs further staff consultation before SW can amend the curriculum statement on the school's website.</p>	
1	<p><b>APOLOGIES FOR ABSENCE</b></p> <p>Apologies were received and <b>accepted</b> from Kath Bennett.</p>	
2	<p><b>CONFLICT OF INTEREST</b></p> <p>The following pecuniary interests were declared:</p> <p>George Hayes: Cheshire East Council  Director: The Skills and Growth Company  Cheshire Fire Authority  Director: East Cheshire Chamber of Commerce  Congleton Town Council  Chair of governors: Buglawton Primary School Congleton</p>	

	<p>Governor: Hurdsfield IEB  Governor: Crewe Engineering and Design UTC  Stef Williams: Director of the CECP  Kate Jones: SENDCo and Safeguard Lead at Broken Cross Primary School (Fallibroome Trust)  Parent of a child at Havannah Primary School</p> <p>There was no conflict of interest declared for the business of the meeting.</p>	
<b>3</b>	<p><b>TO CONFIRM THE MINUTES OF THE PREVIOUS MEETING OF THE 14<sup>TH</sup> MARCH 2019</b></p> <p>The minutes from the Spring Term Teaching and Learning meeting held on the 14<sup>th</sup> March 2019 had been circulated to Governors in advance of the meeting.</p> <p>The Part One minutes were <b>accepted</b> as a correct record of the discussion.</p> <p><b>Action: To print a hard copy of the minutes to be signed by the Chair at the FGB on 9<sup>th</sup> July 2019</b></p>	<b>Clerk</b>
<b>4</b>	<p><b>TO DISCUSS MATTERS ARISING FROM THE SPRING TERM MEETING MINUTES AND TO REVIEW THE ACTION LOG</b></p> <p>There was only one matter arising from the minutes:</p> <ul style="list-style-type: none"> <li>SS advised the meeting that the KS1 results have to be submitted to the Local Authority (LA) by Friday 29<sup>th</sup> June 2019. The pre-analysis will be completed by the end of term in July 2019. It is anticipated that a similar pre-analysis exercise will be completed for the KS2 results also. SS advised the meeting that this will be done by th Fischer Family Trust free of charge this year. For 2019/2020 it will be purchased as part of the ChESS package.</li> </ul> <p>The Action Log from the 14<sup>th</sup> March 2019 meeting had been circulated to Governors in advance of the meeting:</p> <p>The following actions were carried forward:</p> <ul style="list-style-type: none"> <li><b>To forward the Assertive Mentoring information to SW</b></li> <li><b>To add a column to the QLA summary: strengths, areas for development AND actions to be completed to enable development</b></li> </ul>	<b>KJ</b> <b>SS</b>
<b>5</b>	<p><b>TO RECEIVE THE DRAFT PUPIL PREMIUM (PP) STATEMENT</b></p> <p>The Pupil Premium Statement to be published on the school's website is a work in progress.</p>	

	<p><b>Action: To ensure that the PP Statement is ready for approval at the Summer Term FGB</b></p> <p><b>Action: To add an item to the Summer Term FGB agenda: To receive the PP statement</b></p>	<p><b>SW</b></p> <p><b>Clerk</b></p>
<p><b>6</b></p>	<p><b>TO RECEIVE THE DRAFT PE STATEMENT</b></p> <p>SW advised the meeting that the PE Statement had been updated and lodged on the school website. Currently the school receives £17,650 Sports Funding.</p> <p>The main changes are:</p> <ul style="list-style-type: none"> <li>• In 2018/2019 pupils in Reception have received specialist sports coaching.</li> <li>• Up-Spring workshops have taken place.</li> <li>• Multiflex have been involved in sports clubs and working with school teams preparing them for competitions.</li> <li>• Multiflex have also provided motor skills work during assembly time for those pupils requiring support.</li> </ul> <p>It was noted that swimming should be removed from the PE Statement as this is a part of the statutory curriculum and cannot be covered by Sports Premium funding.</p> <p><b>Challenge: How does the school benchmark its pupils?</b>  Response: Pupils are graded when they begin a particular sport and they are graded again at the end of that unit of sport. Progress grades are measured and reported on the pupils' end of year reports. The same statements are used in PE as in the non-core subjects: Emerging, Expected and Exceeding.</p> <p><b>Challenge: If, as rumoured, the funding stream ends in April 2020 how can the school sustain its high quality PE provision?</b>  Response: SW, Multi-flex, the PE Link Governor (GH) and the PE Committee have discussed this and agreed that Continued Professional Development (CPD) is required. A programme is being devised targeting those members of staff who are the least skilled in PE first. They will participate in the PE lessons learning skills during this time and learning to understand the lesson plans and assessment techniques.  In addition, a financial decision will need to be made about balanced in-house provision with some external specialist support being provided.</p>	

	<p><b>Challenge: How would the school cover the member of staff's planning, preparation and assessment (PPA) time?</b> Response: This would need to be managed in alternative manner.</p>	
7	<p><b>TO RECEIVE A SUMMARY OF NON-CORE SUBJECT ATTAINMENT AND TRACKING</b></p> <p>SW presented a year by year copy of the non-core subject tracking sheet produced by Subject Leaders. It was noted that Y1 to Y6 data for individual subjects is collated on one sheet.</p> <p><b>Challenge: Can Governors see how many Y5 pupils are at Age Related Expectation (ARE) in Modern Foreign Languages (MFL) from this sheet?</b> Response: The percentage of pupils at ARE in MFL can be ascertained by looking at the Subject Lead Teacher document.</p> <p>Governors <b>agreed</b> to schedule an MFL presentation for the Autumn Term Teaching and Learning Committee agenda.</p> <p><b>Action: To prepare the MFL Subject Lead Teacher to present to Governors</b></p> <p><b>Action: To add an MFL Presentation to the Autumn Term T&amp;L agenda</b></p>	<p><b>SW</b></p> <p><b>Clerk</b></p>
8	<p><b>TO RECEIVE AN SMSC/BRITISH VALUES UPDATE</b></p> <p>Governors were advised that documentation regarding Social, Moral, Spiritual and Cultural/ British Values is on the school website.</p> <p>An additional document entitled Priority 8: Embed global education and British Values was circulated to Governors at the meeting. It includes actions; review and next steps information.</p> <p>SS advised Governors that an audit of pupil SMSC books and planning books took place in March 2019. A further review is now due.</p> <p>SS added that SMSC/British Values is also delivered through assembly topics which are topical and local but now need to become more global.</p>	
9	<p><b>TO RECEIVE A CURRICULUM OVERVIEW FOR 2019/2020</b></p> <p>It was <b>agreed</b> that this item is a work in progress and that the item needs to be added to the Autumn Term Teaching and Learning Committee agenda.</p>	

	<p><b>Action: To add an item to the Autumn Term T&amp;L Committee agenda: To receive a curriculum overview from 2019/2020</b></p> <p>The following actions need to take place:</p> <ul style="list-style-type: none"> <li>• The school's curriculum statement needs to be reviewed.</li> <li>• Closer focus needs to be placed on the New Ofsted Framework three 'Is': intent, implementation and impact.</li> <li>• The school needs to identify its areas of good practice and extend them through the curriculum areas. The school has elements of good practice.</li> <li>• There is a need to develop the recording of evidence and assessment in certain subjects such as Music and PE.</li> </ul>	Clerk
10	<p><b>TO RECEIVE VERBAL SATs FEEDBACK</b></p> <p>Governors were advised of the following information:</p> <ul style="list-style-type: none"> <li>• 4 pupils did not pass their Phonics. The pass rate is 87%. 63% of pupils achieved a Good Level of Development (GLD). Governors <b>complemented</b> the school on achieving this percentage.</li> <li>• The KS1 SATs have been completed. Teacher assessments are currently being compiled. The overall result is created by test results and teacher assessments which have been moderated across the entire year's work. The importance of moderation was discussed to set realistic grades to base KS2 targets on.</li> <li>• KS1 Reading targets are: Expected 83%; GLD 30%; 17% not achieving Expected. It was noted that one pupil represents 3.3%. The strength of these predictions is based on the use of Read Write Inc which the pupils have used since Reception; the use of the Accelerated Reader programme; the use of the creative writing cycle and the role of parental support for the child and the school.</li> <li>• KS1 Writing targets are: Expected 77%; GLD 10%; 23% not achieving Expected. These results have also benefitted from the creative writing cycle and Read Write Inc. They also benefitted from ideas out of the Writing Toolkit.</li> <li>• KS1 Maths targets are: 80% Expected; 20% GLD; 20% not achieving Expected.</li> <li>• The KS2 predictions are lower.</li> <li>• KS2 Maths predictions are: 79% Expected; 24% GLD.</li> <li>• KS2 Reading predictions are: 69% Expected; 24% GLD. Governors were advised that there are a number of pupils on the borderline of Expected level. If they achieve Expected it could take the percentage to 82%.</li> <li>• KS2 Writing actuals are: 76% Expected; 3% GLD following external</li> </ul>	

	<p>moderation.</p> <p><b>Challenge: Was the school externally moderated again?</b> Response: It was.</p> <ul style="list-style-type: none"> <li>• Spelling, grammar and punctuation (SPAG) predictions are: 69% Expected; 21% GLD.</li> <li>• The Combined RWM prediction is for 69% pupils to achieve the Expected level. This could rise to 76%.</li> <li>• KS2 progress data is good.</li> <li>• Governors noted the importance of focusing on the Y5 transition to Y6. SS advised that the FFT and aspire targets are used to provide stretch targets.</li> </ul>	
11	<p><b>TO RECEIVE AN EARLY YEARS AND FOUNDATION STAGE (EYFS) UPDATE</b></p> <p>A document was tabled during the meeting.</p> <p>The following discussion was held:</p> <ul style="list-style-type: none"> <li>• The prediction for pupils achieving Expected or above in Number is 87%; in Reading is 83% and in Writing is 80%.</li> <li>• Governors were advised that some pupils receive intensive Read Write Inc support in groups of two. These pupils encounter difficulty with listening and retention skills.</li> <li>• It was noted that there is a small pocket of low attaining pupils.</li> <li>• Intensive work is taking place with those pupils who are on the Expected borderline.</li> <li>• Governors were further advised that the benefits of Read Write Inc are filtering through the school. Pupils like the structure of the programme. Pupils are engaged with their work and know what they can write about.</li> </ul>	
12	<p><b>TO RECEIVE LINK GOVERNOR VISIT REPORTS</b></p> <p>No Link Governor Visit Reports had been submitted for discussion.</p> <p>It was <b>agreed</b> that it was too late in the year to complete these visits. Visits will take place in the Autumn Term 2019.</p> <p>SW did present a PP update by tabling a document for Governors to refer to: it contained anonymised Autumn Term 2018 and Spring Term 2019 progress data. The following discussion was held:</p> <ul style="list-style-type: none"> <li>• Pupils are expected to make 2 points progress per term.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Governors noted that the reason why progress had/had not been made was not sufficiently developed.</li> <li>• It was noted that the areas of challenge in the Autumn Term were in Reception and Y5.</li> </ul> <p><b>Challenge: Why was there an issue in Reception and Y5 in the Autumn Term?</b></p> <p>Response: In Reception various pupils were on the Special Educational Needs (SEN) register and were on SEN support or above.</p> <p>Y5 is a unique cohort.</p> <ul style="list-style-type: none"> <li>• It was noted that the areas of challenge in the Spring Term were Reception, Y1, Y4 and Y5.</li> <li>• It was further noted that many of the pupils who were not making the required amount of progress (4 points) were only one point away (on 3 points progress).</li> <li>• There was a discussion that in Reception the formula was different and this did not appear to be factored in to the information presented.</li> <li>• Governors were provided with the context concerning a number of pupils.</li> </ul>	
13	<p><b>TO REVIEW POLICIES</b></p> <p>The following policies were on the agenda and had been circulated to Governors in advance of the meeting with the exception of the Home-School Agreement:</p> <ol style="list-style-type: none"> <li>Home-School Agreement</li> <li>Behaviour</li> <li>British Values</li> <li>E-Safety</li> <li>SEND</li> </ol> <p>SW advised Governors that all of the policies had been checked by SH, changes had been made and the policies uploaded to Governor Hub and, where appropriate, the school website. It had been agreed by SW and SH that no version control would be used on the documents.</p> <p>All policies were <b>accepted</b>. Policies would be reviewed in accordance with the schedule produced annually by the Chair of Governors and the Head Teacher.</p> <p>There was a discussion of the need to produce a separate Parental</p>	

	<p>Conduct Policy to protect members of staff, parents and pupils from a range of behaviours. This was <b>agreed</b>.</p> <p><b>Action: To send a specimen Parental Conduct Policy to SW</b></p> <p><b>Action: To write a Havannah Parental Conduct Policy</b></p> <p>It was <b>agreed</b> to include uniform and behavioural expectations in to the Home-School Agreement.</p>	<p><b>KJ</b></p> <p><b>SW</b></p>
<p><b>14</b></p>	<p><b>TO REVIEW THE RELEVANT ITEMS FROM THE SUMMER TERM DIRECTOR'S REPORT</b></p> <p>The Summer Term Director's Report had been circulated to Governors in advance of the meeting.</p> <ul style="list-style-type: none"> <li>• Letter: SEN update; good practice guidance for students on part-time timetables and being home schooled; CEC raising awareness of FSM and PP funding with parents</li> <li>• Item 1.1: Updated Governance Handbook</li> <li>• Item 1.2: New Ofsted Inspection Framework</li> <li>• Item 3: Annual Education Report: Performance 2017-2018 – FYI</li> <li>• Item 8: Early Help Assessment has replaced the CAF (Common Assessment Framework) using the Signs of Safety way of working, including Signs of Wellbeing)</li> </ul> <p>The Clerk advised Governors of the following items:</p>	
<p><b>15</b></p>	<p><b>ANY OTHER BUSINESS</b></p> <p>There was no additional business to be discussed.</p>	
<p><b>16</b></p>	<p><b>IMPACT STATEMENT</b></p> <p>Governors received information regarding the NPQH projects undertaken by SS-B and EF which are benefitting development of Writing in Early Years and the development of spelling across the school. They were appraised of the intent of the projects, their implementation with the relevant cohorts and the current impact of the strategies. Governors will continue to monitor the impact of the work completed moving forward.</p> <p>Governors scrutinised the attainment and progress of non-core subjects. The method of assessment, moderation and recording of work done in the non-core subjects was discussed. In light of the New Ofsted Framework</p>	

	<p>Governors will review the curriculum in the Autumn term to monitor developments made with the broad and balanced curriculum.</p> <p>Governors received an update on the impact of the Sports Premium funding. They also discussed the importance of developing sustainability in PE and building capacity for in-house provision. Governors will monitor this provision moving forward.</p>	
<p><b>17</b></p>	<p><b>DATE OF NEXT MEETING</b></p> <p>This date will be confirmed at the Summer FGB meeting to be held on the 9<sup>th</sup> July 2019.</p>	

The meeting moved to Part 2.

The meeting ended at 8pm.

..... Chair

..... Date