



	<p>The minutes were <b>approved</b> as a correct record of discussion held pending one amendment (removing the statement in AOB: Date of Meeting where it stated that KJ gave her apologies), were signed by the Chair and retained at the school.</p> <p><b>Action: To amend the electronic version of the Autumn Term Part 1 minutes on Governor Hub</b></p>	<p><b>Clerk</b></p>
<p><b>4</b></p>	<p><b>TO REVIEW THE ACTION LOG FROM THE 18.11.19 AND DISCUSS MATTERS ARISING FROM THE 18.11.19 MINUTES</b></p> <p>The action log from the Autumn Term Teaching and Learning Committee meeting held on the 19<sup>th</sup> November 2019 had been circulated to Governors in advance.</p> <p>The following discussion took place:</p> <ul style="list-style-type: none"> <li>• KJ requested that her action to provide Assertive Mentoring information be removed from the document as the resource needed to be purchased by SW: it was not possible to forward the information electronically.</li> <li>• SW requested that discussion of the FFT (Fischer Family Trust)/IDSR (Inspection Data Summary Report) be referred to the Summer Term 29<sup>th</sup> June 2020 meeting. This would follow the training to be delivered on the 19<sup>th</sup> March 2020 to both Governors and members of staff.</li> </ul> <p><b>Action: To become familiar with the Fischer Family Trust and IDSR data</b></p> <ul style="list-style-type: none"> <li>• The Question Level analysis was still to be completed.</li> </ul> <p>All other actions had been completed.</p>	<p><b>Govs</b></p>
<p><b>5</b></p>	<p><b>TO RECEIVE THE IDSR ANALYSIS</b></p> <p>SW advised the meeting that the IDSR document was on Governor Hub. She encouraged Governors to read the document prior to the training session on the 19<sup>th</sup> March and then to pose questions.</p> <p>SW added that the training session would assume a different format to the usual training attended: tasks had been set for all participants to navigate their way around the document.</p> <p>SW further advised the meeting that Claire Thornborrow had attended training on the IDSR and had unpicked its key messages. The school has analysed the Report's findings, reviewed them and then produced a summary of the school's strengths and areas for improvement leading to the formulation of an action log.</p> <p>Following this analysis SW, in conjunction with Lise Houldsworth (School Improvement Partner), has tweaked the School Development Plan (SDP) to</p>	

incorporate the school's teaching and learning priorities.

SW further advised Governors that the IDSR is the document which will inform Ofsted's knowledge of the school prior to an inspection. Ofsted will focus on the curriculum and the quality of education through a series of deep dives.

EF left the meeting briefly to photocopy the Attainment and Progress – IDSR and School Performance Summary Evaluation.

SW advised Governors that the Analyse School Performance (ASP) document was a diagnostic tool not suitable for printing to give to Governors. Specific reports could be printed from it.

SW informed Governors that the new format IDSR is not as informative as the previous document. It does not present a holistic picture of a school which the previous document did and there are inconsistencies between the judgement made in the IDSR and the school's judgement. Some issues which have been identified by the school are not significant enough to appear on the IDSR. The IDSR focuses on Early Years (EY), KS1 and KS2.

The Attainment and Progress – IDSR and School Performance Summary Evaluation document was distributed to Governors.

The document addresses the IDSR titles; identifies the IDSR findings/areas of interest (in bold) (copied from the IDSR); adds data from the School Performance Summary and ASP; it finally red amber green (RAG) rates strengths, areas for improvement and needs more information/analysis/monitoring (reasons for strength, actions school has taken OR needs to take for key data).

SW had to leave the meeting. A short break was taken from 6.35pm to 6.45pm.

The following discussion took place:

- The KS1 progress and attainment trend shows Reading (R) remaining consistently within quartile 2 over the past three years. It shows an upward trend in Writing (W) from 2017 to 2019 (quartile 4 to quartile 2). It shows a downward trend in Maths (M) from 2017/2018 to 2019 (quartile 1 to quartile 4). The ASP shows M in 2017: 85%; in 2018: 87% and in 2019: 73%. SW needs to ask what has happened here and to ascertain what the school is doing. SW advised Governors that the percentage of pupils achieving the expected standard is parallel to the national data but the national in M is 75% so this needs to be addressed. SW advised Governors that when the charts are reviewed the difference is very slight but Lise Houldsworth identified the inconsistency in KS1 M. This has now become an SDP priority within the quality of education focus this term.
- Phonics progress and attainment trends show 2017: 93%; 2018: 83%;

2019: 87%; with 2020 projected 100%.  
SW noted that there is a disparity between the phonics results and the KS1 R results.

**Challenge: Why does a dip occur as pupils move to KS1 R?**

**Response:** There are a number of reasons for this: expectations are higher; different skills are being assessed: phonics testing uses flash cards. KS1 R requires comprehension skills. It is like comparing apples with pears.

**Challenge: Could Y1 Phonics be compared with Y1 Reading?**

**Response:** There might be a correlation.

- EYFS progress and attainment trends highlighted a downward trend in R, W and M from 2017-2018.

**Challenge: Was there not a three year improvement in GD?**

**Response:** The trend was irregular: up Y3, down Y2 and up Y1. Governors were advised that foundation stage data is always a year in arrears, the data presented refers to the school's current Y2.

There was a discussion of the pupils' readiness to learn and the need to develop this skill.

Governors were advised that the current picture for this cohort is more positive. The data refers to the last year of pupils from the non-school run Nursery provision.

The school now needs to use EYFS 2019 data to ascertain trends over 3 years.

- Current strengths in the IDSR and School Performance Summary Performance Data are: Phonics progress from EYFS to KS1; LKS1 progress from EYFS in R and W and M KS2 progress from entry and progress from KS1.
- Areas to investigate further from the IDSR/SPS analysis are: EYFS data trend over 3 years using the 2019 data; Y2 M data trends investigate the downward trend from 2018-87% to 2019-73%; Y6 projected results in R and M; phonics screen check data relate to KS1 R results, track and analyse differences and children missing expected in KS1 R.
- There were sections on Year Group Context which indicate the number on roll; low, middle and high prior attainers in R, W and M; % of Free School Meal (FSM) pupils and % of English as an Additional Language (EAL) compared to the national data.  
The current Y3 was shown to have the lowest percentage of FSM pupils.
- Prior attainment is then looked at in greater detail. It was noted that the Current Y4 and Y6 were above national in M but there was a potential dip in progress this year. In order to maintain progress there needs to be a greater number of pupils achieving the higher standard.  
SW noted that Y4 is moving in the right direction.
- Other measures in 2019 are reviewed.
- Absence data is reviewed.
- Exclusions are reviewed.

	<ul style="list-style-type: none"> <li>Pupil groups are reviewed. Here the school had identified an area for further research/monitoring: High prior attainers saw 40% convert to the higher standard. Conversion of more middle attainers to the higher standard is needed from KS1 to KS2 in all subjects. W: the school needs to look at KS1 data for 2015 middle attainers and why they did not achieve the higher standard. In M low prior attainers scored -5.66 equating to two children. Case studies need to be prepared for these pupils. Across the board boys outperform girls within R and W by 10% and in M by 13% at the expected standard. Results are broadly the same at the higher standard regardless of gender.</li> </ul> <p>SW advised Governors that all of the points in the SDP have been highlighted in the IDSR document.</p> <ul style="list-style-type: none"> <li>New focal points have been agreed: Looking at KS1 M and addressing GD in Reading not Writing as originally agreed.</li> <li>To improve standards in R SS-P is attending a course in the near future and CPD for teaching staff regarding guided reading is to take place. SW advised Governors that, whilst there is some good practice in the school, it is not systematic enough and needs to be timetabled across the curriculum. Reading is a skill to be taught. To achieve GD quality literature needs to be accessed and questioning taught. Questions need to be pitched correctly to enable in depth analytical discussion to take place. This is best modelled by the class teacher and followed up in small group teaching. Teachers need to listen to the children reading and tweak the questions as discussion unfolds. This requires significant input from the teacher and needs to be led by them.</li> </ul> <p><b>Action: To upload the School Development Plan to Governor Hub</b></p> <p>Governors were advised that following a review of the current timetable it is evident that conducted guided reading during assembly time is no longer sufficient: the time of the activity needs to be extended to 40 minutes per day. Time needs to be invested to allow the instilling of a love of books and reading for pleasure. The Read Write Inc programme will continue in KS1 and guided reading will take place in KS2.</p> <p><b>Action: To provide CPD for members of staff in guided reading</b></p> <p>Governors <b>thanked</b> Claire Thornborough and SW for this very thorough report. It provides good context to the IDSR.</p>	<p>SW</p> <p>SW</p>
6	<p><b>TO RECEIVE THE SAT QLA (QUESTION LEVEL ANALYSIS)</b></p> <p>There was no discussion of this item as the QLA has not yet been completed.</p>	

**7 TO REVIEW PROGRESS AND ATTAINMENT FOR ALL YEAR GROUPS WITHIN SCHOOL**

A document entitled 'Havannah Primary School Attainment Autumn Term 2019' was distributed to Governors during the meeting. The document contained the following information: Reading (R), Writing (W) and Maths (M) percentages at expected (Exp) and greater depth (GD) for Y1 to Y6 pupils. The Y1 data also included Phonics National (81%). The Y6 data also included percentages at expected and greater depth in Combined RWM.

The following discussion was held:

Y1:

There has been an up-lift in the R, W and M targets at the expected standard from autumn 2019: R from 83% to 87% which is due to an improvement in the pupils' ability to comprehend and decode; W from 80% to 87%; M from 86% to 87%. The Phonics target remains at 100%: this was noted as being an ambitious target.

**Challenge: What is happening in Phonics to obtain such high targets which is not being done in R and W?**

**Response:** Phonics is a tested subject.

The percentage of pupils at GD: in R the target is 23%; W has dropped from 23% in the autumn term to 17% and M has remained at 20%.

**Challenge: Does the school compare this data with that from EY?**

**Response:** Moderation takes place using the KS1 and KS2 criteria to identify strengths and weaknesses.

In EY teachers are currently looking towards the Read Write Inc programme. In Foundation Stage R there were 8 pupils at GD (27%); in W there were 7 pupils (23%) and in M there were 7 pupils (27%).

Y2:

It was noted that in the autumn term data for this cohort was cautious, hence the data was low. This time the percentage of pupils targeted to achieve the expected standard in R had increased from 67% to 83%, parallel to the national data; the percentage of pupils targeted to achieve the expected standard in W had increased from 50% to 80% and the percentage in M had increased from 67% to 83%.

The percentage of pupils targeted to achieve GD in R had increased from 13% to 27%, parallel to the national data; W had dropped from 10% to 3%. The W was moderated on the ?. The drop equated to one pupil. M had dropped from 20% to 10%.

SW advised the meeting that significant effort had been deployed to increase the number of pupils achieving the expected standard. Now the focus needs to be on the GD pupils particularly in W and M.

<p>Y3: The percentage of pupils targeted to achieve the expected standard has remaining broadly the same in the spring term: R 83%; W 78% and M 67%. The M data is a cause for concern as the national average is approximately 72%. SW advised the meeting that she is scheduled to meet with the teacher to discuss focused interventions. SW <b>agreed</b> to monitor M moving forward. It is vital that the pupils achieve in this subject.</p> <p>The GD targets also remained the same: R 26%; W 10% and M 20%.</p> <p><b>Action: To monitor Maths achievement in Y3</b></p> <p>Y4: The percentage of pupils targeted to achieve the expected standard in R has dropped from 84% to 83% due to pupil mobility; W has dropped from 78% to 73% but M has increased from 84% to 86%.</p> <p>The percentage of pupils targeted to achieve GD in R has improved from 10% to 38%; W from 3% to 19% and M from 13% to 32%. It was noted that it was important to maintain this data to ensure good KS2 results. In addition it was noted that the cohort was very hard working but had incurred a dip in standards the previous year.</p> <p><b>Challenge: What is the reason for the improvement in the GD in Y4?</b> <b>Response:</b> There is support with the cohort and the cohort has had the same teacher for two years.</p> <p>Y5: The percentage of pupils targeted to achieve the expected standard in R remained the same at 85%; in W the percentage has dropped from 78% to 74% which is due to cohort changes; M has increased from 78% to 88%. SW advised that the latter is due to the class being taught by a Maths specialist.</p> <p>The percentage of pupils targeted to achieve GD in R has remained the same at 22%; there are no pupils expected to achieve GD in W and the percentage of pupils targeted to achieve GD in M has remained the same at 22%. The W is a cause for concern.</p> <p><b>Action: To look at the Y5 KS1 prior attainment for Writing</b></p> <p>Y6: Governors were advised that in this cohort specific grouping had taken place. Currently the percentage of pupils working at the expected standard in R is 83%; in W is 70%; in M is 80% and in RWM Combined is 79% - all percentages compare to the autumn term data. The target for the end of year is R is 91%; W is 85%; M is 85%. SW advised Governors that the RWM Combined data is to be focused on.</p>	<p><b>SW</b></p> <p><b>SW</b></p>
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	<ul style="list-style-type: none"> <li>• 16.5% of pupils are on the School Support Plan and EHCP register and 29% of pupils are on the First Concerns, School Support Plan and EHCP register.</li> <li>• Y6 attainment 2018-2019 data was presented to Governors again.</li> <li>• This was accompanied by the Projected Y6 attainment data for 2019-2020. It advised Governors that there were 30 pupils in Y6; one pupil is on an EHCP and 4 are on SEN Support Plans.</li> <li>• Y2 attainment data 2018-2019 was presented to Governors again.</li> <li>• This was accompanied by the Projected Y2 attainment data for 2019-2020. It advised Governors that there was 1 pupil on an EHCP and 3 pupils on SEN Support Plans.</li> <li>• SS-B invited Governors to the forthcoming SEND Coffee Morning on the 15<sup>th</sup> May from 9am to 11am.</li> </ul> <p><b>Action: To invite all Governors to the 15th May 2020 SEND Coffee morning from 9am to 11am</b></p> <p><b>Action: To attend the SEND Coffee Morning on the 15th May 2020 between 9am and 11am</b></p> <p>SS-B outlined the following SEND action focal points:</p> <ul style="list-style-type: none"> <li>• To monitor SEND books against targets (aspirational) set out in the SSP/EHCPs in line with the new Ofsted Framework.</li> <li>• To complete the ‘SEND In A Nutshell’ document as advised by the LA</li> <li>• To collect and analyse the progress data for pupils with SEND from Reception through to Y6. This will be reviewed in the autumn term 2020 and the spring term 2021.</li> </ul> <p>The school needs to develop further parental support with SEND pupils.</p> <ul style="list-style-type: none"> <li>• SS-B advised Governors that the SEND demographic is changing: there are now 16 SEND pupils at the school (double the previous number) and there are 3 pupils in Reception.</li> </ul> <p><b>Challenge: Is identification of SEND happening in the Nursery Phase?</b>  <b>Response:</b> Yes it is. It was noted that this is very beneficial.</p> <p><b>Challenge: Have the seven pupils with an EHCP moved into the school from another Nursery provision or were they members of the school’s Nursery?</b>  <b>Response:</b> The pupils were from the school’s own Nursery. There are 2 pupils in Reception; 1 in Y3; 1 in Y4; 1 in Y5 and 2 in Y6 who have EHCPs.</p>	<p><b>SS-B</b></p> <p><b>Govs</b></p>
10	<p><b>TO LOOK AT POSSIBLE OFSTED DEEP DIVE FOCAL POINTS</b></p> <p>SW advised Governors that there would be further training available for</p>	

	<p>them with regards to the Ofsted deep dives, which were the key Education Inspection Framework focus points. She added that the Head Teacher at Buglawton Primary School had already spoken to members of staff at Havannah regarding the deep dive process. Reading would certainly be one area where a deep dive could be conducted. Further deep dives could examine Geography and other subjects. The focus is on sticky knowledge and progression within subject areas.</p> <p><b>Challenge: Did Ofsted focus on SEND?</b>  <b>Response:</b> They touched on SEND.</p> <p><b>Action: To create an Ofsted folder on Governor Hub</b></p> <p><b>Action: To add an item to the Spring Term FGB agenda: Education Inspection Framework</b></p> <p><b>Action: To notify Governors of any forthcoming Education Inspection Framework training available</b></p> <p><b>Action: To attend Education Inspection Framework training</b></p> <p><b>Action: To upload the slides shared by the HT at Buglawton School on Governor Hub</b></p>	<p>Clerk</p> <p>Clerk</p> <p>Clerk</p> <p>Govs</p> <p>SW</p>
11	<p><b>TO COMPLETE A DEEP DIVE INTO THE 2019 KS2 RESULTS</b></p> <p>KS2 results had been discussed during Items 5 and 7: IDSR analysis and progress and attainment in all year groups</p>	
12	<p><b>TO RECEIVE LINK GOVERNOR VISIT REPORTS</b></p> <p>AH had visited school in her Link Governor role for Literacy. Verbally she reported that the identification of spelling as an area for improvement was not a surprise: it had been identified when Ofsted completed the inspection in 2019. The Oxford Owls programme was being used in KS2 to follow on from the work done in KS1. The programme was systematic. Teachers had received training in how to deliver the programme. Mrs Boulton had attended a course which emphasised the need to ensure the consistency of teaching high frequency words in order to embed them in the pupils' knowledge. This could be evidenced when looking at pupil books. The school now needed to monitor the progress made by pupils using the programme and assess its effectiveness.</p> <p><b>Action: To upload AH's Link Governor Report to this Meeting's Documents in the Spring 2020 Governor Hub folder</b></p>	<p>SW</p>

13	<p><b>TO RECEIVE THE FOLLOWING POLICIES</b></p> <p>The following policies were on the agenda for approval:</p> <ul style="list-style-type: none"> <li>• Behaviour and Discipline/School Rules</li> <li>• SEND and Local Offer</li> <li>• RSE (Relationships and Sex Education)</li> <li>• Science</li> </ul> <p>The Behaviour and SEND policies were <b>approved</b> by Governors.</p> <p>SW advised Governors that the RSE Policy was in progress. EF is due to attend training regarding RSE and the policy will be completed following the training. Currently the Personal Social and Health Education programme called Outsiders is being used as guidance. It was noted that the policy has to go out to consultation with parents before the end of the summer term so that amendments to the document can be made and the policy in place for September 2020.</p> <p><b>Action: To send the RSE Policy to Governors electronically for Approval</b></p> <p><b>Action: To send an electronic approval of the RSE Policy copying in the Clerk</b></p> <p>There was no discussion of the Science Policy.</p>	<p><b>SW</b></p> <p><b>Govs</b></p>
14	<p><b>TO REVIEW ANY RELEVANT ITEMS FROM THE SPRING TERM DIRECTOR'S REPORT</b></p> <p>The Clerk highlighted the following items from the Spring 2020 Director's Report which had been circulated in advance of the meeting:</p> <p>Letter: Safeguarding changes to personnel and service level agreements: had Havannah bought back the new service level agreement?</p> <p>Item 2: Important Ofsted inspection updates and ongoing consultation: which had been discussed at length during this meeting.</p> <p>Item 3: Training and development opportunities for maintained schools: Havannah is involved in the MISP programme.</p> <p>Item 4: RSE requirements on schools: which was discussed during the meeting.</p> <p>Item 10: Underachievement and physical activity;</p> <p>Item 11: How schools are using data: for information only;</p> <p>Item 12: Programmes for International Student Assessment 2018: national report for England: for information only.</p> <p><b>Action: To compile data regarding the numbers of pupils attending sports clubs and participating in fixtures</b></p>	<p><b>SW</b></p>

15	<p><b>AOB</b></p> <p>There was no additional business to be discussed.</p>	
16	<p><b>IMPACT STATEMENT</b></p> <p>Governors received a detailed review of the IDSR document and action points take from it by the school which had led to the realignment of teaching and learning objectives in the School Development Plan. Further training on using the IDSR is planned for Governors with the opportunity for them to ask more searching questions of the data in forthcoming meetings.</p> <p>Governors received a comprehensive critical review of pupil attainment and progress for all cohorts within the school. Strengths and areas for improvement were identified. Next steps to address any issues were shared to provide a platform from which Governors could effectively monitor improvement in attainment and progress moving forward.</p> <p>The changing SEND profile of the school was discussed. Individual cohort progress and attainment data was reviewed. Next steps were identified. Governors were invited to attend a school based SEND event to improve their knowledge and understanding of the school's approach to SEND.</p>	
17	<p><b>DATE OF NEXT MEETING</b></p> <p>The date of the Summer 2020 Teaching and Learning Committee was <b>agreed:</b>  <b>Monday 29<sup>th</sup> June 2020 at 5.30pm.</b></p>	

The meeting moved to the Part 2 agenda.

The meeting ended at 7.36pm.

..... Chair

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