



	<p>The minutes from the Autumn Term Teaching and Learning meeting held on the 15<sup>th</sup> November 2018 were circulated to Governors in advance of the meeting.</p> <p>The minutes were <b>accepted</b> as a correct record of the discussion held with a few minor amendments.</p> <p><b>Action: To print an amended version of the minutes to be signed and retained at the school by the 27<sup>th</sup> March 2019</b></p>	<b>Clerk</b>
<b>4</b>	<p><b>TO REVIEW THE ACTION LOG FROM 15.11.18 AND DISCUSS MATTERS ARISING FROM THE 15.11.18 MINUTES</b></p> <p>The Action Log from the 15<sup>th</sup> November 2019 meeting was circulated to Governors in advance of the meeting.</p> <p>The following discussion was held:</p> <ul style="list-style-type: none"> <li>• To add an item to the Autumn Term 2019 T&amp;L agenda: To revisit the KS1 data (carried forward)</li> <li>• To forward the Assertive Mentoring information to SW (carried forward)</li> <li>• GH advised Governors that the Ofsted Inspectors had checked that members of staff and Governors had signed to acknowledge reading of the Keeping Children Safe in Education Part 1 document</li> <li>• GH advised that he had attended PE training</li> <li>• The Clerk agreed to create a Link Governor folder on Governor Hub for the lodging of reports</li> <li>• SS to add national figures to her data analysis presentations (carried forward)</li> </ul> <p>There were no matters arising from the 15<sup>th</sup> November 2018 minutes.</p>	<p><b>Clerk</b></p> <p><b>KJ</b></p> <p><b>Clerk</b></p> <p><b>SS</b></p>
<b>5</b>	<p><b>TO RECEIVE THE ASP (ANALYSE SCHOOL PERFORMANCE) INFORMATION</b></p> <p>SW showed the ASP document to Governors advising them that the essential information for their purposes was contained in the summary sheet which was a snapshot of the school. She advised Governors that the ASP is interactive: if individuals are hovered over further detail is available; different elements can be selected and printed for Governors to view. She added that the ASP document is more relevant to a school's Senior Leadership Team than to Governors.</p> <p><b>Action: To forward the ASP summary sheet to Governors</b></p> <p>It was noted that the IDSR (Inspection Data Summary Report) had been reviewed with Governors at a training event held on the 31<sup>st</sup> January 2019. SW advised that the IDSR was the document which Ofsted used to set their key lines of enquiry.</p>	<b>SW</b>

	<p><b>Challenge: Using the graphs are you able to explain why certain children have not achieved sufficient progress?</b></p> <p>Response: The graphs show lines of best fit. Each symbol reflects a different group of students: PP (Pupil Premium)/SEND (Special Educational Needs and Disabilities). The context for each student is needed as to why they have done well or not.</p> <p>The graphs need to be used in conjunction with the KS2 SATs paper QLA (Question Level Analysis) information.</p>	
6	<p><b>TO RECEIVE THE QLA (QUESTION LEVEL ANALYSIS) INFORMATION</b></p> <p>The QLA information had been circulated to Governors in advance of the meeting. It showed number of marks available; school %; national % and difference for English grammar, punctuation and spelling; spelling only; Reading; Maths Paper 1, 2 and 3 plus All papers combined. There was a strengths and areas for development section for the English and Maths sections.</p> <p>SS advised that the Fischer Family Trust provides a similar document including prior attainment groups.</p> <p>SS explained that the QLA was for the Y6 cohort from Summer 2018. Achievement was above the national average for Spelling (66% versus 65%). 10 of the 25 pupils achieved 80% and 2 pupils achieved 100%.</p> <p>The individuals who were below the national average in spelling struggled with the spelling of words such as thumb, portable and science.</p> <p><b>Challenge: What support was provided for those pupils who were well below the national average?</b></p> <p>Response: The pupils were taken out of lessons for intervention. All of the pupils had been on the SEND register at some time.</p> <p><b>Challenge: How is it possible for them to on the SEND register at some time?</b></p> <p>Response: Pupils can make progress.</p> <p><b>Challenge: So the school is only just above the national average in Spelling?</b></p> <p>Response: It is in line with the national average.</p> <p><b>Challenge: What is being done to improve Spelling?</b></p> <p>Response: The pupils are using the Read, Write Inc programme; a KS2 Spelling Programme; daily spellings; assessments completed at the end of each unit and hot-listing for those whose Spelling is not secure.</p> <p><b>Challenge: Is the spelling of common misconception words being</b></p>	

<p><b>addressed?</b> Response: The orange and red words are taught through the Read, Write, Inc programme.</p> <p><b>Challenge: Does SS think Spelling is making progress?</b> Response: Natural spellers are doing well. The programme is pacy and there are different activities for pupils to complete. Lower ability spellers are finding it difficult to access the Y4 spellings. There is no accelerated learning. The pupils are still playing catch-up. This is because the cohort did not engage with the Read, Write Inc programme in their formative stages. It has been necessary to divide the common exceptions between the Y3 and Y4 pupils.</p> <p>SW advised Governors that Mrs Fearn would be completing a project focusing on KS2 Spelling for her NPQH (National Professional Qualification for Headship).</p> <p><b>Challenge: How will the pupils reach their KS2 SPAG (Spelling Punctuation and Grammar) data predictions?</b> Response: They have made progress from KS1. Currently their attainment is 67% as opposed to the 72% national average. The disparity equates to just one child. Currently the Y6s are receiving booster classes and revision work; Mrs Hinds has produced a revision timetable; specific spelling patterns have been mapped out and built in to the revision work.</p> <p><b>Challenge: Will some of the pupils achieve the national average?</b> Response: Some will achieve the national average and some will achieve Greater Depth.</p> <p><b>Challenge: 5% of pupils are below the national average when combining words, phrases and causes (53% versus 58%). What is being done to help the KS2 cohort?</b> Response: Success criteria are being used: through SPAG within texts; modelling by the teachers of Y3/Y5 and Y6; Literacy tracking in pupil books and in Reading books. According to the Fischer Family Trust, low prior attainers are not achieving.</p> <p><b>Action: To add an additional column to the data sheet showing strengths, areas for improvement <u>AND</u> actions to achieve the improvements</b></p> <p>SW advised Governors that Mrs Birdsall has produced specific focus for the Reading groups. The Accelerated Reading programme allows the computer to generate areas of reading for individual children. AH added that she had witnessed this work in person.</p> <p>A number of additional points were made:</p> <ul style="list-style-type: none"> <li>• The need to draw out a KS2 SPAG data set</li> <li>• To review the number of questions where pupils were just one mark</li> </ul>	<p><b>SS</b></p>
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	<p>below the national average</p> <ul style="list-style-type: none"> <li>To use the QLA information from ASP</li> </ul> <p><b>Challenge: Did the report provide enough detail for the Governors?</b> Response: It did.</p>	
7	<p><b>TO REVIEW PROGRESS AND ATTAINMENT FOR ALL YEAR GROUPS WITHIN THE SCHOOL</b></p> <p>A 'Target Setting Spring Term 2019 document had been circulated to Governors in advance of the meeting. It contained the following information:</p> <ul style="list-style-type: none"> <li>Y1 Reading, Writing, Maths and Phonics Expected and Greater Depth percentages; Y2, Y3, Y4 and Y5 Reading, Writing and Maths Expected and Greater Depth percentages; Y6 Reading, Writing, Maths and Combined RWM Expected and Greater Depth percentages.</li> </ul> <p>SW advised Governors that since the Autumn Term Report values had been updated: the change was positive. The school has better knowledge of the cohort. The school is able to see the impact of its work completed.</p> <p><b>Challenge: Even if two pupils' Writing improves there will still be an issue regarding SPAG. Can the SPAG be addressed alongside the booster classes?</b> Response: It can be. It was noted that there is a high level of SEND in Y6: 45% including First Concerns as opposed to a national figure of 20%. This affects both the Writing and SPAG which was a real issue for the cohort in 2018.</p> <p><b>Action: To provide a 3 year trend of data moving forward</b></p>	SW
8	<p><b>TO RECEIVE A SUMMARY OF NON-CORE SUBJECT ATTAINMENT AND TRACKING</b></p> <p>It was <b>agreed</b> that this item would be deferred to the Summer Term Teaching and Learning meeting.</p> <p>SW advised that the Spring Term data would be available for the Summer Term meeting based on the termly assessments. This data would be available for all year groups and all subjects.</p> <p><b>Action: To prepare an A4 sheet providing the relevant figures for Governors</b></p>	SW
9	<p><b>TO RECEIVE A MATHS REPORT SHOWING OBJECTIVES AND IMPACT/OUTCOMES</b></p>	

SW advised Governors that the Subject Lead for Maths is currently on maternity leave. SW has taken over the Maths Subject Lead role in the interim time period with the support of Mr Hayes.

SW advised the Governors that she had expected Ofsted to select Maths as a key line of enquiry. However they did not. SW added that the school's Maths results had improved significantly, Havannah Primary School was in the top 10% of schools nationally with a high level of Greater Depth.

A Maths Summary Autumn Term 2018 report was circulated to Governors. It contained the following data:

- Individual year groups
- The percentage of pupils below ARE, the percentage of pupils at ARE and the percentage of pupils above ARE.
- Each year groups strengths; intervention focus; impact of Autumn Term interventions and next steps (Spring Term).

SW advised Governors that the school was using a wide range of strategies within the Maths Department: My Maths; Secret Classroom: a planning tool which develops reasoning skills; Times Tables Rock Stars which is an on-line games which can be used at home and for which pupils receive rewards and certificates in school. SW advised Governors that the Time Tables Rock Stars had only been aimed at Y4 but is being used by the whole school.

**Challenge? Has the school subscribed to the national Times Tables Trial?**

Response: It has subscribed.

The following questions were asked of the document:

**Challenge: Why is the Y2 percentage of pupils at ARE 14% below the target set in the Autumn Term?**

Response: SW responded by stating that 97% of pupils had made expected progress this term.

Various strategies are being used throughout the school: Maths Counts; Match catch-up which is similar to the hot-listing used in Writing; Assessment for Learning and a SATs preparation group. Pupils who have failed to grasp an understanding of a topic/piece of work will repeat the activity that same afternoon.

**Challenge: In Y3 the percentage of pupils above ARE is 9% below the target set: what is being done to improve their level?**

Response: After Easter there will be pre-teach Maths lessons during assembly time for the lower ability pupils to gain a head start. In addition intervention will focus on the current borderline pupils who did not do well in recent assessments to complete a pre-teach week to enable the pupils to become more confident when tackling work independently in lessons.

**Challenge: Pupils at ARE in Y4 are 14% below target: why?**

Response: SS will support pupils on the cusp for twice weekly classes

instead of doing swimming. This equates to an additional afternoon of Maths. There will also be additional booster classes.

**Challenge: In Y5 the percentage of pupils at ARE is 10% below target and the percentage of pupils above ARE is 7% below target: what happened to those pupils?**

Response: There had been a change of cohort: two Greater Depth pupils have left the school and the two pupils who replaced them need additional support.

SW advised that Numicon Big Ideas Intervention would be used twice a week. A member of staff had been moved to the group to help and a further member of staff was working additional hours.

SK advised that currently Miss Hamilton and additional support was being provided to enable the pupils to catch up.

**Challenge: Will the staffing have an effect on Y4?**

Response: SW advised that one TA is allocated to one child. When the child moves from the school, the TA is allocated to support another pupil.

**Challenge: Why is the Y6 percentage of pupils above ARE 10% below the target set in the Autumn Term?**

Response: SW advised that this is also due to pupil mobility.

The English Summary Autumn Term 2018 document was questioned:

**Challenge: Why is the Y3 Writing Greater Depth significantly below the national average (6% below)?**

Response: The Y5 and Y6 Greater Depth Writing are low but not as significant. Greater Depth was in line with the national average in KS1 in 2018.

Mrs Birdsall is working towards improving Greater Depth using Quality First Teaching.

**Challenge: Will this impact upon the borderline pupils?**

Response: Quality First Teaching will have an impact.

**Challenge: Writing in Y6 is 59%: can this be explained?**

Response: In KS1 they achieved 48%. At the end of KS1 there were no Greater Depth pupils. Currently 17% of pupils are on target to achieve Greater Depth.

**Challenge? What impact will this have on the combined Reading, Writing and Maths attainment data?**

Response: It equates to two pupils.

GH advised that the school needed to be wary of bouncing data.

SW added that Miss Jackson and Mrs Hinds were working with the cohort

	<p>to help improve their attainment and progress. They had divided the group to provide intensive support.</p> <p><b>Challenge? How is this intervention working?</b> Response: It is currently working well. The booster group work produced by Mrs Birdsall last year would be used again.</p> <p>SW advised Governors that Mrs Hinds is very rigorous with her monitoring and is very circumspect regarding the prediction of attainment and progress data.</p> <p><b>Challenge: How is data linked to performance management?</b> Response: All members of staff have an individual performance management target focused on attainment and progress data.</p> <p><b>Challenge: When do members of staff set their attainment and progress targets?</b> Response: Targets are set in September. Prior data is used to set the targets. They are monitored on a regular basis. SW will not accept a backward step regarding targets.</p>	
10	<p><b>TO RECEIVE A VERBAL UPDATE ON THE PROGRESS AND ATTAINMENT OF Y1</b></p> <p>This item was delivered as Item 1 to enable Mrs Fearn to leave without having to wait for Item 10 on the agenda.</p> <p>GH set the context for the update: in the Autumn T&amp;L meeting he had asked what was being done to prevent the Y1 cohort from becoming 'low (referring to progress and attainment)and slow'.</p> <p>EF advised Governors that 11 Y1 pupils would not receive Greater Depth. At the start of September 2018 measures were implemented to counteract this situation:</p> <ul style="list-style-type: none"> <li>• A small Read Write Inc group was set up to do daily hot-listing activities. 2 pupils were moved in to a middle group almost immediately where they receive daily ongoing support.</li> <li>• Hot-listing with the remaining pupils takes place every morning or afternoon. There is already evidence that the gap is being closed with this group.</li> </ul> <p><b>Challenge: What is hot-listing?</b> Response: It is work completed on a one-to-one basis delivering precision teaching tailored to individual needs.</p> <ul style="list-style-type: none"> <li>• 3 of the 11 will not achieve Greater Depth in Phonics.</li> <li>• The group is also receiving Maths intervention three times per week.</li> </ul> <p>EF guided Governors through the paper which she circulated during the meeting. She explained that 27% of pupils were categorised pink but should have been blue by the end of the Autumn Term and yellow by the end of the Spring Term. EF was confident that the pupils would reach Age</p>	

	<p>Related Expectation (ARE) by the end of the Summer Term.</p> <p><b>Challenge: So the cohort is slightly below ARE?</b> Response: Yes. However in Y2 there is a group of students on yellow plus.</p> <p>EF advised that the school is using the same model which was used at the corresponding time in 2018 and that model was ultimately successful. EF further advised that 3 pupils will not achieve Greater Depth in Maths.</p> <p><b>Challenge: Is there a reason why the pupils did not achieve Greater Depth?</b> Response: There were pupils who were a cause for concern. This discussion was referred to the Part Two minutes.</p> <p><b>Action: To forward the Y1 Reading, Writing and Maths Summary Reports showing strengths, intervention focus, impact and next term actions</b></p>	<b>SW</b>
11	<p><b>TO RECEIVE THE SEND AUDIT REPORT AND THE LOCAL AUTHORITY REVIEW</b></p> <p>The following document had been circulated to Governors in advance of the meeting: CE Quality Assurance SEND Audit.</p> <p>SS-B informed Governors that the school had invited the Inclusions Quality Officer, (Kay Clarke) from CE to complete a contextual review. She looked at:</p> <ul style="list-style-type: none"> <li>• The school's EHCPs (Education Health Care Plans) and received queries regarding the current progress of applications</li> <li>• How the Teachers' Toolkit was being used in school and with what effect</li> <li>• SEND Support First Concerns</li> <li>• The SEND Action Plan</li> <li>• The information on the school website, especially the Local Offer</li> <li>• The knowledge and understanding of Governors and the training they have undertaken</li> <li>• Case studies were selected from the register and their paperwork scrutinised</li> <li>• The various activities conducted by the school such as the SENDCo Open Morning; surgeries, Quality First teaching strategies and Learning Walks</li> <li>• The EHCP, SEND Support and First Concerns progress charts were reviewed</li> <li>• The variety of external stakeholders involved was discussed, including the sensory integration consultants</li> <li>• The fluidity of data was discussed.</li> </ul> <p>Book scrutiny, parental questionnaires and training logs were reviewed.</p>	

	<p>An Action Log was created. First Concerns were discussed with a view to securing more accurate placement for pupils on the SEN register.</p> <p>SS-B agreed to become involved with the training of members of staff. The two trained Speech and Language staff are to be used more effectively in school.</p> <p>The Officer was very impressed with the school's provision. The Report is very positive. SEND provision does have a beneficial impact on SEND pupils at the school.</p> <p><b>Challenge: Are the actions agreed in the Report now reflected in the school SEN Action Plan?</b> Response: One is. The remainder could migrate across.</p> <p><b>Challenge: Has a review meeting been calendared?</b> Response: No. Following the CE restructure the same individual might not be available in the future.</p> <p>SEND was <b>complimented</b> on the progress which it had made.</p>	
12	<p><b>TO RECEIVE A PE COMMITTEE UPDATE</b></p> <p>SW advised Governors that the PE Committee was due to meet on Tuesday 26<sup>th</sup> March 2019.</p> <p>SW provided a verbal update on PE moving forward:</p> <ul style="list-style-type: none"> <li>• The school had 5 teams competing in internal half termly competitions. To date these had included football and rugby skill based activities with Reception.</li> <li>• Pupils had done cross country.</li> <li>• Pupils had competed in 3 rugby matches. Congleton Rugby Club had trained pupils before the competition on a Wednesday afternoon.</li> <li>• There was an emphasis on team events.</li> <li>• The school had sent its letters to parents in a more timely fashion.</li> <li>• Mr Rowland from Multi-Flex did Y3/4 football practice during the school day. It was acknowledged that this was difficult to manage as it came at the expense of curriculum time.</li> <li>• Peter Hayes had completed and published a competition timetable.</li> <li>• Kit bags had been purchased: which were signed out to pupils and were subsequently signed back in to school.</li> <li>• Sports dates are included in the school newsletter.</li> <li>• Sports events and results are publicised on Facebook and Instagram.</li> <li>• Multi-Flex has published its new plans including rugby and hockey.</li> </ul> <p>GH advised that the school needs to ensure that it has risk assessments for all of its activities.</p>	

	<p><b>Challenge: Do members of staff receive CPD during Multi-Flex lessons?</b></p> <p>Response: Currently no. It was acknowledged that this was needed. SW advised that games and physical activity training was taking place with the midday supervisors. They would be responsible for the model: do, help and support activities in the last 10 minutes of the school lunch time.</p> <p>The Clerk advised that Sports Premium Funding was allocated to achieve sustainability at the school for when funding was no longer available. She further advised that there was new guidance and new forms to complete to go on the school website. This advice was presented to ensure compliance. GH added that he had attended Sports Premium Funding Training. SW responded by stating that the pupils receive a half day of quality PE instruction per week. The school's ethos was to maintain the PE skill set delivered.</p>	
13	<p><b>TO RECEIVE AN SMCS (Spiritual, Moral, Cultural and Social)/BRITISH VALUES UPDATE</b></p> <p>Discussion of this item was deferred to the Summer 2019 Teaching and Learning agenda.</p> <p><b>Action: To receive an SMCS/British Values update</b></p>	SW/Clerk
14	<p><b>TO RECEIVE LINK GOVERNOR VISIT REPORTS FOR MAJOR AND ADDITIONAL AREAS</b></p> <p>The following Link Governor visits had taken place:</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Writing</li> <li>• Phonics</li> <li>• KS2 Reading</li> <li>• EYFS</li> <li>• SEND</li> <li>• Science</li> <li>• Computing and IT</li> <li>• Health and Safety</li> </ul> <p>Copies of some of these reports had been circulated to Governors in advance of the meeting.</p> <p>The following Link Governor visits are outstanding:</p> <ul style="list-style-type: none"> <li>• Humanities</li> <li>• Performing Arts</li> <li>• Art and D&amp;T</li> <li>• Modern Foreign Languages</li> <li>• SMSC</li> </ul> <p>It was noted that all Governors, with the exception of KB, had completed</p>	

	<p>their PREVENT training. Ofsted actually asked to review the documentation pertaining to the PREVENT Training.</p> <p><b>Action: To create a folder on Governor Hub for the storage of Link Governor Reports by term</b></p> <p><b>Action: To forward Link Governor visit documentation as detailed in the meeting minutes</b></p> <p><b>Action: To use their Governor folder to store any documents received during meetings</b></p> <p><b>Action: Link Governors to select training to be completed in the Summer Term 2019</b></p>	<p><b>Clerk</b></p> <p><b>Link Govs</b></p> <p><b>All Govs</b></p> <p><b>Link Govs</b></p>
<b>15</b>	<p><b>TO REVIEW THE FOLLOWING POLICIES:</b></p> <p>The SEND Policy; the British Values Policy; the Accessibility Policy and the Behaviour Policy had been circulated to Governors in advance of the meeting.</p> <p>The SEND Policy was <b>approved</b>.</p> <p>The British Values Policy was <b>approved pending amendment of Page 1 dates</b>.</p> <p>The Behaviour Policy was <b>approved</b> and referred to the Spring Term FGB for the Governing Board to see.</p> <p>It was noted that the Accessibility document is a separate document.</p> <p><b>Action: To add an item to the Spring FGB agenda: To approve the Behaviour Policy</b></p> <p><b>Action: To amend dates on page 1 of the British Values Policy</b></p>	<p><b>Clerk</b></p> <p><b>SW</b></p>
<b>16</b>	<p><b>DIRECTOR'S REPORT</b></p> <p>The Clerk advised the meeting of the following items:</p> <p>Item 1.1: NGA Guidance Careers Guidance asking Governors to 'challenge gender stereotyping about jobs and school subjects and broadening aspirations of children from disadvantaged groups'.</p> <p>Item 1.3: Boards to consider making Section 128 direction checks compulsory for all prospective Governors.</p> <p>Item 2: Governors to nominate a representative to attend SEND work streams and ensure that SEND is up to date on the school website. It was noted that Havannah is entirely up-to-date regarding SEND.</p> <p>Item 3: Safeguarding Reports will continue to be audited in April and August 2019. The Safeguarding Governor to speak to relevant staff members regarding the expectations laid out in the recommendations for governors' box.</p> <p>Item 4: Havannah has no Looked After Children. The Clerk drew</p>	

	<p>Governors' attention to the Corporate Parenting Pledge in the event of that situation changing.</p> <p>Item 9: Havannah is currently working on its curriculum moving towards the implementation of the new Ofsted Framework from September 2019.</p> <p>Item 10: All Governors should be aware of the documentation available surrounding mental health and well being. Boards should consider appointing a Link Governor to ensure that the Head Teacher is using all available advice and resources to best support vulnerable learners.</p>	
<b>17</b>	<p><b>AOB</b></p> <p>SW advised Governors that the school had received its Ofsted Inspection. Its findings would be reported to the Spring Term FGB.</p>	
<b>18</b>	<p><b>IMPACT STATEMENT</b></p> <p>Governors questioned the Head Teacher over the disparity between the pupil targets set in the Autumn Term and their current level of working, with particular emphasis on the Spelling targets. They will review this data termly.</p> <p>Governors had received a Question Level Analysis document and its findings. They asked various questions of this information linking it to the school's intervention and support package for pupils.</p> <p>A Maths overview had been received. Governors were made aware of the strategies used in Maths to make it successful. They requested the rolling out this approach to all subject areas.</p> <p>Governors had received a very positive SEND review which enabled them to see pupil data and identify strategies to assist their work.</p>	
<b>19</b>	<p><b>DATE OF NEXT MEETING</b></p> <p>It was <b>agreed</b> that the Summer Term Teaching and Learning Committee meeting would take place on Thursday 20<sup>th</sup> June 2019.</p>	

The Part One element of the meeting ended at 7.33pm. SS-B and SS left the meeting at this point.

The meeting ended at 7.43pm.

..... Chair

..... Date