



MINUTES OF A MEETING OF THE TEACHING & LEARNING COMMITTEE AT HAVANNAH PRIMARY SCHOOL HELD ON THE 15TH NOVEMBER 2018

Governors Present: Kate Jones (KJ) Chair
 Stef Williams (SW) Head Teacher
 Ann Holland (AH)
 Nicola Taylor (NT)
 Kath Bennett (KB)
 Claire Birdsall (CB)

Also in attendance: Maria Wilson (MW) Clerk to Governors
 Sophie Slater-Baynes (SS-B) Associate Governor
 Sue Sutton (SS) Associate Governor

PART ONE: NON-CONFIDENTIAL BUSINESS

		Actions
	<p>LITERACY PRESENTATION: Claire Birdsall</p> <p>CB guided Governors through a power point presentation looking at Read Write Inc (RWI) and the Accelerated Reading (AR) programme. Paper copies were available for Governors to take away and read.</p> <p><u>Reading discussion:</u></p> <ul style="list-style-type: none"> • KS1 RWI data for Reception pupils in Groups 1-3 showed Entry and Exit Levels with Progress made. Groups 1 and 2 made +2 and +1 levels progress respectively. Group 3 made -2 levels progress. <p>Challenge: What is being done with Group 3 to make a difference? A: From September 2018 this group has been taught by a qualified teacher. The group has experienced hotlisting; daily 1:1 intervention; sounds flashcards and oral blending techniques. The RWI is streamed with all groups doing the same work at the same time.</p> <ul style="list-style-type: none"> • KS1 RWI data for Y1 pupils in Groups 1-3 showing Entry and Exit Levels with Progress made. Groups 1 and 2 reached the Expected level. Group 3 made -2 levels progress. Group 3 are again being taught using the same techniques as pupils in Reception. 	

- Y2 pupils who have not completed the programme are having a Literacy lesson and a RWI lesson.

Challenge: Is this taking place discreetly or with the Reception/Y1 classes?

A: A varied approach is taken: some pupils are with Y1 and others are with the Y2 booster class.

- The KS2 RWI Spelling programme is delivered for 15 minutes per day to Y2 – Y6. It provides a systematic, consistent and interactive approach to learning. It is resourced through a workbook and a logbook. Exception words are displayed on the walls. Words are split into year group patterns. Every 3 to 4 weeks tests are held: testing 20 words.

The school is constantly asking questions of the programme:

- **Challenge:** What could be improved?
A: Baseline assessments could be better.
- **Challenge:** What information should be given to the parents to increase their engagement?
A: The aim is for the logbooks to be sent home in the future.
- Results also need to be analysed more systematically.
- The programme is a 16 week programme: there is the flexibility to use 2 weeks per pattern in the future.
- The programme uses a lot of repetition to embed knowledge and understanding.
- Reading data 2017-2018 was presented: for EYFS to Y6 showing Below/Working Towards; Expected and Greater Depth (GD) having reviewed the Y1 test results. 0% at Y5 were at GD.

SS arrived at 6.40.

- Barriers to Reading were identified as motivation, confidence and ability.
- Use of the Accelerated Reading programme will address these issues. CB explained that the AR programme: finds books which are at the right ability level for the pupil; encourages pupils to read and improves their reading ability. The programme uses quizzes to keep the pupils motivated.
- There are two main parts to the programme which were explained: STAR Reading and AR. The STAR Reading is a computer-adaptive test which provides a baseline for the programme and measures growth over time. This is particularly popular with the boys. The baseline test was completed in September and a further test completed before October half-term. It was noted that the Y2 pupils who had not completed RWI did not do the STAR Reading test. The

test for every student is different. The computer adapts the test to suit the pupil. The STAR Reading test calculates the pupils ZPD Score (Zone of Proximal Development). This is given as a score range between which the pupil can select a book to read. All of the school's books have been coded. Pupils keep a record of their ZPD in their planners and it is kept on-line.

- The school has spent a lot of money on new books (£2.5k).
- To pass the quiz the pupils need a 60%+ pass rate. Points are awarded pro rata depending on how well pupils did on their comprehension quiz. The quizzes have between 3 and 5 questions depending on the pupils' age. The quiz should take place within 24 hours of completing the book.

Challenge: Can the pupils take the quiz at home?

A: No because the school cannot then determine the amount of parental guidance given.

The school is hoping to invest in tablets to facilitate the process.

- SW advised Governors that the programme has been opened to Y2 recently, allowing parents to help their child.
- Parents have been sent a letter showing them how to access their child's AR progress towards targets; points and books read. There is a book shelf to show the latter. Parents can also search for a book, which is not available in school, for their child to read.
- AH advised Governors that pupils from Y3 – Y5 working with CB knew what their target was and what they had to do to achieve it. SS-B added that even the Reception pupils are engrossed in reading. SS added that parents are becoming increasingly engaged.
- Expected progress in reading from September to the 20th/26th October is 1 to 2.5 months. Currently average progress for Y2 is 5 months; Y3 is 3 months; Y4 is 4 months; Y5 is 7 months and Y6 is 4 months. This shows that the programme is having an impact.
- All pupils who meet their target receive a non-uniform day pass.
- The school is continuing to operate its Guided Reading programme linked to AR. A section of book is read; there follows a discussion and focused questions are asked; then a short task is set for homework.

Challenge: Do the pupils remember to bring the books back to school?

A: Currently the excerpts are photocopied but they are coming back in to school.

Particular **thanks** were extended to Miss Fearn and Mrs Birdsall for their work and to the midday supervisors who categorised and labelled all of the books. **Thanks** were also extended to all members of staff for delivering the programme. Now fine tuning needs to take place.

Writing discussion:

- Writing data 2017-2018 was presented: from EYFS to Y6 including Y6 SPAG (Spelling, Punctuation and Grammar) showing the

percentage of pupils at Below/Working Towards, Expected and Greater Depth level. It was noted that some members of staff do err on the side of caution with their judgements. Greater Depth is the level to be improved.

- Following a visit to Wilmslow Grange Primary School, Havannah decided to adopt a new approach to Writing. It is a long term strategy which uses texts to inspire and plans tasks in advance. It will generate approximately 144 pieces of written work over a year.
- CB explained the new 3-Week Writing Plan which has been introduced: it starts with an Inspiration day/half day where pupils are introduced to a topic through a non-written medium – drama, art, visit etc. This is followed by writing sessions incorporating planning, modelling, writing and editing of work: with a considerable amount of support provided to produce a beginning, a middle and an end piece. The following week a slightly different focus is given and pupils plan, write and edit a piece of work. The final week sees the pupils producing an independent piece of work in their best books. The Clerk suggested that one of her schools displays the work on the wall in a layered manner to encourage visitors to see the progress made.
- A Writing planning sheet was shown to Governors. It provided a list of statements, such as ‘Use full stops, capital letters and commas accurately?’. Pupils self assess their achievements from their daily paragraph written using the smiley faces. Spelling, punctuation and grammar are embedded and applied through this system. Success criteria are differentiated.
- Lesson observation feedback was provided: excellent pace – kept children on task and focused; technical vocabulary on plans for children to use in writing – help to stretch and challenge (especially in Y6); great subject knowledge of teacher (needed to model the piece). Liese Houldsworth, the School Improvement Partner, was very impressed with the progress made across the ability and age range: not only was the quality of the work produced good but so was the volume of work. Teachers like the programme.
- Pupil feedback reflected that: editing helps with mistakes; love doing the Inspiration Days. They are fun. Give us more ideas for writing; easier to write when there is modelled writing, etc.

Information was provided regarding EYFS (Early Years and Foundation Stage):

- Daily handwriting sessions to improve fine motor skills and letter formation.
- Increased access to writing tools in provision.
- Vulnerable children targeted earlier.
- Using boys’ interests to encourage reading and writing. Etc.

The future was mapped out for Reading and Writing.

Reading: build a bank of guided reading resources in the library and retaining the questions used for the homework tasks; continuous rigorous

	<p>tracking of progress and attainment; improved comprehension; more children working at GD; continue to buy books to engage children and a love of reading.</p> <p>Writing: ever increasing stamina for writing; more genres of writing practised; improved presentation; more children working at greater depth (to practise three times); more ownership of their learning and a love of writing.</p> <p>Whilst it was acknowledged that both Reading and Writing programmes are still being amended, congratulations were extended to CB and Emma Fearn for all of their hard work with the programmes.</p> <p>CB left the meeting at 6.50pm after covering Item 10: Pupil Premium analysis.</p>	
1	<p>APOLOGIES FOR ABSENCE</p> <p>Nicola Taylor and Kath Bennett were welcomed to the meeting.</p> <p>Apologies were received and accepted from George Hayes (GH).</p> <p>There were no additional items of business to be discussed under Item 17 of the agenda.</p> <p>SW distributed Governor Folders which contain current information regarding the school and governance and which can be added to during the year.</p> <p>Action: To use their Governor folder to store any documents received during meetings</p> <p>SW drew Governors' attention to the Keeping Children Safe in Education Part 1 document which they need to read prior to the FGB.</p> <p>Action: To read the KCSiE Part 1 document in their folder</p>	<p>Govs</p> <p>Govs</p>
2	<p>CONFLICT OF INTEREST</p> <p>Governors were asked to declare any pecuniary interests which may conflict with the business of the meeting.</p> <p>No declarations were made.</p>	
3	<p>TO ELECT A COMMITTEE CHAIR</p> <p>The Clerk advised Governors that no nominations for the position had been received in advance of the meeting.</p> <p>KJ was nominated and the nomination was seconded. KJ was elected</p>	

	<p>Chair until the Autumn 2019 T&L Committee meeting.</p> <p>Action: To update the CE records regarding the Chair's term of office</p>	Clerk
4	<p>TO CONFIRM THE MINUTES OF THE PREVIOUS MEETING OF 25.6.18</p> <p>The minutes of the Summer Term T&L meeting held on the 25th June 2018 had been circulated to Governors in advance.</p> <p>With the exception of a couple of typographical errors, the minutes were accepted as a correct record of the discussion held.</p> <p>Action: The Clerk to amend the minutes and leave a copy at the school on the 19.11.18 for KJ to sign</p>	Clerk
5	<p>TO REVIEW THE ACTION LOG FROM 25.6.18 AND DISCUSS MATTERS ARISING FROM THE 25.6.18 MINUTES</p> <p>There were no matters arising from the minutes.</p> <p>The Action Log had been circulated to Governors in advance of the meeting. The following actions were carried forward:</p> <p>To complete a Quality First Learning Walk (to focus on First Concerns) if necessary To forward Link Governor visit documentation to SW who will forward to the Clerk</p> <p>The following points were discussed: The Clerk stated that there was no real mention made of parental conduct in the Home-School Agreement. SW advised that the main issue was the use of social media and a new Policy had been written.</p> <p>Challenge: So there is no issue with parents on-site? A: No there have been no issues to date.</p> <p>SW advised that IDSR (Inspection Data Summary Report) had been received by the school on the 15.11.18. Fischer Family Trust data had been circulated to Governors for this meeting.</p> <p>Action: To circulate the IDSR (Inspection Data Summary Report) to Governors</p>	<p>KJ Govs</p> <p>SW</p>
6	<p>TO REVIEW THE TERMS OF REFERENCE</p> <p>SW explained to KB and NT that the Terms of Reference (ToR) detail the remit of the committee.</p> <p>The ToR were agreed and recommended to the FGB for full approval.</p>	

	<p>Action: To colour code the ToR after every meeting to ensure coverage</p>	<p>Clerk</p>
<p>7</p>	<p>DATA ANALYSIS: SUMMER 2018</p> <p>Mrs Sutton guided Governors through a power point entitled 'Analysis 2018 Results 2017-2018 Key Stage 1 and Key Stage 2.' She advised Governors that there was considerable overlap with CB's PP information.</p> <p>In KS1 there were 30 pupils in the cohort; 27 accessed the test and there were 30 pupils with FSP prior attainment. There were 19 boys, 11 girls, 6 FSM (Free School Meal) pupils and 2 SEN (Special Educational Needs) pupils.</p> <ul style="list-style-type: none"> • Reading, Writing, Maths and Combined data was presented for the cohort; the FSM pupils and the SEN pupils breaking it down in to Expected and Greater Depth percentage and pupil numbers. • The strengths and areas for development were identified. The latter included improving the number of pupils achieving the expected standard in Writing; improving the number of pupils achieving Greater Depth in Writing and improving the number of FSM pupils achieving Greater Depth. This area will be revisited in a year's time. • Actions from KS1 were listed and 'How?' they would be implemented. This should enable pupils to enter the next phase ready to improve. • It was noted that a year on year log of cohort changes is being kept: monitoring the number of SEN pupils who enter the cohort and leave SEN categorisation. The impact of this mobility is also being monitored. • It is anticipated that the 3 Week Writing cycle will help improve KS1 results. • It was further noted that the SEN pupils did not leave Foundation Stage at the Expected Level: therefore the target set for them was aspirational. The school drills down in to each individual to provide a case study. <p>Action: To add an item to the Autumn Term 2019 agenda: To revisit the KS1 data</p> <p>In KS2 there were 25 pupils in the cohort and all pupils accessed the test. There were 11 boys; 14 girls; 6 FSM6 pupils and 5 SEN pupils.</p> <ul style="list-style-type: none"> • Reading, Writing, Maths and Combined data was presented for the cohort; the FSM pupils and the SEN pupils breaking it down in to Expected and Greater Depth percentage and pupil numbers. • The strengths and areas for development were identified. The latter highlighted the need to increase the number of pupils achieving Greater Depth in Writing for all groups. • Actions from KS2 were listed and 'How?' they would be implemented. • As a result of Emma Fearn's hard work all teaching assistants (TA) 	<p>Clerk</p>

	<p>are delivering consistently and enthusiastically. There is no difference between the provision from a member of staff and a TA. TAs have been trained. TAs are receiving weekly coaching sessions.</p> <ul style="list-style-type: none"> The White Rose programme in Maths was a focus for improvement in 2017-2018. It has resulted in the most improved data of all. This year the focus is on Reading and Writing. <p>Challenge: Does the school use Assertive Mentoring? A: It does not. The school uses My Maths and Enrich. KJ advised that Assertive Mentoring is self-motivating using quizzes which contain 20 timed and scored questions. It can be used with all year groups and in areas of Maths.</p> <p>Action: To forward the Assertive Mentoring information to SW</p> <p>Action: To add national figures to her data analysis presentation in the future</p> <p>Action: To request a Maths Report showing objectives and impact/outcome (as witnessed in the PP Report)</p>	<p>KJ</p> <p>SS</p> <p>SS</p>
8	<p>TO RECEIVE A QLA REVIEW OF THE SUMMER 2018 KS2 TESTS</p> <p>SW advised Governors that the IDSR (Inspection Data Summary Report) data had been received in school on the 15.11.18. The ASP (Analysing School Performance) data is to follow.</p> <p>SS advised that last year a number of issues were identified from the QLA:</p> <ul style="list-style-type: none"> Fractions occurred in 23% of questions and need to be improved. Mental Maths needs to be improved. Pupils need to be coached to complete papers in test situations: speed reading and finding their evidence. <p>Action: To add an item to the Spring Term agenda: To review the ASP (Analyse School Performance) QLA (Question Level Analysis) information</p> <p>Action: To circulate the ASP information to Governors</p>	<p>Clerk</p> <p>SW</p>
9	<p>TO SET ACADEMIC TARGETS FOR ALL YEAR GROUPS WITHIN SCHOOL</p> <p>SW advised that performance management of members of staff had been completed. Attainment had been reviewed. The Fischer Family Trust data had been used to link prior attainment to pupil targets.</p> <p>A document entitled 'End of Year Targets for Academic Year 2018-2019' was circulated to Governors in advance of the meeting.</p> <p>SW advised Governors that:</p>	

	<ul style="list-style-type: none"> • She meets with members of staff termly; challenges their targets based on pupil prior attainment and anticipates some changes in the targets currently set as the year progresses. • Some members of staff are, by nature, cautious in their target setting. • Year groups vary according to percentage of SEN pupils and ability. • SW advised that the current Y6 target is low but this is not currently a cause for concern. The target will be reviewed again before Christmas and reset, if necessary. The class teacher of Y6 is very pleased with their work this year. • The whole school focus is on improving Greater Depth and Writing. <p>Action: To add an item to every T&L agenda: To review the academic targets for all year groups within school</p>	Clerk
10	<p>PUPIL PREMIUM UPDATE</p> <p>This item was completed after the Literacy Presentation before CB left at 6.50pm.</p> <p>The Pupil Premium (PP) Statement is published on the school website as a statutory duty. A copy of the 2017-2018 document was circulated to Governors in advance of the meeting.</p> <p>The document contained:</p> <ul style="list-style-type: none"> • Summary information: the total PP budget; total number of pupils at Havannah Primary School; number of pupils eligible for PP funding; date of the most recent PP review; date for the next internal strategy review. • Current attainment: % achieving Expected standard in the Phonics Screening Check: pupils eligible for PP Funding at Havannah compared with national data for all pupils. It was noted that this is not a like-for-like comparison. The Government grants the PPFunding expecting schools to diminish the PP: non-PP gap. The % achieving the standard in the Y2 assessment tests in Reading, Writing and Maths: pupils eligible for PP at Havannah compared with national data for all pupils. The % achieving Expected standard in Y6 assessment test in Reading, Writing and Maths : pupils eligible for PP Funding at Havannah compared with national data for all pupils. It was noted that, with the exception of Y2 PP Writing, achievement of PP pupils at Havannah was above the national average. • A summary of evidence from the evaluation of impact of the funding was provided for the Y1 Phonics Screening Check; KS1 SATs and KS2 SATs. It was noted that many PP pupils also come under the SEN category. • Objectives for PP spending were detailed: to improve the attainment of disadvantaged pupils in R,W and M; accelerate the progress of disadvantaged pupils in R, W and M; ensure stretch and challenge for disadvantaged pupils; improve punctuality and attendance; 	

	<p>ensure access to extra-curricular activities such as school trips and residential etc.</p> <ul style="list-style-type: none"> • A table showing intervention/project; costs; objectives and impact/outcome was given identifying individual and group interventions with teachers and teaching assistants; additional teachers in Y6 in the Spring Term; social and emotional support; personalised feedback; Breakfast Club; sports clubs incentives and school trips and residential. The impact was clearly demonstrated in this analysis. • Future spending was discussed. • It was noted that a lot was happening. <p>Thanks were extended to CB.</p> <p>CB left the meeting at 6.50pm.</p>	
11	<p>TO REVIEW PRIORITIES 1 TO 7 OF THE SCHOOL DEVELOPMENT PLAN</p> <p>The School Development Plan had been circulated to Governors in advance of the meeting.</p> <p><u>Priority 1: Maintaining GLD in EYFS</u> Last year the % of pupils achieving GLD in EYFS was below the national average. However their progress data was good. A review was completed of pupils who had attended the Pre-School provision on the Havannah site and those who had come from elsewhere: the former did not achieve the GLD.</p> <p>This year a baseline data analysis has been completed; those pupils who are not ready have been identified: some of these pupils are in the vulnerable pupil category. Reading and Writing have been identified as areas for development. Their speech and language skills are poor. To date they have received Writing interventions and catch-up with handwriting and hotlisting techniques. They receive 5 minutes 1:1 support per day.</p> <p>Of the pupils identified: 1 is awaiting an EHCP; 2 are on School Support and others have Speech, Language and Communication Needs and are at First Concerns.</p> <p><u>Priority 2: Progress for Vulnerable Pupils</u> The vulnerable pupils include those on the SEN register and PP pupils. These pupils receive 1:1 interviews; an intervention package is in place; there is a costed plan; the incentive for attendance is a free pass to an After School Club.</p> <p><u>Priority 3: Progress in Writing and Spelling</u> This priority had been discussed in the Presentation by CB..</p>	

	<p><u>Priority 4: Progress in Reading KS2</u> This priority has been discussed in the Presentation.</p> <p><u>Priority 5: Promoting 'Outstanding' Teaching and Learning</u> Writing is being focused upon to take the school to Outstanding in Teaching and Learning. Following Learning Walks, pockets of outstanding teaching and learning have been identified. As a result, members of staff have paired up to observe lessons. There is RWI mentoring and coaching on a weekly basis.</p> <p>Challenge: Is this something members of staff opt in to? A: No all members of staff are expected to attend. It was noted that SW and SS-B are attending a coaching course w/c the 19th November 2018.</p> <p><u>Priority 6: Curriculum: rich and relevant</u> It was noted that this an Ofsted focus moving forward. Havannah does provide a rich and relevant curriculum: sport and the Art Exhibition is pending. The school has completed curriculum tracking on the school website. The next step will be to complete topic book scrutinies, as completed for Maths and English.</p> <p><u>Priority 7: Further embed consistency in Maths</u> It is necessary to maintain the progress achieved in Maths: peer mentoring is taking place looking at what went well, even better if and reviewing consistency through book scrutinies.</p>	
12	<p>TO RECEIVE LINK GOVERNOR VISIT REPORTS</p> <p>Governors were advised that there was currently no Link Governor for PE.</p> <p>Action: To add an item to the Autumn Term FGB agenda: To appoint a PE Link Governor</p> <p>SH has visited the school as EYFS Lead: her Report is pending. GH has met with the Maths Lead: his Report is pending. AH has met the English Lead: her Report has been received and will be forwarded to the FGB. There has been no PP visit to date. The SEND visit is pending. The school has received a CE audit. This is to be reviewed.</p> <p>Action: To request the EYFS Link Governor Report from SH</p> <p>Action: To scan AH's Literacy Link Governor Report and return the original to SW to file</p> <p>Action: To add an item to the Autumn Term FGB agenda: To appoint a</p>	<p>Clerk</p> <p>Clerk</p> <p>Clerk</p> <p>Clerk</p>

	PE Link Governor	
13	<p>TO RECEIVE POLICIES</p> <p>The Positive Handling Policy was circulated to Governors in advance of the meeting. It was approved by Governors.</p> <p>The English Policy was circulated to Governors in advance of the meeting. It was noted that this document was new: to reflect the changes which had occurred regarding RWI and Writing. The Policy was approved.</p> <p>The New Marking Policy was circulated to Governors in advance of the meeting. Changes have been implemented to make marking more meaningful. The 'next steps' marking had been flawed. There is more emphasis currently on providing the pupils with instant feedback both verbal and written. Pupils also receive three ticks for effort. This Policy was approved.</p> <p>The PE Policy was not submitted for approval.</p> <p>Action: To forward the PE Policy to the Clerk for approval at the Autumn Term FGB</p> <p>Action: To add approval of the PE Policy to the Autumn Term FGB agenda</p>	<p>Clerk</p> <p>Clerk</p>
14	<p>TO REVIEW ANY RELEVANT ITEMS FROM THE 2018 AUTUMN TERM DIRECTOR'S REPORT</p> <p>A number of items were flagged up to Governors for information only:</p> <p>Section 1: Item 7 – DfE issues on gender separation in mixed schools Section 8: Ofsted Updates – emphasis on the broad and balanced curriculum from September 2019</p>	
15	<p>TO RECEIVE A PE COMMITTEE UPDATE</p> <p>SW advised Governors that the PE Committee has not met yet. It is to be arranged.</p> <p>Multiflex are providing all after school clubs. Mr Rowland (from Multiflex) is running the school teams. There is a high attendance at clubs. Free attendance at sports clubs is a whole school attendance incentive for PP pupils.</p> <p>There is a new assessment system in place: providing a baseline assessment and further half-termly assessments. Pupils complete a different sport every half term.</p> <p>Motor Skills United is being used with EYFS pupils.</p>	

	<p>KJ recommended the use of Sensory Circuits.</p> <p>Inter-school competition is being reintroduced. It will start with football on the 3rd December 2018 for Y1/Y2 and Y3-Y6 mixed teams.</p> <p>There is a new sport house system to raise the profile of sport within the school: competitions being held throughout the year culminating in Sports Day.</p> <p>There is evidence around school of Sport Star of the Day. Havannah Heroes is still successful.</p> <p>Challenge: Are all sports clubs fee paying? A: They are. Staff will be asked what clubs they can offer after Christmas. Mrs Thorpe has already offered to hold a netball club. From a curriculum viewpoint, there is a weekly Accelerated Reader Club staffed on a rotation basis.</p> <p>Action: To provide a PE Committee update at the Autumn Term FGB</p>	
16	<p>GOVERNOR MONITORING, TRAINING AND DEVELOPMENT</p> <p>It was agreed that training will be identified when the new Link Governors are in place after the Autumn Term FGB.</p> <p>Action: Link Governors to select training to be completed in the Spring Term 2019</p>	Govs
17	<p>AOB</p> <p>SW shared with Governors the school's monitoring category received from the LA: Universal (1). She explained that the scoring goes from 1 to 4, where 4 is a cause for serious concern. The school has gone from a 3 to a 1. SW was congratulated on this achievement.</p> <p>SW shared the feedback with Governors: WWW (What Went Well): Attainment and progress; an improved KS2 profile; Safeguarding; the SFVS (School Financial Value Statement); attendance; the fact that the school had produced a balanced budget; social care and early help provided at the school; use of PP funds and Health and Safety.</p> <p>EBI (Even Better If): Good Level of Development; the need to monitor the impact of the Pre-School; the Lockdown Policy (which will be reviewed on the 26th November 2018).</p>	
18	<p>IMPACT STATEMENT</p> <p>Governors received a comprehensive account of the Accelerated Reading</p>	

	<p>programme which is fostering a love of reading throughout the school; assisting with raising standards and impacting upon the Writing focus as part of the current School Development Plan.</p> <p>Governors received a comprehensive account of the new 3 Week Writing programme which has already culminated in increased quantity and quality of writing being produced across the school and has engaged all pupils with its Inspiration Days.</p> <p>Governors have been able to review the impact of strategies being used to improve the attainment, progress and well-being of PP pupils across the school.</p>	
19	<p>DATE OF NEXT MEETING:</p> <p>It was agreed that the date of the next meeting would be: Thursday 14th March 2019 at 5.30pm.</p>	

The meeting moved to Part 2.

The meeting ended at 8.15pm.

..... Chair

..... Date