

Challenge: Do all schools participate in the Sandbach Partnership events?

Response: All schools have the opportunity to participate. Participation is improving.

RK guided Governors through the success criteria which mirrored the priorities.

RK guided Governors through the monitoring section which looked at who, what, where, when, how and external validation. Governors were advised that Multiflex have copies of the long and short term planning documents and the assessment data: members of the school staff need to request this information.

Actions were discussed:

- RK advised Governors that if teams/individuals come first or second in a competition they automatically qualify to enter the Sandbach Partnership competition.
- The Sandbach Partnership competitions cost between £20 and £30 per event.
- High 5 Netball coaching is a goal to enable a team to enter both the league and tournaments. Currently there are between 3 and 5 pupils at the after school club: a pool of 10 is needed.

Challenge: At what age can they start to participate?

Response: From Y3 onwards.

Challenge: Can boys join the team?

Response: A team can contain 2 boys.

RK and SW advised the meeting that the school is looking to incentivise attendance at the club.

- Gaynor Lynch and Jo Worrall do a good job at promoting and celebrating school achievements on the website and in the weekly newsletter. There was further discussion of using a class blog or a separate Instagram account to promote school sporting achievements. There was the suggestion of creating Sport Champions amongst the pupils to complete this activity.
- It was noted that the PE commitment is onerous for two members of staff: RK and SW. Members of staff at the school are not as sport orientated as in other schools. It was noted that a teacher could work alongside a teaching assistant.

Challenge: Could parents be asked to help?

Response: They could be but a member of staff still needs to be present.

Parents have helped with cricket, cross country and football.

- The school needs to review its generic risk assessment for taking pupils to sporting events.

- The school aims to continue to run a range of competitions within school each half term and to use new sports teams to do this: to date rugby has been completed and basketball is forthcoming.
- SW advised the meeting that after-school team rewards are being given in addition to four house points. Displays in the school hall need to be further developed.
- Ideally the school would like to use Multiflex for one afternoon per week's dedicated team coaching session. There was discussion of the fact that this could lead to some pupils having two afternoons of PE which would impact on their curriculum time.
- It was noted that the PE Policy had been reviewed in 2018-2019.

RK circulated a document entitled 'PE and Sport Premium 2018-2019'.

The following points were discussed:

- The PE Grant runs from April to April but the Report refers to the school year, so there is always a slight discrepancy in information.
- Allocations for the academic year 2018-2019 were calculated using the number of pupils in Y1 to Y6 as recorded in the October census. Schools receive £16k plus £10 per eligible pupil. Pupils in Reception do not count.
- Governors noted that the PE Grant income in 2018-2019 was £17,683 and expenditure was £24,148.

Challenge: Is the deficit covered by the school budget?

Response: It is.

It was noted that year on year the deficit is being reduced: 2017-2018: £16k; 2018-2019: £12k and the projected deficit for 2019-2020 is £10k. This is a result of less time being given to Multiflex.

- Objectives for spending were listed including: to ensure that PE is well managed and led; to provide training, development and purchase resources to ensure PE is well led; to ensure that children develop healthy lifestyles and to enhance children's attitudes towards healthy lifestyles through education their food choices and increasing their knowledge of the importance of daily exercise.

There was a discussion of actual spending 2018-2019:

- Specialist sports coaching to work with teachers. SW advised the meeting that Mr Rowlands attends the school daily: this is the first year there has been that degree of consistency. Three other Multiflex staff also attend. It was noted that children are more eager, enthusiastic and confident in PE lessons and PE has a higher profile in school.
- Specialist sports coaching for teams preparing for competitions. Teams have been more prepared; they have been more successful and have a greater understanding of how to work together as a team. One coach costs £15 per hour for 37 weeks (1 hours coaching).

- Swimming lessons. This year expenditure on swimming was reduced from £3,600 to £1,300. In previous years a number of classes have had swimming lessons over 2.5 terms. This year Y4 and Y5 will receive one term of swimming lessons, once per week in the Spring/Autumn term. 75% to 80% of children can swim the required 25m before leaving primary school. Children who did not manage to swim the 25m did make progress. Most of these children do not swim outside of school.

Challenge: What is the impact of children not swimming 25m?

Response: Schools have to aim for this distance as specified in the National Curriculum.

This item caused lengthy discussion: should pupils who can swim not have lessons – this does not seem fair; could all four year groups go swimming but for a half hour lesson over a six week period; parents contribute to the cost of the coach and the coach will convey more pupils to the baths; can the school justify the time against curriculum time?

Challenge: What incentives could be provided?

Response: A more positive approach from the Leisure Centre would be beneficial. The contract has been agreed for this year.

Challenge: Has an analysis been done of those pupils who are non-swimmers?

Response: It has not been. It was **agreed** that this should be done but all pupils should be offered additional lessons. It was **agreed** that water safety was essential knowledge for all young people.

Challenge: Could pupils who struggle with swimming be invited to attend for two terms?

Response: They could be. The school would need to purchase the services of an additional lifeguard (£25 to £30) which could be subsidised from Pupil Premium funding. It was noted that pupils are more likely to learn to swim if their attendance at lessons is continuous.

- Playtime equipment had led to the purchase of proper playground games. This has had a positive impact on behaviour and friendship.
- Pupil Premium attendance incentives. It was noted that this scheme works well: pupils who achieve more than 95% attendance per half term qualify to attend an after school club of their choice.

Challenge: Is uptake good?

Response: 20 to 25 pupils attend every half term.

It was noted that Havannah Hangout pupils can also attend.

- Adventurous activities on residential visits. SW advised Governors that the parental contribution goes towards the cost of the coach, accommodation and food. Activities are paid for out of the PE Grant.

	<p>Challenge: Do parents know this? Response: It was agreed that this should be emphasised further by the school.</p> <ul style="list-style-type: none"> • Intra-school competitions. It was noted that this is working well. A small charge has been made to purchase medals and new footballs. <p>Future spending was discussed:</p> <ul style="list-style-type: none"> • To pay for pupils to enter as many Sandbach Partnership events as possible. • To purchase new equipment for the High 5 Netball team. <p>Challenge: Is the PE Grant likely to continue? Response: It was noted that recently the amount was doubled which would indicate that it would continue. SW advised the meeting that if the Grant ends: the school would have to terminate its Multiflex contract; the school would then have to look to its own members of staff, upskilling them to teach PE. This would require a degree of curriculum creativity.</p> <p>KJ arrived at 6.10pm.</p> <p>Challenge: Has continued professional development (CPD) training started with members of staff? Response: It has. It was noted that it is preferable to use a specialist teacher (Multiflex): the pupils receive better tuition.</p> <p>It was agreed that RK provide both documents for Gaynor Lynch to upload on to the school website.</p> <p>Action: To ask Miss Kitson to put the PE Report on to the school website</p> <p>Governors thanked Rebekah Kitson for her thorough report. It was noted that receiving all documents seven days in advance of the meeting would have complied with statutory regulation and allowed Governors the chance to prepare further questions to ask in the meeting.</p> <p>RK and SH left the meeting at 6.13pm.</p>	SW
1	<p>APOLOGIES FOR ABSENCE</p> <p>Apologies were received and accepted from George Hayes.</p>	
2	<p>CONFLICT OF INTEREST</p> <p>The following pecuniary interests were declared:</p> <p>Stef Williams: Director of the CECF Kate Jones: SENDCo and Safeguard Lead at Broken Cross Primary</p>	

	<p>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>	
3	<p>TO ELECT A COMMITTEE CHAIR</p> <p>The Clerk advised the meeting that no nominations for the post had been received in advance of the meeting.</p> <p>A nomination for Kate Jones to remain in post for a further year was received from the meeting.</p> <p>KJ responded that she would like to remain in post but is currently working full-time and is conscious of the fact that she will be unable to fulfil her monitoring duties in school. AH volunteered to help her with the Special Educational Needs and Disabilities (SEND) and Quality Teaching monitoring, agreeing to complete an SEND observation one Monday morning per half term. This division of duties was approved by the Committee.</p> <p>KJ was duly appointed Committee Chair for a further one year term of office.</p>	
4	<p>TO CONFIRM THE MINUTES OF THE PREVIOUS MEETING OF THE 20th JUNE 2019</p> <p>The minutes from the Summer Term Teaching and Learning meeting held on the 20th June 2019 had been circulated to Governors in advance of the meeting.</p> <p>The Part One minutes were accepted as a correct record of the discussion.</p> <p>Action: To email KJ to sign the minutes and lodge them with SW</p>	Clerk
5	<p>TO DISCUSS MATTERS ARISING FROM THE SUMMER TERM MEETING MINUTES AND TO REVIEW THE ACTION LOG</p> <p>There was one matter arising from the minutes:</p> <ul style="list-style-type: none"> SW advised the meeting that the Question Level Analysis from the Summer 2019 SAT tests had only just been received by the school. It was agreed that SW would ask Subject Lead teachers to complete the QLA analysis under her supervision. Action. <p>Action: To add an item to the Spring Term T&L agenda: To receive a SAT QLA analysis</p> <p>The Action Log from the 20th June 2019 meeting had been circulated to</p>	<p>SW</p> <p>Clerk</p>

	<p>Governors in advance of the meeting. The following action was carried forward:</p> <ul style="list-style-type: none"> • To forward the Assertive Mentoring information to SW <p>All other actions had either been completed or were deemed no longer relevant.</p>	KJ
6	<p>TO REVIEW THE TERMS OF REFERENCE</p> <p>The Terms of Reference (ToR) document had been circulated to Governors in advance of the meeting.</p> <p>Action: To remove the highlighted bullet point <i>'for 2018/2019, monitor the effectiveness of the writing strategy created, implemented and monitored by the Senior Leadership Team'</i></p>	Clerk
7	<p>DATA ANALYSIS: SUMMER 2019</p> <p>SW advised the meeting that most of the data has just been released. She asked Governors to read it at their leisure before the Spring Term Teaching & Learning Committee meeting and to pose questions of material they do not understand/need clarification about, twenty-four hours in advance of the meeting.</p> <p>Action: To become familiar with the Fischer Family Trust and IDSR data before the Spring Term T&L meeting and to pose questions in advance of that meeting regarding information they are unsure of/which needs clarification</p> <p>The new Inspection Data Summary Report (IDSR) had been circulated to Governors in advance of the meeting. The following points were made:</p> <ul style="list-style-type: none"> • The new document is very slim-line and not as informative as its predecessor. • It provides information on the Y2 and Y6 statutory tests. • The front page of the document is significant: it provides the school's strengths and weaknesses. Writing in bold is the information which Governors need to be aware of. SW identified the following points: <ul style="list-style-type: none"> • Key stage 2 attainment of the high standard (110+) in reading (10%) was significantly below national and in the lowest 20% of all schools in 2019. • Writing progress has improved between 2018 and 2019. • Key stage 2 attainment of greater depth in writing • (3%) was significantly below national and in the lowest 20% of all schools in 2019. 	Govs

	<ul style="list-style-type: none"> • Key stage 2 progress in mathematics (3.7) was significantly above national and in the highest 20% of all schools in 2019 as well as in 2018. • Mathematics progress has improved between 2017 and 2018. • In 2017/18, the rate of overall absence (4.00%) was slightly below the national average for schools with a similar level of deprivation (4.11%). • Pages 4 to 8 provide the school context and year group context. It emphasises trends. <p>Challenge: Is the pupil data taken from the October census? Response: It is.</p> <ul style="list-style-type: none"> • SW advised Governors that Mrs Thornborrow is attending an IDSR course provided by ECM (Evans Choi and Mullin) on the 12th December. <p>Action: To ask Mrs Thornborrow to present an IDSR analysis to the Spring Term T&L meeting</p> <p>Action: To add an item to the Spring Term T&L agenda: To receive an IDSR analysis</p> <ul style="list-style-type: none"> • SW added that the Fischer Family Trust dashboard for KS1 and KS2 has just been released. She agreed to explain these documents further in the Spring Term. • The ASP had not been uploaded to Governor Hub. SW advised Governors that this is an interactive tool which provides headline data. <p>The following discussion regarding data was held:</p> <ul style="list-style-type: none"> • KS2 progress is above national: figures above 0 for KS2 Reading Writing and Maths data are good. • KS2 attainment is in line with national. • The combined Reading Writing and Maths achievement of 55% is 10% lower than national. The school is focusing on those pupils who will miss out on one of the subjects and providing the necessary intervention. <p>Challenge: What was the percentage for the combined Reading Writing and Maths last year? Response: It was 68%.</p> <p>Last year's cohort's attainment was good but their progress was less good. SW advised Governors that the school would drill down to find</p>	<p>SW</p> <p>Clerk</p>
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	<p>specific reasons for the data: already Writing and spelling for dyslexia have been identified.</p> <p>Action: To prepare for a deep dive in to KS2 data for the Spring Term T&L meeting</p> <p>Action: To add an item to the Spring Term T&L agenda: To complete a deep dive in to the 2019 KS2 results</p> <ul style="list-style-type: none"> • Governors were advised that currently the data needs to be reviewed with caution as it is un-validated. Validated data is not available until February 2020. 	<p>SW</p> <p>Clerk</p>
8	<p>TO RECEIVE A QLA REVIEW OF THE SUMMER 2019 KS2 TESTS</p> <p>Action: To add an item to the Spring Term T&L agenda: To receive a SAT QLA analysis</p> <p>SW advised Governors that pupils did not do well in the testing situation. By completing the QLA analysis this will enable Subject Lead teachers to look at the impact their teaching is having.</p>	Clerk
9	<p>TO SET ACADEMIC TARGETS FOR ALL YEAR GROUPS WITHIN SCHOOL</p> <p>SW advised Governors that targets of pupils predicted to achieve the expected and good level of development have been discussed with members of staff. Data has formed an element of staff performance management targets.</p> <p>SW further advised Governors that she had reviewed data will Lise Houldsworth, the School Improvement Partner.</p> <p>Discussion of this item was referred to the Part Two minutes.</p>	
10	<p>PUPIL PREMIUM UPDATE</p> <p>The following documents relating to Pupil Premium (PP) had been circulated to Governors in advance of the meeting:</p> <ul style="list-style-type: none"> • Policy for Pupil Premium • Pupil Premium Action Plan 2019-2020 • Pupil Premium Breakfast Club 2018-2019 • Pupil Premium Report <p>SW advised Governors that Mrs Birdsall does not work on Mondays so was not available to discuss the documents with them this evening. She added that the spotlight was on the PP data analysis. The statement</p>	

	<p>explained both PP data and expenditure against PP funding. The school is effective in its educating PP pupils. The action plan provided no unexpected items.</p> <p>It was noted that the PP statement is presented at both Teaching & Learning and Leadership & Management Committees before going on to the school website.</p> <p>Key points made were:</p> <ul style="list-style-type: none"> • PP data for the current Y6 is not as good as Y6 data in 2018-2019. • In the Report there are columns showing Disadvantaged pupils (with SEND) and Disadvantaged pupils (without SEND). • Breakfast Club is used for those PP pupils who are regularly late: some of these pupils have specific reasons for their lateness. The data was reviewed. <p>Challenge: Can this document be anonymised moving forward? Response: Yes it can be.</p> <p>Challenge: Can it be explained why the percentage uptake drops from 67% in the first half of the Autumn Term to 37% in the first half of the Summer Term? Response: It is due to a number of reasons: the clubs may not be as attractive; pupils may do other things in the summer after school. It was acknowledged that the school needs to encourage participation in the summer term.</p> <p>Some discussion was referred to the Part 2 minutes.</p>	
11	<p>TO RECEIVE A 2019-2020 CURRICULUM OVERVIEW</p> <p>SW advised Governors that she had spoken to Lise Houldsworth (LH) about developing the curriculum to comply with the new Education Inspection Framework (EIF). LH had advised SW that the whole process could take eighteen months to complete. LH had provided a guidance document for SW. SW had also reviewed different models of skills and knowledge progression.</p> <p>The new EIF will make deep dives in to the curriculum so it has to be a clearly planned and coherent document.</p> <p>Currently members of staff at Havannah are reviewing their intent. The next focus will be on building up the skills and sticky knowledge in the curriculum implementation. The final focus will be on the impact of the curriculum.</p> <p>SW advised the meeting that intent would be completed this term; implementation in the Spring Term and impact in the Summer Term. The new curriculum would then be in place in September 2020. All stakeholders would be able to evaluate the curriculum in the Autumn Term 2020.</p> <p>LH had advised SW that Ofsted will want to see discreet subjects: History,</p>	

	<p>Geography etc. She added that Havannah should concentrate on the Foundation subjects as its curriculum for Reading Writing and Maths was secure.</p> <p>Governors questioned who would co-ordinate each curriculum area's core skills and progression.</p> <p>Challenge: Does the school have a planning map? Response: It does.</p>	
12	<p>TO REVIEW PRIORITIES 1 TO 7 OF THE SCHOOL DEVELOPMENT PLAN (SDP)</p> <p>SW advised Governors that the SDP would need to be amended in light of the School Improvement Partner visit.</p> <p>SW advised Governors that the current focus was on Priority 4 where action plans need to be provided with timescales.</p> <p>Action: To amend the SDP and prepare the action plans behind the SDP focal points for the Autumn FGB</p> <p>SW advised Governors that the key focus for the school in 2019-2020 is to improve greater depth in Reading throughout the school. This is a change following discussion with the SIP and a review of school data.</p>	SW
13	<p>TO REVIEW POLICIES</p> <p>The following policies were on the agenda and had been circulated to Governors in advance of the meeting:</p> <ul style="list-style-type: none"> • Positive Handling • NQT Policy • Pupil Premium <p>SW advised Governors that neither the Parental Conduct nor the Sex and Relationships Policy had been completed yet.</p> <p>Governors approved the Positive Handling Policy, the NQT Policy and the Pupil Premium Policy.</p>	
14	<p>TO REVIEW THE RELEVANT ITEMS FROM THE AUTUMN TERM DIRECTOR'S REPORT</p> <p>The Autumn Term Director's Report had been circulated to Governors in advance of the meeting.</p> <p>The Clerk advised Governors of the following items:</p>	

	<ul style="list-style-type: none"> • Early Years phase Good Level of Development news to be noted; • SEND information: new Locality Managers are being appointed to ensure that schools have a more direct line to decision making. The current funding for education health care plans (EHCP) is changing to a banding system; • The Framework for Ethical Decision Making in Education is a pilot scheme which schools are being asked to consider joining; • New Relationships and Health Education in Schools which was discussed in Item 13 of the agenda • New Keeping Children Safe in Education 2019 to be signed at the Autumn Term FGB; • School Performance 2018-2019 to be noted. 	
15	<p>FEEDBACK ON PHONICS DEVELOPMENT DAY</p> <p>SW provided Governors with verbal feedback on this item: The school had set an aspirational target for all pupils to achieve their phonics screening.</p> <p>EF advised the meeting that the school's focus was shifting away from KS1 Read Write Inc to KS2 spelling. The assessment tracker has enabled an identification of gaps in spelling. This had led to targeted interventions. Members of staff were receiving training on overcoming these issues: which was a better use of resources moving forward.</p>	
16	<p>MFL OVERVIEW</p> <p>This item was not discussed as the subject focus for discussion had been changed to PE and MFL had not been removed from the agenda.</p>	
17	<p>GOVERNOR MONITORING , TRAINING AND DEVELOPMENT</p> <p>Governors were advised that Havannah does not purchase the ChESS Training package but Governors can attend training at a cost to the school.</p> <p>KJ advised the meeting that she has completed Safer Recruitment Training.</p> <p>SW added that EIF training would be advisable for Governors.</p> <p>Action: To attend Education Inspection Framework training</p>	Govs
18	<p>ANY OTHER BUSINESS</p> <p>The following discussion regarding Early Years (EY) Stage data for 2018-2019 was added to the agenda. The analysis document had been</p>	

circulated to Governors in advance of the meeting.

The following points were made:

- There had been a significant increase in pupils gaining a good level of development (GLD). The cohort was 5% above the national level: 77% (72% national). SS-B advised the meeting that the current Y2 are operating below the national level.
- Baseline data coming from the Pre-School shows that Reading, Writing, Number, Shape Pace and Measure are significantly improved (RAG rated green). Reading is 17% higher, Writing is 3% higher and Number is 23% higher. This reflects a readiness on the pupils' part to learn.
- There needs to be a focus on pupils exceeding the early learning goal (ELG) in Reading where data is lower: from 40% in 2017-2018 to 27% in 2018-2019.
- It was noted that the school needs to add value from Reception to Y6. It was discussed that this spectrum is difficult to measure because different curriculum models are being addressed. There were discussions of pupil readiness to learn. The current Reception class have had one year's Pre-School education at Havannah.
- The current Y2 a very small middle band of pupils which need to be targeted.
- Strengths were listed including: Large proportion of the children made better than expected progress in the early years foundation stage from their starting points; all children with SEND made better than expected progress in reading and writing from their starting points and a large proportion of the pupil premium children made better than expected progress in reading, writing and maths.
- Progress data measures need to be reviewed further to identify where pupils are within the emerging, expected and exceeded bracket.
- Actions were explained: a need to focus on the Stretch and Challenge writers in the EY (identified by Ofsted 2019); fine motor skills practise - letter formations; encourage LA orally blending quicker; liaise with Pre-School re: letter formation practise/ name writing for entry to Reception and encourage children to be toilet trained on entry to Reception.

Challenge: Has the issue of toilet training improved by liaison with Pre-School?

Response: It has.

It was noted though that there is only one toilet in Reception and the boys do not want to/are not ready to use the urinals. This is something for Governors to consider moving forwards.

	<p>Governors thanked SS-B for her very thorough and comprehensive report.</p> <p>SW advised that the report had also been shared with the Lise Houldsworth.</p>	
19	<p>IMPACT STATEMENT</p> <p>Governors received a comprehensive PE Report outlining provision and expenditure of PE Grant money. They made decisions regarding the provision of swimming moving forward to enable more pupils to achieve the 25m swimming goal. They discussed the future provision of PE in the event of the Grant being discontinued including the up-skilling of current members of staff. PE provision will be monitored by Governors moving forward.</p> <p>Governors received various different data interpretations from the IDSR, Fischer Family Trust and ASP. Governors agreed to review this data and return to the Spring Term meeting with questions for clarification and explanation. Pupil Premium and Early Years data was also reviewed and Governors advised of changing targets for the school to inform discussion later in the year.</p> <p>Governors were advised of the school's progress towards the new intent, implementation and impact curriculum. It was agreed that this will involve a change of focus for the school which Governors will monitor term by term reviewing each strand in turn.</p>	
20	<p>DATE OF NEXT MEETING</p> <p>It was noted that the date of the next meeting is: Thursday 5th March 2020 at 5.30pm</p>	

The meeting moved to Part 2.

The meeting ended at 7.28pm.

..... Chair

..... Date