

**MINUTES OF THE HAVANNAH PRIMARY SCHOOL TEACHING AND LEARNING  
COMMITTEE MEETING HELD ON THE 4<sup>th</sup> JULY 2023**

<b>Governors Present:</b>	Ann Holland (AH) Stef Williams (SW) Kath Bennett (KB) Kate Jones (KJ) Olivia Barrie (OB)	Committee Chair Head Teacher
<b>Also in attendance:</b>	Maria Wilson (MW) Marc Booker (MB) Emma Fearn (EF) Rebekah Kitson (RK)	Clerk to Governors Clerk to Governors Maths Lead Teacher

**PART ONE: NON-CONFIDENTIAL BUSINESS**

		Actions
	<p><b>MATHS PRESENTATION</b></p> <p>Rebekah Kitson advised the meeting that:</p> <ul style="list-style-type: none"> <li>• Maths was on a journey.</li> <li>• The Maths curriculum will look different in September 2023.</li> <li>• RK and OB have completed Maths Mastery training through the Maths Hub. This had involved attending six training sessions, visiting Sandbach Academy to observe lessons, and having lessons at Havannah observed. The course had released £1k for cover which would be spent by Havannah to purchase Power Maths resources.</li> <li>• Governors had attended Maths training earlier in 2022-2023.</li> <li>• The school had tried Maths Mastery before, but it had not been successful. It was noted that it was the right scheme at the wrong time. Training in Mastery Maths was needed first.</li> <li>• A document entitled ‘The Essence of Maths Teaching for Mastery’ was circulated to Governors. RK highlighted the following points from the document: Pupils are taught through whole-class interactive teaching. There is differentiation with different objectives though. Procedural fluency and conceptual understanding are developed in tandem. Practice used is intelligent practice that both reinforces pupils’ procedural fluency and develops their conceptual understanding. Time is spent developing deep knowledge of the key ideas that are needed to underpin future learning.</li> </ul>	

Key facts such as multiplication tables and addition facts within 10 are learnt to automatically avoid cognitive overload in the working memory and enable pupils to focus on new concepts.

- Children need to master the concepts before they can progress with the programme. No children can be left behind. There either needs to be an early intervention lesson in the afternoon or pre-teaching or a whole-class revisit of an element.

**Challenge: How does this fit in with the Maths curriculum?**

**Response:** It runs parallel to the National Curriculum. The programme follows a KS1 and KS2 non-statutory Maths Guidance document. The document was circulated to Governors in the meeting.

Page 8 onwards shows the non-negotiables (ready to progress criteria Y1-Y6). Examples given are linked to lessons.

RK continued:

- There is no online planning or support provided.
- Lessons are progressive which can be a challenge for non-specialist teachers.
- She attended a Mastery morning at Rode Heath Primary School. All classes were visited. The school uses Maths No Problem. All classes were teaching the same lesson. There was continuity in teaching across the school.
- After completing the Mastery course, RK can apply for Embedding Training and Sustaining Training.
- The course supervisor recommended Power Maths.
- Power Maths is good for high achieving pupils. It contains a lot of extension work. However, all children can achieve. There is a growth mindset achieved via the use of characters. It tackles problem-solving.
- The whole class works together. Success for low achievers boosts their confidence. All pupils are engaged. Practical assessments are used to demystify misconceptions.
- The programme is used from Reception to Y6.  
Pupils in Reception complete five parts per week. There are cue cards. Pupils work in books.  
Pupils from Y1 onwards have five lessons per week divided into five parts.  
This enables continuous provision.
- Carpet time Maths is done in groups and there are other complementary class activities.
- Power Maths is recommended by the DfE and is British made.
- An example of a Power Maths book was circulated to Governors.
- The five parts of the lesson are:  
Power-Up for 5 minutes – this includes arithmetic skills, quick recap, and afternoon arithmetic.  
Discover for 10 minutes – a problem is discussed in pairs and a solution reached.

Share for 10 minutes – this involves teacher input and the use of practical resources. Governors had seen this at work in Y1. The consistency of manipulatives is taken with them from year to year. Think Together for 10 minutes – I do, We do, You do to answer three questions.

Practice for 15 minutes – where pupils have their own books to write practice exercises in and Reflection for 5 minutes – this is a time when pupils can write in their journal or their own book.

- Key representations are discussed beforehand.

KJ arrived at 4.35pm.

RK continued:

- If 95% of the class secure understanding the class can move on. If two or three pupils do not secure understanding the work is repeated.

**Challenge: Do same day interventions take place?**

**Response:** Interventions can be done with a teacher or a TA. Sometimes interventions take place in the afternoon.

The importance of live marking to identify need was emphasised.

- Two textbooks per class have been purchased as they are expensive. The programme is totally interactive. Materials can be photocopied for pupil use.
- There is an icon for teachers' tool.
- There is a challenge question in every lesson.

**Challenge: Can homework be set from the programme?**

**Response:** Games can be allocated for homework. There are 150 games at three levels. There is Add-on-Maths which can be used for extension work or homework. This might be trialled before Christmas 2023.

RK added that:

- There is a Teacher's Guide.
- The programme is good for teacher resources.
- Sandbach Academy uses jotters. Currently Havannah use whiteboards. The move to jotters has started because pupils can retain their work for future reference. The whiteboards need to be cleaned off daily.
- Ready to Progress work can be completed in the jotter books. Ready to Progress shares the criteria of the Power Maths lessons.
- The school has reviewed all its old Maths subscriptions and cancelled those which it no longer uses.

**Challenge: Does the school still use the White Rose Maths scheme?**

**Response:** No, it does not. The Power Maths programme does have links to White Rose though.

This ended Miss Kitson's presentation.

	<p>There were no further questions asked.</p> <p>Miss Kitson left the meeting.</p>	
<b>1</b>	<p><b>APOLOGIES FOR ABSENCE</b></p> <p>Apologies were received and <b>accepted</b> from Nic Blackmore and Jo Overton.</p> <p>There were no items of additional business raised for discussion.</p>	
<b>2</b>	<p><b>CONFLICT OF INTEREST</b></p> <p>The following pecuniary interests were recorded:</p> <ul style="list-style-type: none"> <li>• Kate Jones: Deputy Head Teacher and SENDCo (Special Educational Needs and Disabilities Co-ordinator) at Broken Cross Primary School Macclesfield</li> <li>• Stef Williams: Chair of MSIP (Cheshire Maintained School Improvement Partnership) and Governor at the YES Trust.</li> </ul> <p>No conflicts of interest with the business of the meeting were noted.</p>	
<b>3</b>	<p><b>TO CONFIRM THE MINUTES OF THE PREVIOUS MEETING OF THE 28. FEBRUARY 2023 MEETING</b></p> <p>A copy of the Part One minutes from the meeting held on the 28<sup>th</sup> February 2023 had been shared with Governors in advance.</p> <p>Governors <b>approved</b> the minutes as a correct record of the discussion held.</p>	
<b>4</b>	<p><b>TO REVIEW THE ACTION LOG FROM THE 28. FEBRUARY 2023 AND DISCUSS MATTERS ARISING FROM THE 28. FEBRUARY 2023 MINUTES</b></p> <p>There were no matters arising from the 28.2.23 minutes.</p> <p>The action log was reviewed, and all actions noted as complete or in progress.</p> <p><b>Action: To notify the Clerk of the required minute amendment for the Autumn Term 2022 meeting</b></p> <p><b>Action: To add Marc Booker to the National College Training programme</b></p>	<p>SW</p> <p>SW</p>
<b>5</b>	<p><b>TO DISCUSS PUPIL PERFORMANCE</b></p> <p>SW advised Governors that:</p>	

<ul style="list-style-type: none"> <li>• KS2 SATs data is released on the 11<sup>th</sup> July 2023. This will be shared with Governors at the FGB meeting.</li> <li>• Members of staff are currently collating their end of term data.</li> </ul> <p><b>Action: To check that there is an item on the Summer 2023 FGB agenda: To receive KS2 pupil data</b></p> <p>SW distributed examples of the school's pupil data document. It shows the year group, percentage of pupils at the expected standard and the percentage of pupils above the expected standard in the Autumn, Spring and ultimately will include the Summer Term data.</p> <p>SW informed Governors that she had added information to the document – pupils to watch, interventions, next steps and attendance in lessons. The colour coding is – green to show less than 95% attendance and red to show below 90% attendance.</p> <p>All essential data is now in the one document. The document is being used during Pupil Progress Meetings.</p> <p>One Governor had attended the Cheshire East Disadvantaged Pupils Conference on the 3<sup>rd</sup> July 2023. They advised the meeting that there was a swing away from labelling pupils as Pupil Premium (PP) and Special Educational Needs and Disabilities (SEND) to identifying the pupils as disadvantaged.</p> <p><b>Challenge: Are the pupils to watch disadvantaged or was this list based on teacher instinct?</b></p> <p><b>Response:</b> The information comes from DCPro. DCPro identifies children who do not make the school's-required two steps' progress. Pupils are highlighted if they are identified as PP, looked after children (LAC), SEND etc.</p> <p><b>Challenge: Does DCPro highlight disadvantaged children as well? What are the criteria for a disadvantaged child?</b></p> <p><b>A:</b> The Ofsted criterion is that they are on the SEND register. There was discussion of the pressures in school of labelling pupils.</p> <p>SW stated that the pupils to watch are the pupils in need.</p> <p><b>Challenge: How does the school ensure that its disadvantaged pupils make progress?</b></p> <p><b>Response:</b> This is something for the school to review.</p> <p>SW advised Governors that:</p> <ul style="list-style-type: none"> <li>• Summative KS1 and KS2 data is pending.</li> <li>• In Phonics the Y1 pass rate was a score of 32. The 2023 Y1 Pass rate is 86%. Many pupils secured a score of 38-40. Discussion of the pupils who did not score 32 or above was referred to the Part Two minutes.</li> <li>• There were three Y2 Phonics resits. All three pupils passed the test.</li> </ul>	<p>Clerk</p>
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	<p>The pupils had received bespoke small group teaching.</p> <p><b>Challenge: How does this compare with the 2022 results?</b>  <b>Response:</b> In 2022 the pass rate was 90%.</p> <p>When comparing the baseline starting points, pupil progress in 2023 has been good. Each group has been taught by a teacher in 2022-2023. This has made a real difference to pupils' reading.  It was noted that having a teacher teaching the more needy pupils is good practice.</p> <p>SW advised Governors that:</p> <ul style="list-style-type: none"> <li>• The Y4 Multiplication Test results will be reviewed at the FGB.</li> <li>• End of year reports are currently being written. They are focusing on non-Core subjects and personal development. The whole child is being celebrated.</li> </ul> <p><b>Action: To add an item to the Summer 2023 FGB agenda: To receive the Times Tables test results</b></p> <p><b>Action: To add an item to the Summer 2023 FGB agenda: To receive a copy of an anonymised end of year report</b></p> <p><b>Action: To prepare the following information for the Summer 2023 FGB agenda:</b></p> <ul style="list-style-type: none"> <li>• <b>KS2 pupil data</b></li> <li>• <b>2023 Times Tables test results</b></li> <li>• <b>An anonymised end of year report</b></li> </ul>	<p>Clerk</p> <p>Clerk</p> <p>SW</p>
6	<p><b>TO REVIEW THE IMPACT OF THE SPORTS GRANT ON PUPILS</b></p> <p>Governors were advised that:</p> <ul style="list-style-type: none"> <li>• Sports Grant Funding was discussed at the Leadership &amp; Management Committee meeting held on 22.6.23.</li> <li>• The Bee Active contract has been reviewed and changed to enable maximum impact for learning. Sport will only be taught in the afternoon. When taught in the morning it impacts on numeracy and literacy because pupil engagement is diminished.</li> </ul> <p><b>Challenge: Is the funding still used to support clubs?</b>  <b>Response:</b> No. The uptake for clubs was not as high as required. Thirty places were offered. If thirty places were not filled the school had to pay the balance.  One possible reason for this could be the additional free staff clubs provided, such as cooking, choir, <i>myhappyminds</i>.</p> <p>SW continued:</p> <ul style="list-style-type: none"> <li>• In 2023-2024 Sports Grant funding will be used to employ a sports coach to provide activities at lunchtime. This is good value for money. It may have a positive impact on behaviour.</li> </ul>	

	<p>KJ advised the meeting that her school had done a similar thing, but it had not led to an improvement in behaviour. That was only achieved by using the school support staff. The children responded better to and respected the people they knew.</p> <p>It was acknowledged that the sports coaches are not trained in behaviour management and school supervision will still be needed. Havannah currently uses its middays and support staff to support behaviour, but they do not have the sport skills.</p> <p><b>Action: To share with Governors the numbers of pupils attending sports clubs and the percentage of PP pupils attending</b></p> <p><b>Challenge: Does the school still use Sport Grant funding to support vulnerable/PP pupils and if so, what is the impact?</b>  <b>Response:</b> Free clubs used to be provided for vulnerable/PP pupils. This has not happened in 2022-2023 because it was now longer having a beneficial impact.</p> <p><b>Action: To upload the Sports Grant funding statement to the school website by 31.7.23</b></p>	<p>SW</p> <p>SW</p>
7	<p><b>TO REVIEW PROGRESS AGAINST THE SDP PRIORITY 1 AND PRIORITY 2</b></p> <p><b>Action: To include 2022-2023 and 2023-2024 SDP information in the HT Report for the FGB</b></p> <p>Helen Scott, School Improvement Partner, will visit school on the 19.7.23 to evaluate the 2022-2023 School Development Plan (SDP) and to mould curriculum priorities for 2023-2024.</p> <p>SW's priorities for 2023-2024 will be:</p> <ul style="list-style-type: none"> <li>• Maths-based</li> <li>• Writing, following the work completed with oracy and writing</li> <li>• Metacognition and</li> <li>• Behaviour and attitudes</li> </ul>	<p>SW</p>
8	<p><b>TO RECEIVE AN UPDATE ON PUPIL WELL-BEING/MYHAPPYMIND</b></p> <p>Governors were informed that Mrs Fearn is now in charge of the <i>myhappyminds</i> programme.</p> <p>EF advised Governors that:</p> <ul style="list-style-type: none"> <li>• The programme has been used for one year.</li> <li>• All members of staff were trained in September 2022.</li> <li>• Reviewing staff feedback most people are enjoying using the programme – the stories, videos, songs, characters, stimulus for conversation and emotional literacy.</li> </ul>	

	<ul style="list-style-type: none"> <li>• The impact can be seen in improved emotional literacy, problem-solving, discussion of strengths and an increase in vocabulary enhanced feelings.</li> <li>• Examples of pupil feedback were given: Y1 like the meet your brain work and the happy breathing, they demonstrate improved metacognition and are active listeners. Y3 like the happy breathing, discussion and sharing character strengths. The pupils are more able to self-regulate. Y4 feedback was the same. The pupils are more able to talk about their feelings. Y5 learn about parts of the brain. This looks at emotions, anxiety, and happiness. The pupils like the breathing song. They discussed character strengths, gratitude especially for parents and the fact that all people are individuals.</li> </ul> <p>EF advised Governors that her aim is to secure engagement in the programme across all year groups. Pre-School and Y6 will be a focus for her attentions.</p> <p>EF added that the programme itself is improving.</p> <p>Journals were shown to Governors.</p> <p><b>Challenge: How does <i>myhappyminds</i> fit into the PHSE (Personal Health and Social Education) programme?</b>  <b>Response:</b> PHSE is taught separately. <i>myhappyminds</i> gives pupils strategies to support them across the curriculum.  The <i>myhappyminds</i> work is taught on Monday and reviewed on Friday.  PHSE has a separate afternoon timetable slot.  PHSE has a curriculum plan but there are links and crossovers.</p>	
9	<p><b>To receive a curriculum overview for 2023-2024</b>  <b>To discuss curriculum priorities for 2023-2024</b></p> <p>Governors were informed that this information will be in the Headteacher's Report for the FGB.</p> <p>Priorities for 2023-2024 are:</p> <ul style="list-style-type: none"> <li>• Mastery Maths</li> <li>• A review and amendment of the Behaviour and Attitudes Policy</li> <li>• Writing to be revisited and reviewed.</li> </ul> <p><b>Challenge: How does the Read to Write programme match with The Write Stuff?</b>  <b>Response:</b> The Read to Write programme was not successful. It required an intensive, consistent approach with all members of staff on board. It was too structured for some members of staff.</p> <p>The Read Write Inc programme is very good for Phonics, but the Writing aspect is very dry. Phonics is a very small element of Writing.</p>	



	<p>The school is embarking on a new Writing journey from Reception to Y6.</p> <p>It was noted that the focus on Writing was highlighted by the last Ofsted inspection. More emphasis was needed on creative writing, especially in Early Years. Ofsted noted a discrepancy between the teaching of Early Years writing and the main Writing provision.</p>	
10	<p><b>To review the following policies:</b></p> <ul style="list-style-type: none"> <li>• <b>Amended Behaviour Policy</b></li> <li>• <b>Curriculum Policies</b></li> <li>• <b>EYFS Policy</b></li> </ul> <p>SW advised Governors that the school was not able to review these policies at this meeting. She added that:</p> <ul style="list-style-type: none"> <li>• As a result of the course she is attending, the Behaviour Policy would be reviewed and rewritten. This Policy would not be in place for September 2023.</li> <li>• The Curriculum Policies were reviewed in 2021-2022 and do not need to be revisited. Moving forward they will be reviewed as and when appropriate.</li> </ul> <p><b>Action: To add an item to the Autumn 2023 T&amp;L agenda: To review and approve/recommend amendment to the Maths Policy and the Music Policy</b></p> <ul style="list-style-type: none"> <li>• There is no amended Early Years and Foundation Strand (EYFS) Policy.</li> </ul>	Clerk
11	<p><b>TO REVIEW THE SUMMER TERM DIRECTOR'S REPORT ITEMS RELEVANT TO THE T&amp;L COMMITTEE</b></p> <p>The Summer Term Director's Report had been shared with Governors.</p> <p>The Clerk identified the following points for note:</p> <ul style="list-style-type: none"> <li>• Letter: A new Integrated Children's Service is envisaged in a four-year strategic plan. Attendance, safeguarding children in educational settings, admissions, transport etc have already been moved under the portfolio of Claire Williamson in Strong Start, Family Support and Integration.</li> </ul> <p>There will be a new satellite school for Springfield Special School near to Wilmslow and two new SEND free schools realising an additional 200 pupil places.</p> <p>Cheshire East will share the final SEND Strategy to reflect the transformation priorities around inclusive practice. There will also be a roadmap to summarise actions to improve SEND and alternative provision in line with the DfE SEND and alternative provision improvement plan.</p>	

Attendance is everyone's business.

A toolkit will be launched to enable a consistent approach to attendance. This is being produced by the Education Recovery Group, the East Cheshire Association of Primary Headteachers and the Cheshire East Association of Secondary Headteachers.

- 1.1: Ofsted are to change their complaints process and inspection of safeguarding but will keep their overall grading system. Governors are being asked to support the wellbeing of members of staff, the SLT and the Headteacher with regards to Ofsted.
- 1.1: Schools need to review their homework guidance regarding artificial intelligence.  
This is relevant for primary schools.
- Schools need to publish how they have spent their PE and Sport Premium money by 31.7.23. Unspent money can be carried forward in 2022-2023.  
It is the Governors' responsibility to monitor how the Premium is spent.
- 1.1: The final instalment of the National Tutoring money will be received in school in May 2023 and needs to be spent by 31.8.23.
- 1.2: A national SEND system should be in place for 2025 to enable prompt access to support EHCPs and strengthen accountability.
- 1.3: This item gives advice re the publication of SEND documentation on the school website and the need to review documentation annually.
- 1.4: The Section 175 Audit is due to be completed this term.
- 1.5: The Cheshire East Enhanced Safeguarding service level agreement can now be purchased at a cost of £0.77p per pupil (for a maintained school).
- 2.1: Guidance is being produced to support schools with attendance for pupils with social, emotional, and mental health issues. Schools will be encouraged to build a strong ethos and culture regarding emotional resilience and to have a holistic approach to supporting all pupils.
- 2.3: The DfE is providing additional funding to schools to develop equal sporting opportunities for boys and girls and out-of-school opportunities for girls, disadvantaged pupils and SEND pupils. Schools need to provide 2-hours curriculum time for sport.
- 2.4: Schools should encourage RE Lead Teachers to attend RE training and networking opportunities to enable the delivery of the new Cheshire East RE Agreed Syllabus.

Governors were advised that the RE Lead Teacher was attending networking meetings. Nic Blackmore had been into school conducting assemblies every alternate Thursday.

12	<p><b>ANY OTHER BUSINESS</b></p> <p>KJ thanked Governors for being a wonderful group of people to work with. She added that she will be resigning from the Governing Board at the FGB due to pressure of work.</p> <p>KJ thanked the Clerk for supporting her as Committee Chair and temporary Chair of Governors.</p> <p>The Committee noted that KJ would be missed as she is Safeguarding Link Governor, SEND Link Governor and a font of knowledge. Her challenge in meetings is excellent.</p> <p>KJ advised the meeting that she knows of a potential new Governor. The Y1 teacher at Broken Cross Primary School. The person is quiet but knowledgeable and has a passion for disadvantaged pupils.</p> <p>SW informed Governors that following a review of staffing at the end of May, when Mrs Slater-Baynes started maternity leave, Mrs Birdsall is i/c Reading and Mrs Fearn is i/c Writing progress. There is a new teaching assistant in Y4. This cohort is challenging, possibly due to their absence during the pandemic months.</p>	
13	<p><b>WHAT SHOULD WE HIGHLIGHT/COMMUNICATE TO THE FGB?</b></p> <p>The effectiveness of the <i>myhappyminds</i> programme.</p> <p>The introduction of the Power Maths programme.</p> <p>The draft SDP for 2023-2024 including a review of the school's Behaviour Policy.</p>	
14	<p><b>DATE OF NEXT MEETING</b></p> <p><b>Action: To agree all 2023-2024 meeting dates at the FGB based on this year's calendar</b></p>	Clerk

The meeting moved to the Part Two agenda.

The meeting ended at 5.55pm.

..... Chair

..... Date