

# Coombe Road Primary School

Minutes of the Education and Learning Committee

Meeting Date: 06 February 2018

Meeting Time: 3.30pm – 5pm

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Present: Gillian Burns (GB) (Chair), Vicky Phillips (VW) (Head Teacher), Ray Williams (RW), Nargis McCarthy (NM)  
Apologies: Kiran Eyre (KE), Rowan Milsted (RM)  
In attendance: Melanie Arnold (MA) (Clerk), Martha Reeves (MR)  
Quorum: The meeting was quorate (two Governors plus the Head Teacher)

Item	Discussion and decisions	Action
1	<p><b>Welcome and apologies</b></p> <p>a) Governors accepted apologies from KE. b) Declarations of interest: there were none.</p>	
2	<p><b>Subject Presentation: Maths</b></p> <p>MR, Subject Lead, is involved in the Brighton University project on Reasoning in Mathematics. The project's focus is to integrate mathematics into every subject. In sessions at the university, teachers from local schools work together to plan teaching activities that focus on reasoning and problem-solving skills. Back at their schools, teachers have filmed the children during maths lessons. The filming provided the opportunity to focus on the children's learning by analysing their conversations and interaction, rather than looking at how the teacher is delivering the lesson. The aim is to reflect this approach when quality assessing lessons, with less observation of teaching by senior teachers, and concentrating more on what children are actually learning. The next step is to cascade project principles to all teachers in the school so that they are embedded in every area of teaching.</p> <p>Governors discussed the project and asked how teachers involve all the children in problem-solving, particularly those who are less able. MR said that it could be difficult, but that children are helped to build their skills by approaching a task step by step. Governors felt it was positive for children to learn their own way of solving problems and asked how progress was assessed. MR explained that teachers use the Maths Assessment Criteria target statements, which are ticked off as each child achieves them.</p> <p>Governors asked how the approach was applied in the mixed age class (Years 4 and 5) where there are differing abilities. MR said that here they use several schemes of work. A unit usually starts with number skills, followed by problem-solving, and then applying the task in practical contexts using reasoning. 'Learning journeys' are on display which identify the steps for completing a task and show the progress of the class. Governors asked</p>	

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	<p>whether an individual's progress is evident to other children in the class. MR assured them that all children are taught to the same objectives, but that individual progress is marked in their own learning record and not displayed openly in class.</p> <p>Governors were interested to know how the approach worked with Year 6 children, who were heading towards SATs. MR felt that they would have been helped by having developed reasoning skills early.</p> <p>Governors wondered how the project principles could be cascaded to all staff. MR envisaged feeding back to all staff on how the project is progressing, and building planning time into staff meetings.</p> <p>Governors asked how the project related to Shanghai maths. VP explained that they were able to apply elements of Shanghai maths, particularly where there is a focus on number work.</p> <p>Governors asked to be reminded how the school became involved in the project. VP said that she had responded to an email request from the University for schools to be involved. Governors wondered how the project was being applied in other schools. VP said that different schools take different approaches, but that the teachers involved in the project all share experiences. Governors acknowledged the importance of teaching reasoning to prepare children for the future and thanked MR for her informative presentation.</p>	
3	<p><b>Minutes of the meeting held on 14 November 2017 and matters arising</b></p> <p>The minutes of the previous meeting were agreed and the Chair signed them. Governors noted from the action list that actions had been completed or were in progress.</p>	
4	<p><b>Raising Attainment Plan (RAP)</b></p> <p>Governors reviewed the items for Spring in the RAP. They asked for more information on Schools of Sanctuary. VP explained that these are schools where pupils and staff are encouraged to understand and welcome children who are seeking sanctuary, such as refugees or those who have troubles at home. The school is planning to apply for a School of Sanctuary award. Governors asked if the school could publicise the award on the website. VP confirmed that this would be possible.</p>	

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5	<p><b>Attainment and progress data, including current in-school data</b></p> <p>Governors discussed the Autumn term data and agreed that progress reflects the general pattern of the school, where children are picking up by Year 4. <b>They were pleased with the progress in Maths for Year 5 and asked how the progress translates in terms of Age-Related Expectations (ARE).</b> VP said that it is not directly comparable as it can vary, depending where the starting point for a child is. Governors acknowledged that it was sometimes difficult to interpret the data and discussed how to drill down to understand the detail. Governors who had attended progress meetings said that teachers demonstrated a good understanding of their pupils in these meetings and that each child's progress is discussed in detail. They thanked VP for providing the cumulative information for the meeting.</p>	
6	<p><b>Disadvantaged pupils, including review of current year's progress against 2016-17</b></p> <p>Governors reviewed the data on disadvantaged pupils. VP explained that although the previous year's data was included, it was not directly comparable because some disadvantaged children have since moved on. <b>Governors asked what reasons there were for children being transient.</b> VP said possible examples were: housing issues; advice from Social Services for a child to change school; or a move to home-schooling. Governors noted with concern that there is no legal requirement to monitor education of children at home.</p>	
7	<p><b>English Development Report</b></p> <p>Governors discussed the report prepared by Richard Gyurkovits (RG) and Jo Watson (JW). <b>Governors felt the report reflected their observations during a recent visit on writing moderation. They asked what was covered in the Council's twilight sessions on reporting and standards in English.</b> VP explained that these were related to moderation of teacher assessment. Governors were pleased to hear that the buddy system is working well and thanked RG and JW for their update.</p>	
8	<p><b>Any other business</b></p> <p><b>Teaching School Alliance (TSA):</b> VP reported on the Sussex Coast TSA, which is led by Benfield Primary School. Coombe Road has joined the Alliance and VP explained that schools in TSAs work together to support and train teachers. <b>Governors thought this a promising development and</b></p>	

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	<p>asked how it fitted in with the Unity Partnership (UP). VP said that UP secondary schools had joined the Pavilion and Downs TSA, with the primary schools linking with Sussex Coast TSA. The TSA offers a headship development programme and Governors felt that VP had a lot to offer in this respect. They asked about the cost, which VP confirmed was £500. They were concerned about workload implications for VP, who said she is developing middle leaders to take more leadership responsibility at Coombe Road. She suggested that Helen Horsley, Head of School at Benfield Primary, be invited to speak to the next Full Governing Body. Governors agreed and asked VP to follow up on this.</p> <p>The meeting ended at 5pm.</p>	<p><b>VP</b></p>
	<p><b>Date of next meeting:</b> Tuesday 12 June 2018 – 3.30pm</p>	

Signed .....  
(Committee Chair)

Date .....