

	QUEENS PARK ACADEMY
Meeting	TEACHING AND LEARNING COMMITTEE
Date	THURSDAY, 12 JULY 2018

Attendance and Apologies			
Community governors		Staff governors	
Rob Robson (Chair)	P	Tom Burrin	P
Rubina Sheikh	Ap	Emma Bolton	p
Nesreen Akhtar	P	Headteacher	
		Anna Thwaites	P
		Associate members	
Parent governors			
Uzma Ayub	A		

(key: P = present, Ap = apologies received and accepted, ApN = apologies received but not accepted, A = absent)

In attendance: Michelle Allison (Clerk)

No	Item	Action
1	The Chair welcomed Governors and Michelle as the Clerk today.	
2	Minutes of the last meeting – the minutes of the meeting held on 24 April 2018 were accepted as a true record and signed by the Chair.	
3	Matters Arising are covered on the agenda.	
4	<p>Progress Update EB – Please see report: <u>Key Data for Academic Year 2017-18</u></p> <p>RR – Total numbers different from Spring to Summer. AT – Some high profile children left after Easter and there were some new additions in Y6.</p> <p>RR – Free School Meals is under represented. Can we identify the children who should be in that group as this disadvantages the school e.g. refugee children? Create a shadow group of vulnerable children RR – we will need to develop simple rules to track 'shadow' children. 'Hardship' needs to be supported and we need to track for equality of opportunity.</p> <p>AT – Issue at the BBC. Some children have had PP removed due to new Ever 6 rule. If not received free school meals for 6 years then they will not get PP. Rules are very ambiguous.</p> <p>ACTION AT and Carole Denton to prioritise meeting parents at beginning of Autumn term 2018 with people with poor attendance in Summer term 2018. Attendance Contracts to be agreed with child's parents.</p> <p>ACTION – AT and CD need to go out to visit the house and continue appointments in school.</p> <p>AT – minor behaviour incidents. Carole has been successful with particular incidents.</p> <p>AT – We are interviewing 2 teachers next week for Y2 + Y4. Y4 numbers have dropped after ILD and shuffle-up days. Westfield gave us their definitive list so 63 children at present time and we anticipate a few that will not turn up in September.</p> <p>RR – The support staff number has fallen in total. AT – We are spending in the right areas.</p> <p>ACTION – EB to add % of spend of income different staff groups;</p>	<p>TB</p> <p>AT/CD</p> <p>AT/CD</p> <p>EB</p>

	<ul style="list-style-type: none"> o Teaching Staff o Support Staff in classroom (Curriculum Staff) o Staff outside the classroom <p>RR – This report shows the quality of teaching across the school. Thank you to the SLT and AT in particular for tackling some of the challenges issues that there have been in teaching and staffing this year.</p> <p>EB – GLD is lower than hoped. It has been moderated in an EYFS cluster group so is accurate. Pressure from BBC and Ofsted to increase the target has not had an impact.</p> <p>EB - We need to consider a strategy for our greater depth children to continue to stretch them across the foundation stage. (Note – There is a significant difference between some groups e.g. Bangladeshi and Pakistani groups).</p> <p>EB – Significant PP issues in Y3 + Y4. 2018/19 PP statement needs to focus on these.</p> <p>ACTION – RR review then meet with AT and EB.</p> <p>EB – PP intricacies will be in report to Full Governing Board next week.</p> <p>ACTION – TB Venn diagram showing all levels of PP plus other additions from SIMs.</p>	<p>RR/AT/ EB</p> <p>TB</p>
5	<p>Staff Presentations – Year 6 Presentation on KS2 SAT’s results.</p> <p>In the first week of term the children are tested to create a baseline for their progress over the year. Data is then analysed every half term. Grammar challenges the children and the Maths reasoning papers are very ‘wordy’. As English is predominantly a second language at QPA, some children cannot determine the meaning of a word by the context of the sentence as it is too complex. EB stated that 22% of cohort are SEND. RR added that across the board marks held or improved slightly but in such a small cohort, just 1 or 2 children’s scores will make a big difference to the overall percentages.</p> <p>AT stated that QPA is in a unique position as the bolder children tend to move to middle school and the vulnerable children remain at QPA so usually small classes. This will change for Y6 next year, as they will have bigger classes.</p> <p>RR – Is the presentation a true reflection of what they are doing? EB – Yes.</p> <p>AT - We had a very difficult start to the term but excellent LSA’s who do the marking. Teachers are forensically looking at the data but if you do not mark the work it is hard to plan next steps. The Diamond Learning Trust came in to school and highlighted that we are not acting quickly to correct errors e.g. putting capital letters in the wrong place. We have recruited 2 new teachers for September.</p> <p>RR stated that half term data gathering is quite late in the term and does not give you much time to act on it. AT – test analysis informs teacher planning. As small classes with good TA’s they are very well supported. We currently lack energy and ownership of Y6 teaching. TA’s have been intervening and catching small issues by going over areas at break, which works better as quicker feedback to the children.</p> <p>RR commented that teachers need a framework that is clear about the need to react and focus in Y6.</p> <p>RR suggested involving Governors with no educational background to review as outsiders.</p> <p>EB – make sure that all staff know that SAT’s are a responsibility of everyone. The tests are KS2 content so curriculum objectives from Y3-Y6 is in the papers.</p> <p>AT – Data showed that Y3 was poor and not enough time to cover all gaps in upper KS2.</p> <p>RR – suggested developing a set of Command Words linked to SAT’s so that each year group focuses on words to support them completing the SAT’s. These could be tested across the year.</p> <p>AT – exam technique is important and if you leave primary without passing the SAT’s you are condemned to the bottom sets of the secondary school.</p>	

	<p>EB – example copies of SAT’s tests were left in the Staff room for teachers to try and they were all surprised at the technical level of the KS2 stats.</p>	
<p>6</p>	<p>Update on Writing and Phonics in all key stages – Phonics: EB – Phonics taught as 2 x 6 week blocks and some children have moved up very quickly. Since Easter Staff have been trained in Read Write Inc. (RWI). Vanessa Wilson (VW) assesses, coaches, moderates etc. Sue from RWI moderated VW’s observations. All staff are trained and monitored, and staff agreed they have a sense of agency about doing things. RR – how are we going to report progress? EB – develop a system. Spreadsheets show children moving up the graded books. RWI moves children through groups quickly. AT confirmed Vanessa and Hannah as the leads for this programme next year (VW on maternity leave from end of October). The majority of children will make progress every 6 weeks. ACTION: At T&L committee EB to show how children have progressed through the system. Intervention plan for anyone slipping back. RR requested EB to demonstrate results on a scatter graph and report with support plans for outliers. RR – Also interesting to identify any particular groups that stand out and any correlation to attendance. Writing: RR asked EB if she was less worried now results are out. EB – Yes. RR – do we need to get writing assessed? AT – No QPA were externally moderated last year (4 year cycle). EB – We do moderate often and can provide evidence of moderation with other schools. RR – ACTION Vanessa to review writing across the school. There is evidence that Talk For Writing (T4W) should work but QPA has not been very successful so far. T4W training planned for September. RR – need a review of writing across the school and an action plan. AT – VW has a plan and will work with Sabera to embed it for September.</p>	<p>EB</p> <p>VW</p>
<p>7</p>	<p>Attendance for all age groups – EB Attendance has remained consistent with the Spring term. Please see attendance section of EB report: Key Data for Academic Year 2017-18 on Governor Hub. AT confirmed that the extended training days at Easter was not successful. Even with chicken pox and snow days, it is very noticeable that people still took longer during an important time for preparing for SAT’s. AT – Attendance is shared with the Governor’s on a weekly basis and highlighted in the school Newsletter. Return to normal training days for 2018-19, which is better for school. TB - Bangladeshi families have the highest unauthorised absences. AT – BBC audit would have been green apart from flow chart in response to low attendance. Flagged ‘groups’ of worst attendance which the school nurse has contacted - expect impact after Autumn term. Paperwork audit where figures are improving but attendance has gone down from before the attendance audit. AT – QPA strategy will be to meet with individual families and maintain pressure. SIM’s Statistics - TB Outliers distort figures but overall attendance is 93.64% for year up to yesterday. Top 50% attendance = 97.39%. If you remove bottom 10% = 94.84%; remove bottom 5% = 94.33%. This is the target group. Total 442 children – bottom child attendance is 68.25%. The 90% breakpoint is at the 350th child = vulnerable children. Next year some of the children with poorest attendance are moving schools so will automatically improve statistics. RR – remove these as they distort the statistics. AT thanked TB for providing on the spot figures.</p>	

	RR – Remove vulnerable and long-term ill children from the stats. If there is a class with just 1 child bringing down the stats then remove them to give the class a better prompt. RR - Teachers should also receive a 'Thank You' in some form. AT – The teacher makes the class a team.	
8	Behaviour (praise and sanctions summaries) and exclusions - AT There are currently no exclusions and only minor behaviour issues dealt with successfully by CD. We should challenge previous comments that QPA children are passive and engage more actively with the children.	
9	Safeguarding Report (anonymised) No additional update. Please see report: <u>Key Data for Academic Year 2017-18</u>	
10	Any Health and Safety concerns involving children – AT advised no update. Holli Smith is revising the Accessibility and Action Plan.	HS
11	Parental complaints that Governors need to know about – AT mentioned that there had been an incident where a parent posted an inappropriate comment on Class Dojo. It was dealt with and removed. No further action required.	
12	Pupil Premium – Jenny Yildiz visited the school and we are awaiting the report.	MA
13	Child Protection Policy Annual Review – RR suggested linking a Governor to each priority for next year.	
14	Governor Visits – Action MA to check with Susan Kirby that she met with Daniel.	MA
15	Governor Training TB confirmed that GDPR training is to be completed by all Governors on Citation.	
16	Data Protection, Equality No update.	
17	Any other business None.	
18	Date of Next Meeting: Full Governing Board, Wednesday 18 July from 6 – 9 pm	