

**ELM GROVE PRIMARY SCHOOL
TEACHING, LEARNING & STANDARDS COMMITTEE**

6th February 2020

Present: Diana Boyd, Chair; Louise Willard, Head Teacher; Sue Margolis; Laura Haynes-Cobb; Chris McNeill and Phil Kelly

Quorate: 6/6

In attendance: Ceri Pritchard; Theresa Young; Anna Johnson, Clerk

1. Welcome and Apologies for Absence

There were no apologies and no declarations of pecuniary interest.

**2. Early years – Ceri Pritchard (CP)
- EY Curriculum development**

CP explained that the school receives nursery records for some but not all children arriving in Reception. These help to identify those children who are significantly below age related expectation, as well as those working above expectation who will need challenging.

Curriculum goals are mapped out in half-termly, weekly and daily units.

Following staff appraisals and a curriculum review using the new Ofsted Framework, Reception staff had identified that the curriculum had become more narrow than previously for various reasons. These included falls in funding, health and safety compliance and incidental changes such as the room formerly used for cooking being converted to the NEST (supporting SEND children). Subjects outside the core are being given more curriculum time including science, cooking and more outside learning. Staff realise the importance of revitalising the foundation subjects and are making a concerted effort to bring creativity and knowledge and understanding of the world back to the school's early years environments.

Q. How often is the curriculum reviewed?

A. This takes place every 3 or 4 years.

- DofE baseline assessment project

Elm Grove had chosen to take part in the pilot baseline assessment which involved individual 20 minute sessions with children and the input of data into SIMs using iPads. CP noted that the children had enjoyed the literacy and numeracy tasks in the assessment. The fact that the assessment starts at 'O' was positive allowing progress to be demonstrated, however assumptions were made about children's abilities from the results which were later shown to be wrong.

- Other updates

CP reported that the Maths Mastery programme had significantly changed maths teaching in Reception, making teachers slow down and check understanding was firmly established and it had increased the emphasis on development of reasoning.

Talk4writing is also introduced at Reception and alongside Maths mastery this is helpful in

preparing children for years 1 & 2 and for continuity of data.

Q. How does the school respond to poor social/emotional health and children having excessive 'screen time'.

A. Personal, Social and Health education is a core part of the curriculum. CP noted that children are arriving in Reception who don't know how to play, which may be attributed to excessive screen time. Teachers support them with this in the first year.

CP described the induction process for children with SEND needs; this year Reception had a higher number than usual and transition had been challenging. Emotion cards, Makaton and door signage are used to settle them in the school environment.

Q. Are teachers also planning for the very able children who can be at risk of behaviour problems in the future?

A. Extension tasks are prepared and carefully embedded into the learning environment which the children can access independently. More able children are questioned in literacy and maths mastery to deepen their understanding. Challenges are set up on the maths table and phonics table. As the year progresses they have targeted intervention time (in assembly time) to achieve exceeding in reading and writing tasks. They are tracked on our Gap analysis sheets and on Sims and in pupil progress meetings - so they are not 'coasting'.

CP confirmed that EYFSP data for children achieving a good level of development at Elm Grove was 78% while National and Local Authority data was 72%.

CP explained that baseline data collection was not appropriate for children with English as an additional language. The data collection had taken place but assessment of these children would be carried out again at the end of the first year.

Reception staff were making a rigorous effort to ensure children read at home, following up with parents on reading diaries and emphasising the importance of reading at home.

Governors discussed the impact of teacher expectation on children's attainment. The Head explained that the government's focus on disadvantage and Pupil Premium funding had been widely effective in tackling this and low expectation for disadvantaged children was much less common as a result. In relation to this the school does more work on career and education choices with children and developing the learning partnership with parents was crucial to raise aspirations within the whole family. This was a goal within the current School Development Plan.

3. Attainment and progress data – Theresa Young (TY)

SM and DB had met previously with TY to analyse in detail the end of key stage results and 2018/19 in school data. The visit report had been shared with the committee.

Theresa Young presented the autumn term data, which records progress and attainment in each year group and individual class. The data for individual groups such as SEND and Pupil Premium was not yet complete.

Action: SEND and PP progress data to come to next TLS committee

Reading and writing were assessed using the children's body of work, marking and observation. The *Maths No Problem* scheme provided a 'hot task' at the end of units of

learning.

The government's combined floor target at KS2 is 65%; Elm Grove has set a target of 70% or above. Data is discussed at pupil progress and Senior Leadership meetings and interventions agreed.

Reading

TY noted that low attainment in reading in years 1-3 was a concern. The school was using home school readers, reading competitions, and development of teaching and support staff to address this issue. The school is being given £4,000 from the LA ECAR fund to support CPD and the teaching of reading. There is a teacher delivering high quality interventions in year 2 for children who are just underachieving.

SLT were looking at the "Sounds Right" reading programme used Three Bridges Primary school in London, 'happiest school in the U.K.'.

Writing

TY explained that Years 2 & 3 in particular had low attainment data for writing. Talk4Writing is being used across the school - this asks children to learn a text, innovate and create their own story. However, the school has identified that this does not impact on spelling and handwriting which are areas that need development. The school is now using the 'No nonsense' spelling programme in Years 2-6 for spelling and Twinkl as a handwriting resource.

Q. Does Twinkl include specific resources for left-handed children?

A. TY explained that there was guidance for supporting left handed children included and agreed that a focus on this area could be useful.

The school has increased the amount of writing taking place and has been careful to select writing topics that appeal to boys. Elm Grove has taken part in a project to extend more able writers, with children visiting other schools.

Maths

The data from Years 1 & 6 is good but more variable in other years. Fluency in maths skills has been identified as an area to work on e.g. number bonds and times tables. Same day interventions have proved successful which have targeted those children only just under achieving.

Discussion in pupil progress meetings has often been dominated by discussion of SEND children and it has been helpful to hold separate pupil progress meetings for this group with the SENCo, using the Edukey provision map.

TY explained that spellings and times tables are on the homework grid every week, but are often neglected and the school was considering new ways to ensure parental support of these areas of learning.

The Head noted that autumn term data had been affected by significant pupil mobility with a number of children joining the school many of whom had additional needs.

4. Update on activities to assess and improve the quality of teaching and learning since last TLS committee meeting:

	<p><u>Transition plan</u> TY introduced this new document which mapped out termly provision, progression and end of year expectations in each year. Following review at the end of each term methods would be colour coded by success and this would inform provision going forward.</p> <p>The document was very useful for new teachers joining the school and for providing consistency and continuity across all years/classes. Dialogue between different year groups has improved and important building blocks are established for example learning common exception spellings by the end of year 2. The plan is also a tool that helps SLT hold teachers to account.</p> <p><i>Q. Are there children who won't meet the expected levels?</i> A. Targeted interventions for those children who are falling below are part of the plan.</p>
5.	<p>Minutes and matters arising</p> <p>The minutes from the November meeting were agreed without amendment</p> <p>Amended Action: Invite ES, YT and RB outstanding to FGB</p>
6.	<p>Curriculum planning - update on progress on curriculum planning in line with the new Ofsted framework</p> <p>The teacher appraisal structure is now linked to the new curriculum. TY has researched other schools to look at their curriculum maps. The Science Lead has completed development of the curriculum in relation to the framework. There have been four staff meetings on the curriculum and subject leads are completing a progression document.</p>
7.	<p>3 year premises plan and priorities linked to teaching and learning This was postponed to the next meeting. Action</p>
8.	<p>Policies</p> <p>It was noted that the local authority model PSHE policy, including newly statutory Sex & Relationships provision had been amended in October 2019 – Head to check and amend policy as appropriate. Action</p> <p>Clerk to check re requirements for SEND reporting to board. Action</p>
9.	<p>Governor visit opportunities</p> <p>Head to inform governors of pupil progress meeting dates in the summer term so that <u>one</u> governor can attend. Action</p>
10	<p>Keeping children safe declarations Governors present signed the declaration.</p> <p><i>The meeting closed at 5.30pm</i></p>
11	<p>Next meeting: 30.04.20</p>

Chair's signature:

ACTIONS OVERLEAF

ACTION LOG				
No.	Date of meeting	Action	Owner	Due Date
1.	06.02.20	Invite ES, TY and RB outstanding to FGB	LW	Asap
2.	06.02.20	3 year premises plan and priorities linked to teaching and learning – next agenda	AJ	01.04.20
3.	06.02.20	Local authority model PSHE policy amended in October 2019 – Head to check and amend policy as appropriate. Action	LW	Asap
4.	06.02.20	Clerk to check re requirements for SEND reporting to board	AJ	Asap
5.	06.02.20	Head to inform governors of pupil progress meeting dates in the summer term so that <u>one</u> governor can attend	LW	20.04.20