

Cooperative Education East	
Teaching & Learning Trust Challenge Group	
Date:	26 th April 2018
Time:	4.00 pm
Location:	Thompson School

MINUTES

In Attendance – Paul Bunn (PB) - Chair, Lucy Burdett (LB), David Clover (DC), Karen Freeman (KF), Lisa Heath (LH) – Head of Thompson, Emily Husbands (EH) – Head of Bunwell, Susan Marsham (SM), Linda May (LM), Paul Seeman (PS) – Head of Banham.	
1 - Apologies & Introductions Marie Hales (MH), Mark Merrywest (MM) and Nick O’Dell (NOD) sent apologies. These were accepted.	Action for:
2 - Minutes of the Last Meeting Item 2: It was noted the Chair of the TCG can be any member or Trust representative, but not a Trust employee. With this clarification the minutes were accepted and signed as a true record.	
3 – Matters Arising There were no matters arising.	
4 – Heads Reports The reports had been circulated before the meeting and TCG Governors discussed the reports from Banham, then Thompson and Bunwell. The reports were considered with regards the agenda items.	
5 – School Performance <u>Banham:</u> PB – Can you clarify the categories of the columns in the report? PS – They are Below Age Related Expectation (ARE), At ARE and Above ARE and Above ARE alone. That is in line with Department for Education (DfE) reporting and explains why the total figure may be larger than the cohort number. PB – The figures here clearly fit the pattern of the last few years: attainment is not great, but progress through pupils’ time at School is good. Is the focus on improving Writing working? PS – Broadly speaking, it is. Yr 3 figures have the potential to stagnate; children tend to plateau in Yr 3. LB – The expectations in Yr 3 are significantly different, which leads to a plateau, but the pupils tend to catch up once they’ve adjusted. PS – Can you try to improve the transition process? LB – We already are, Yr2 pupils go up to Yr 3 a few times a week to get used to what is expected of them.	

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<p>PS – We’re monitoring the situation, LB will soon have pupil progress meetings with Clare McMeekin (CM). Yr 3 figures have also suffered the impact of not having consistent TA support in the classroom. Steve Abbott’s (SA) report has been the focus for monitoring Teaching and Learning. Learning walks, book scrutinies and lesson observations are planned this term. Teaching is consistently good and outstanding. This term CM coming to Banham as Head of School. The Sports Premium (SP) Action Plan is on the website, with the £17,000 accounted for. We measure the impact of SP by monitoring the attendance of clubs and the attitude of attendees. LB has been on a course with Martin Radmore, so we know how to meet Ofsted’s criteria for paperwork.</p> <p>LB - We’re also focussing on engaging different groups of children.</p> <p>PS – Data for progress analysis is from the end of the Spring term and will be used for benchmarking attainment and progress. Yr 3s have picked up progress with writing and closed the gap from the Autumn term.</p> <p>ACTION: Governors to consider how data is displayed in Heads’ reports, i.e. use of colour, in time for next meeting 20/9/18.</p> <p><u>Thompson:</u></p> <p>LH – Data is shown for pupils Below ARE, At ARE or Above ARE. Percentages are difficult to use in small cohorts, so it is clearer to use actual figures. Attainment is not great, but some groups are better with Yr 1 particularly strong. Early Years (EYFS) data at 66.6% is better than last year. That figure is likely to increase, but we’re being cautious in our assessments. KS2 is weaker, with inflated KS1 data a problem, but progress compared to previous years is positive.</p> <p>PB – Are there reasons the combined scores are low and are they being addressed?</p> <p>LH – We have identified the reasons and are working quickly to address them. We’re working with CM to target intervention for particular pupils so they make ARE, but we have to close gaps in their knowledge left over from previous years before we can move on. I scrutinise progress and attainment data closely and use Pupil Asset (PA) to assess curriculum coverage. I talk to staff if data entered on PA doesn’t match with reporting. Combined scores for KS2 are a problem, but we have identified the pupils who need help and they will receive lots of intervention up until SATs.</p> <p>PB - Are parents on board with interventions?</p> <p>LH – Yes. We’ve also sent work home over the holidays as part of the actions we’ve put in place.</p> <p>DC – Does parental input help?</p> <p>LH – For some. Other parents have a negative attitude.</p> <p>We’ve been using SA’s report as part of monitoring Teaching & Learning (T&L). We’ve also conducted learning walks, lesson observations and book scrutiny. These are being repeated from today.</p> <p>PB – Lots of changes are being made, when will we see improvements?</p> <p>LH – From tests this year. For example, Phonics tests will be better this year as phonics is now taught daily. Growth mind-set is also embedding in EYFS, with pupils confident to share their knowledge of it.</p> <p>PB – How can you be sure you’re not missing any issues?</p> <p>LH – I am making learning walks and conducting lesson observations, so I’m sure.</p> <p>PB – A lot of work has been done to introduce Growth mind-set across the Trust, so we need to monitor its effect.</p>	<p>Governors</p>
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<p>ACTION: Non-teaching Governors to visit their Schools to observe growth mind-set work and complete monitoring forms.</p> <p><u>Bunwell:</u> EH – Yr 4/5 writing attainment data is from the Autumn term, there is no progress data as the Class teacher has been off last term. I am meeting with him to moderate writing to generate data input to PA. Data shows we need to focus on pupils who are above ARE. In some Yr groups attainment is lower, but expected progress is being made and we're closing the gap with attainment so more reach ARE. Yr 6 progress is very good. Yr 3 is the focus Yr group, a lot of pupils are not at ARE, it is a boy heavy cohort with a fair percentage of SEN. The sizeable difference in expectations between Yrs 2 & 3 is a factor. Targeted intervention is in place, with additional Staff in place, particularly in maths. We've also been working on SA's for monitoring T&L, combined with lesson observations and book scrutinies. Some of the latter with PS, which was useful. PB – Is improvement in Yr 6 a result of having a small cohort? EH – Yes, but also because we have a quality SCITT student. EH - SP will be added after I have spoken to the PE leader after his absence last term. SP is being used to develop quality PE teaching and ensure PE is well-resourced. It's aimed to increase engagement and participation in competitions.</p>	<p>Governors</p>
<p>6 – School Improvement Plans</p> <p>DC – Are Heads able to do more to include non-core subjects? EH – There is always scope to do more, it is a question of capacity. LH – Non-core subjects are important, but we have to focus on core subjects given the data in School. PS - The demands of the National Curriculum are high; there is a lot of content to fit into 5 days a week. The largest part of the curriculum is concerned with core subjects and more flexible with non-core subjects, which allows schools more freedom with delivering those subjects. SA's report noted the need for a broad and balanced curriculum, so there's room to develop it. Subject leaders are given time to monitor non-core subjects and they are given the resources to ensure they make the most of non-core subject time when it is available. DC – It allows a relief from the core subjects, so pupils can come back to them refreshed. PS – Absolutely. We have core subjects on the morning, non-core in the afternoon. SP calls for quality PE teaching – which adds to timetable pressures - and we have 2 hours PE a week. DC – Could pupils across the Trust benefit from peripatetic music tuition? PS – Our curriculum is topic led, with non-core subjects fitting in as the topics allow. It results in more immersive teaching for children and a broad and balanced curriculum over the topic. Music is taught discreetly; we offer guitar, flute and recorder lessons. LH - We have a similar approach. Piano and harp tuition is available. EH – We also take a similar approach to the curriculum. We have looked at using the Music Hub, but is an expensive service. PS – I can share the details of our music tutors. PP funds can be used to access music lessons if there is a demand for them. DC – The offer to facilitate the provision of music is important. We have experienced requests for clubs in the past which have then had low participation, but a fee paying music club has a place as part of the offer.</p>	

<p>PS – Monitoring formats have been shared across the Trust. They are kept in subject leaders' folders so they are available to all schools.</p> <p>LB – Subject leaders have time to look at the monitoring forms and these inform changes as necessary to deliver progression of skills in their subjects. They use forms to complete curriculum area reports which inform the budgetary requirements to keep those areas meeting required standards.</p> <p>PB – At Banham the Curriculum Committee looks at subject leaders' reports to get an accurate picture of each subject.</p> <p>PS – Subject Leaders' reports are a Local Governing Committee (LGC) responsibility as part of ensuring a broad and balanced curriculum, but a summary report could be made to the TCG.</p> <p>EH – We have subject leaders, but the make-up of our classes has changed and our priority is to get T&L right.</p> <p>PS – T&L needs to be at a good level before Staff can be creative with their approach to it.</p> <p>LH – We introduced the learning challenge curriculum in September 2017, it is taking time to bed in, before we can introduce other strands.</p> <p>PB – Is it an alternative to the topic approach?</p> <p>LH – One subject might dominate work in one half term, with other subjects fitting into it or we could have a weekly focus on a particular subject.</p> <p>PS – The new curriculum is less prescriptive about how subjects are covered, which fits well with topic work.</p> <p>LB – The topic is World War II in my class. In English we're reading Carrie's War, Science is about the dynamics of light in the black-out, geography is concerned with the countries involved.</p> <p>PS – The goal of T&L is to get the key skills established in pupils in preparation for the next year, but pupils need to enjoy school, so we need to establish a balance been focus on key skills and maintaining pupils' interest.</p>	
<p>7 – Attendance</p> <p>PS – Banham attendance is 96.5% (96.6% without Early Years).</p> <p>DC – It is close to the 96% floor level.</p> <p>PS – Unauthorised holiday absence has a larger impact on percentage figures in small cohorts. We are on track to above average. We have some individuals who are a concern, but Debbie Gower, the Trust Attendance Officer, is not worried overall. We send out letters which are being standardised across the Trust.</p> <p>LH – Thompson attendance is 96% overall. SEN attendance is 95%, but PP and vulnerable groups (traveller) is at 96%.</p> <p>EH – Bunwell attendance is at 95.4% overall. Lower attendance amongst SEN, PP and Vulnerable groups is due to 1-2 children making a large percentage difference in a small cohort. We're working with families on attendance.</p> <p>ACTION: Heads to include numbers of children on track to be classed as persistently absent in attendance reports.</p>	Heads
<p>8 – Special Educational Needs (SEN) Banham:</p>	

<p>PS – At Banham analysis of SEN and vulnerable groups is conducted annually. We will be looking at figures for the impact of taking a more needs based approach aimed at overcoming barriers to learning.</p> <p>Thompson: LH – CM visits fortnightly to provide support for SEN pupils.</p> <p>Bunwell: EH – We have 19 SEN pupils. Mrs. K. Brookes (KB), CM and I looked at SEN in September 2017 to make sure the register is a true reflection of the picture in School, the support in place is suitable and we have an accurate assessment of barriers to learning. Some new children have been added.</p>	
<p>9 – Pupil Premium</p> <p>Banham: PS - We have 11 Pupil Premium (PP) children currently, including several new comers. Data shows PP children at Banham do well in progression and attainment.</p> <p>Thompson: LH – PP and SP figures are to be confirmed with Trust Business Manager Emma Nelson (EM).</p> <p>Bunwell: EH – PP at Bunwell is a similar picture to Banham and Thompson.</p>	
<p>10 – Behaviour in Schools</p> <p>Banham: PS – Behaviour is generally settled. Monitoring indicates very good behaviours for learning in classes.</p> <p>Thompson: PB – Behaviour at the lower end of School is good, but less so at KS2 – is that due to the pupils’ age? LH – It is a legacy of the past and won’t happen again. LM – Expectations for behaviour have changed under the new Head.</p> <p>Bunwell: EH – Behaviour in School is generally settled.</p>	
<p>11 – Governors’ Reports from Schools</p> <p>Governors have material to work on to prepare reports for the next meeting.</p>	
<p>12 – Policies</p> <p>CM is currently working on policies. There remain some to be finalised and harmonised across the Trust.</p> <p>PS – Some policies will be discreetly school based, some Trust-wide, others broadly based across the Trust with school specific appendices. Teachers have had input to the policies and these will be considered for approval at the next Trustees meeting, 7/6/18.</p>	
<p>13 – Collaboration Update</p> <p>Mark Merrywest (MM) is working on the paperwork for the conversion of the Suffolk schools intending to join the Trust. They will join a Suffolk hub within the Trust, but each school will contribute to central services.</p>	

<p>PS – I’m working with EH, LH and CM to develop T&L and to consider how teachers can benefit from collaborative working. The role of the Acorn Cooperative learning Alliance (ACLA) is included in this.</p> <p>PS – SEN funding is being substantially decreased, do we know what impact that will have?</p> <p>PB – After September we will have to submit bids for funding to a decision panel in Norwich. They decide if a bid should be fully funded, partially funded, deferred or refused. All schools face a short-fall and children’s needs still have to be met. The National funding formula and pupil numbers will also have an impact on our budgets. We have to wait until EN has the budget up and running. There are a lot of questions and uncertainty, but we need to know our position before we can act.</p> <p>LH – My Cluster would like to continue collaborative working after SEN funds are centralised. It is an effective group and deals with more than just SEN funding.</p> <p>DC – Have guidelines been issued for the level of need for accessing funds?</p> <p>PS – They are being worked on. Old Buckenham Cluster has been put forward to trial the new system, which should help our schools learn the new system. We would, of course, share this Thompson.</p>	
<p>14 – Any Other Urgent Business None.</p>	
<p>15 – Date of future Teaching & Learning TCG Meeting Thursday 20th September 2018 at 4pm at Bunwell.</p>	
<p>Meeting closed at 17.25 hrs</p>	

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Date _____