

**Minutes of the Teaching, Learning and Outcomes Committee (TLOC) held in person on
Thursday 1st December 2022**

Present: John Parkin (JP, Chair), Neil Perry (NP, Vice Chair), Christina Bates (CB), Jagger (CJ), Rosa Mottershead (RM) Tony Davies (TD)

1.Apologies for absence

Katie Hehir (KH)
Aditi Vedi (AV)

2.Pecuniary interests to declare

None

3.Election of chair and vice-chair.

Chair – John Parkin
Vice chair - Neil Perry
Both were unanimous.

4.Terms of reference

Quorum point 2 – salary committee. Needs removing.
2.1 is the head teacher part of the meeting being quorate? Tony confirmed this is correct.
5.3 – typo - ‘be’ referred.

5. Minutes from last TLOC meeting – 22nd June

All happy with the minutes. Accurate record but a few typos.

6.Matters arising and agreed action points

Dan’s surname is Ford – this needs adding in.
All actions – completed.

7.Data Analysis

TD confirmed there was a lot of paperwork to read. TD got most of the data using Perspective Lite – a platform that the LA buy into. There have been some delays this year so the final data might be marginally different. This could be why they have not published Analyse School Performance yet. IDSR – offers something similar and it is what OFSTED look at.

Broadly, it was a strong performance across the board.

EYFS - the children are struggling mostly with PSE and communication, language and literacy.

A governor asked if the challenge in EYFS is because they are boy heavy or whether there are other issues. TD said their personal and emotional development has been impacted by covid. What we are seeing is very different to other cohorts.

A governor asked how that cohort were finding Y1. TD said they aren’t typical Y1 classes yet and need a lot of support. TD commented on the current Y2 phonics screening check and how they did well last year.

The 10 SEND children were above national averages.

A governor commented on the catchment of the school and how the school is doing better with phonics.

Phonics – above national average. Identified as a strength. This applies to all the sub groups.

KS1 – reading writing and maths combined was a strength. Across the board in KS1, the greater depth is a lot more above national averages of age-related expectations. Writing 11% down. It will be interesting to see where they are at the end of KS2.

KS2 – reading dropped 10% but well above national averages. Writing – seeing some good rapid progress in writing

A governor commented on the drops of national averages. It is a positive that the school is doing well and the schools drops are similar to the national average drops.

A governor asked if there should be a bigger focus on writing. TD said there has been a big focus on writing ‘rapid progress’ and KS1 writing is 9% above national average. We are in line with national average for greater depth for KS1 and above national average for age related expectations. TD said the greater depth will be a focus but it isn’t a concern as the strategies in place will help them catch up.

A governor asked if the curriculum and expectations, across the country, help the children to achieve age-related expectations.

A governor asked about writing assessments and if the children are tested. TD explained that they are teacher assessed.

A governor noted the KS2 data and the evidence of rapid progress in writing. The impact of additional maths groups (Covid catch-up) is also evident.

Rapid progress in writing – teachers are taking ownership of this after training and continual support from Liz Steel. Last year, the school provided extra release time for teachers to begin implementing this.

Disadvantaged children – broadly means those in receipt of Pupil Premium. TD said what we are seeing across the school is that it varies between cohorts. PP children tend to be a little below national averages. Those with SEND tend to be in line with national averages. There is a lot of overlap between PP and SEND. None of this comes through as statistically significant variations from the national average.

EAL - At KS1, we were therefore in line with national averages on all measures. We were well above the national average for the percentage of EAL children achieving greater depth in reading (41.2% compared to a national average of 17.8%).

At KS2, again our 24 EAL children were in line with national averages on all measures. We were above national averages for all progress scores. We were above national averages for all attainment scores also except for writing at the expected standard and maths at greater depth (in each case, less than one child difference).

Gender - We were above national averages for both boys and girls on most measures at KS1. The gaps between girls and boys for St Matthew’s were similar to those nationally except reading, writing and mathematics at greater depth. At Key Stage Two there was a similar pattern, with both girls and boys being above national averages and gaps for both with the national being similar except greater depth in mathematics (where girls outperformed boys, the opposite to KS1) and greater depth in writing (where again girls outperformed boys).

The governors would like it minuted that they recognise the strong contribution made by staff.

8. Attainment Across The School

TD spoke about Target Tracker and how are now using Sonar.

The assessments used to be b, w, s and s+. We would have been assessed at working at age related if they were working at their year group band of ‘b’ by the autumn, ‘w’ by spring and ‘s’ by the end of the academic year. Some at ‘s+’ if working at greater depth.

Sonar is different.

B = below expected level

JA = just at expected level

At = at expected level

A = above expected level

If we think a child is going to be at age-related but we aren’t quite sure then they will be assessed as JA.

The old target tracker data has been translated to the new data. An example would be (for Year 5) children were assessed as 5s are now 5At. Those assessed as 5w are now 5JA. Those were assessed as 5b or below are 5B or within a band for a lower year group.

A governor asked if Sonar was a LA decision. TD said Target Tracker was part of Juniper Education and Juniper Education are replacing it with Sonar.

Year 5 data shows some challenges, which are being addressed by school staff. TD said it will be interesting at the end of the term to see if the numbers go up or go down and what it actually means.

A governor asked if there will be a moderation process. TD said there would be after Christmas.

9. Targets for 2022-2023 Statutory Assessments

In summary, they all show a significant uplift on last year. They are “stretch” targets, building in an assumption that *all* children on the borderline of achieving age-related expectations will do so at the end of the academic year. This makes targets aspirational. Achieving them would likely see the school above national averages on all measures.

10. Planning link governor minutes

This needs to be discussed in more detail. Most visits are 2 or 3 per year. Ideally, visits should be done by the end of this term but this may not be practical for the teachers.

Action: have a scheduled overview of the year – linked to SDP. To be organised at FBG on 8th December

11. Dates of future meeting and agreed agenda items

Action: schedule during FGB on 8th December

12.AOB

None