





<p>Welcome and Apologies</p>	<p>KB, JL, YC, SE, DS (9.15am), MW apologies</p>
<p>Minutes of last meeting</p>	<p>Minutes not taken as HLJ on training. Meeting held today to discuss points from last meeting</p>
<p>School Improvement Plan</p> <p> PPS Strategic School Improvement Plan 20</p> <p> Self-evaluation summary PPS Sept 20</p>	<ul style="list-style-type: none"> • Pensby Primary School Strategic School Improvement Plan 2020 was shared amongst the group • Key points discussed – 3 Improvement strategies discussed were: <ul style="list-style-type: none"> ○ <i>Increase the % of pupils attaining GD in reading so it is at least in line with national (P 5-6 SSIP)</i> ○ <i>Increase the % of Middle Learners (boys) attaining expectations so it is more in line with girls. (P 7-8 SSIP)</i> ○ <i>Review the curriculum and ensure it is fit for purpose and meeting the aims of our school (P 9-11 SSIP)</i> • KB informed the group that an email had been received from Sue Talbot (LA) asking for reports on Reading across certain Schools. The email identified although standards in reading had risen by 7%, PP were below national. • KB informed the group the Local Authority (LA) are under pressure from the DFE to justify a trend dip across the LA and are conducting monthly meetings with HMI Inspectors. It is noted Wirral is very low in North West tables of comparison. • KB shared email response to Sue Talbot with group. • KB also shared document from Reading Review conducted by Gayton Primary Headteacher as part of Federation monitoring in February 2020. Embedded. • KB informed the group that in light of the email raised by Sue Talbot, KB (on behalf of Deeside Heads) enlisted help from LA Dave Hollomby. He produced a gap analysis report across the Deeside federation. In conclusion no gap was found. Each child in Pensby and Deeside with PP carries a weighty % so even 1 child underperforming, means standards of national may not be met. • KB informed the group that all Pupil Progress meetings had been postponed due to need to become more familiar with Classroom Monitor. Targets set on classroom monitor by staff were found to be disrupting data. Staff has since been advised to set 1 target per term which allows the algorithm to better track data. This data now looks more in line with expectations. • KB discussed pupil progress meetings and informing parents of child's progress on a termly basis plus an end of year summary with Teacher/pupil/parents comments. • KB discussed points from Target 2 <ul style="list-style-type: none"> ○ Year 3 classroom have introduced 'flexible seating' this consists of a range of seating areas to better support the greater need of children in this cohort. There are several children in this cohort with SEND. The group discuss some of the needs of children in Year 3.
<p>NPQ study</p>	<ul style="list-style-type: none"> • KB informed the group of a Senior Leader in Ladymount Primary School completing their NPQ course. KB and Teacher working on project to audit TA deployment in

	<p>school. This project will help determine where to best deploy staff to maximise usage/value. This project is set to conclude in September and KB will share results with Governors. KB also added middle attainment boys to the project.</p>
<p>Update from MW-Email to KB</p>	<p>“I met with Mr Klausen (Computing) and Mr Davies (PE).</p> <p>Discussions went well. With Mr Klausen we discussed the curriculum and equipment. A number of issues were raised about kit (laptops running Windows 7), lack of use (android tablets) and ability to customise set up (ipads). Some progress has been made when I caught up with Mr K.</p> <p>Laptops now on windows 10 and some information on how to setup a profile for tablets from the company that provides the equipment. I’ll be meeting with Mr K again sometime soon to go through some more details about the curriculum.</p> <p>Mr Davies discussion went well, all seems fine. I am just waiting for some documentation to be sent to me shortly. Mr Davies also mentioned a software programme that provides a full programme, with instructions, lesson plans and has the ability to record student progress. I hope to see an example of this soon.</p> <p>Network space, I noted that drives were on red when logged into some of the machines. Are the shared drives backed up and do we use them to hold data on students?”</p>
<p>Subject Leaders to address committee –</p>	<ul style="list-style-type: none"> • Reading, Writing, Maths – 72% GD across the cohort (Year 6) • Year 1 Phonics – On Track • Year 2 SATS – On Track • Year 4 Multiplication – On Track • Reception – Predicted 72% GD across cohort
<p>Maths – L Gillecce, K Wright (LG, KW)</p>	<ul style="list-style-type: none"> • KW informs the group of the purchase of KAPOW. KAPOW covers a broad spectrum of subjects Maths, DT, PHSE, Music and MFL. KW adds creating a rationale for MFL to provide continuity for staff in delivering this. £900 cost per annum. • Big Maths purchased. Training provided to Teachers and TA’s and is a scheme used across the whole school. • KW and LG shared document on Big Maths with the group. • LG informed the group of the importance of staff being able to collate skills and plans to deliver lesson and interventions.

	<p>Morning maths is will be used to provide fluency across year group's emphasis on basic number skills.</p> <ul style="list-style-type: none"> • Staff will use Mastery program used at other schools in federation to build on basic skills to ensure these are embedded. • LG and KW discussed some strategies and programs in place across Y5 and Y6 which have been well received by children and show impact. LBQ program used on the new iPad's has become part of a daily routine for children. KW added that children of lower attainment have made significant progress using LBQ and questions issued through the program can be limited for those lower ability groups. • Group discusseed the imminent closure of schools (CIVID-19) and the use of LBQ tasks at home to continue to embed these skills. Staff have already prepared programs of work should schools close to ensure children have access to LBQ and other work to complete during closure. Aim is to try to keep routine and enable families to support pupils. • Discussion surrounding the impact of using more internet based learning. Governors asked about families who may not have access to internet at home? • It is known that 100% of families receive emails from the schools communication system Parentmail and access the schools learning journeys Seesaw.
<p>ART – Liza Bell (LB)</p>	<ul style="list-style-type: none"> • LB is working closely with KB to produce curriculum intent for the whole school. LB undertook training and is delivering this to all staff. KB would like to purchase sketch pads for KS2 children. • KAPOW program purchased will support delivery in ART.
<p>DT – Carol Spencer (CS)</p>  <p>DT Pensby Primary intent statement Mar</p>	<ul style="list-style-type: none"> • CS has worked on curriculum intent for DT. KAPOW will also support delivery of this.
<p>Literacy- L Grant, J Klausen (LG, JK)</p>  <p>Pensby Primary School - Reading rev</p>	<ul style="list-style-type: none"> • LG discussed the purchase of Phonic international that runs alongside the current F1, F2 and KS1 Read, Write Inc currently used in those year groups. • The cost was £20 per annum. The website provides materials and resources to support phonics teaching in KS2. • LG informed the group of the importance for the children to have solid phonic knowledge to support thier reading abilities. • LG has trailed Phonics International with an intervention group in her Y3 class. • Readathon taken place across the school to raise money to fund new library books and guided reading materials. Money received from Readathon and PTA donation totals £5000. • Guided reading is a target area and is listed on LG action plan. Teachers are to be observed delivering guided reading lesions. Guided reading, carousel reading and whole class guided read are discussed. • JK added the value of having whole school reading assemblies as during world book week the children enjoyed going to the

	<p>hall each day to have a whole year group story and a visit from Author Sue Hoffman.</p> <ul style="list-style-type: none"> • YC questioned the visibility of good reading materials in classrooms. LG and JK responded with their plans to improve this. • Literacy counts also introduced to provide CPD for staff to deliver Literacy across year groups. Training and CPD for staff.
<p>History/Geography – N Williams, J Sibthorp (NW, JS)</p>	<ul style="list-style-type: none"> • NW has joined the Historical Society. NW has produced a document breaking down topics and assessment using Classroom Monitor and National Curriculum. • NW added Classroom Monitor has 5 statements for each year group which makes it easier to navigate and therefore assess progress and attainment. • Document details plans to begin in September and with new book system will support the new structure for teaching and assessment. • KB also added NW stated in previous meeting the use of % topic questions to be asked at beginning and end of topic and also use of mind mapping. • Children will enjoy ‘Monarch of the Month’ discussing the different houses through the ages, targeted at each year group to make it appropriate for expectations. • NW discussed the importance of our own ‘British History’, Jon Lawrenson Heswall Primary, as part of Federation monitoring, met with JS and discussed History and Geography. He reported that he felt satisfied that school have a clear curriculum intent and plan for these subjects.
<p>Science – K Beggs (KBe)</p>	<ul style="list-style-type: none"> • KBe met with Nicky Bolton (DH Heswall Primary School) She decided that school will not be buying into any schemes for Science as we have enough material to form one ourselves. KBe is to audit schools current resources for Science and identify gaps to determine what to place in the curriculum intent.
<p>Music – S Shaw (SS)</p>	<ul style="list-style-type: none"> • Using KAPOW to support Music. Committee to visit SS to discuss further.
<p>Plan for Early years and community unit</p>	<ul style="list-style-type: none"> • Committee proceeded to view plans sent from architect for design of possible new early years and community spaces on our school grounds. This would incorporate a real coming together of both Stanley and Pensby.

Meeting closed 11:30am