

**Hoyle Court Primary School Governing Body
Minutes of the Achievement Committee Meeting
Held on Wednesday 18 September 2019**

Meeting commenced at 6:05pm

Present: Adrian Metcalfe- Chair (AM), Tim Phillips (Head), Val Sherred (VS), Janet Lodge (JL), Rosalind Sheridan (RS), David Pike (DP)

In Attendance: Nageena Khan, Clerk to Governors
Keeley Poole, Deputy Headteacher (KP)
Ben Dickinson, Former KS1 Leader (BD)
Adele Barraclough, English Leader (AB)
Kate Borewell, EYFS Leader (KB)

Action

Welcome and Introductions

Clerk introduced the meeting and welcomed all. David Pike, new parent governor was welcomed; all introduced themselves.

AC 01/19 Apologies for absence and their acceptance
Apologies were received from Simon Kemp, these were accepted. The meeting was quorate.

AC 02/19 Appointment of Chair and Vice Chair of Committee
Chair- VS informed that Simon Kemp has decided to stand down as Chair of the Committee. AM was nominated as Chair, he accepted the nomination.
AM was unanimously appointed as Chair of the Committee. He continued the meeting.

Vice Chair- VS was nominated as Vice Chair, she accepted the nomination.
VS was unanimously appointed as Vice Chair of the Committee.

AC 03/19 Declarations of Interest for Items on this Agenda
None.

AC 04/19 Any Other Business and requests for Agenda order variations
Item AC 10/19 to be covered first.

AC 10/19 Venn Diagrams, End of Year 2018-19 Key Stage Achievement Reports
Reports were previously circulated.
Head reported that

Upper KS2- KP

- In Year 6 Writing and Maths attainment has improved from the previous year, however there has been a decline in outcomes when compared to end of KS1 outcomes, apart from Writing which has increased by 5%.
- In Year 6 reading is 19% lower than Writing and Maths.
- In Year 5 Reading is the subject with the highest attainment 13% above Maths attainment.
- In terms of whole school, Reading has improved due to a new strategy rolled out last year.

Q: DP- what caused the improvement in Reading?

KP explained that whole school reading sessions were introduced last year and more challenging texts and questions were used. This year the focus will be on continuing to build resilience and stamina.

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- Disadvantaged Pupils- Year 6 Disadvantaged pupils are well below the performance of non-Disadvantaged pupils (a trend for this year group throughout school). Six of the seven children are also on the SEND register with significant needs (nurture, attachment, low starting points, attendance).
- Attainment in Year 5 has decreased when compared to the previous year and significantly when compared to previous key stage.
- Disadvantaged pupils in Year 5 are achieving broadly in line with non-Disadvantaged pupils in Reading and Maths, but significantly below in Writing.
- Gender- Year 5 girls are outperforming boys in Writing and Maths. Year 6 girls outperformed boys in all subjects.

Concern 1- Year 5 - The low level of attainment in writing and maths

- Writing- eight children are being targeted.
- Maths- seven children are being targeted.
- Reading- two children are being targeted.

End of year expectations have been agreed this year; a more stringent assessment policy and clearer guidelines have been used and Venn diagrams are being used to closely monitor in-year progress.

- The 'tipper' children are being targeted- these children receive support/regular check ins during all RWM lessons. Interventions will be identified and will be clearly identifiable on the provision report. Clear progress measures against KPIs will be firmly in place and will be measurable.
- Daily creative Writing sessions have been introduced from September to allow children to transfer taught English objectives into own independent writing.
- Philip Webb CPD will be delivered through two Twilight sessions at the beginning of October 2019 to further develop the teaching of Writing.
- Clear guideline expectations to be introduced in September 2019 for Reading, Writing and Maths to ensure consistency in teaching of these subjects.

Concern 2- RWM Combined Figure:

- 'Tipper' children have been identified and interventions will start earlier in the academic year. Progress will be tracked fortnightly and parents informed by the first parent consultation evening.
- Year 6 pupils will complete KS2 2016 SATs papers and teachers will complete a question analysis to identify whole class/specific gaps and use findings to inform planning.

Some case studies were shared of pupils who did not make expected progress or expected attainment.

Q: how are the current Year 6 team working?

Head reported that the team have had a positive start and are enthusiastic.

Lower KS2- AB

Year 3:

- Reading stayed consistently in line with the national average of 75%.
- Writing- 66%; three pupils are very close to achieving ARE.

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- Maths- four pupils were targeted and one pupil met ARE increasing the overall percentage to 70.5%. The other three pupils are close to achieving ARE and should make progress at the next assessment point.
- RWM combined- this has increased from 59% to 63.6%.

Year 4:

- Reading improved from 71% to 81%
- Writing improved from 67% to 69.8%. another pupil is very close to ARE and it is hoped this will increase the overall percentage to 72%.
- Maths has improved from 71% to 76.7%
- RWM combined improved from 62% to 74.4%
- Writing is an area for improvement in both year groups.
- Year 4 pupils have improved more than the year 3 pupils this is where much of our targeting has taken place. The new year 4 pupils will be highly targeted next year.
- Both are below on writing.
- Disadvantaged Pupils- Disadvantaged pupils do not achieve as well as non-Disadvantaged pupils; these will be targeted next year.
- SEND- these pupils achieve well.
- Gender- Girls perform better than boys in both year groups.

Concern 1- Boys Writing:

- Three Year 3 children are being given targeted class support.
- A Boys Writing group was set up for reluctant writers; this was working however staffing issues meant that it could no longer continue. Boys were still targeted in class. Pupils will continue to be targeted this year and closely monitored.

Concern 2- Girls Maths:

Targeted support has taken place and some pupils have met ARE. The other girls are very close and will continue to be targeted next year. Further progress should be seen at the next assessment point data

Concern 3- Year 3 RWM combined:

Two girls were targeted to improve the overall percentage.

Q: VS- with regards to the staffing is it proving difficult to carry out all interventions?

AB reported that it is difficult but staff are managing this and trying to deliver more interventions in the classroom.

KS1- BD

BD reported that staffing issues last year impacted on pupil outcomes. There have been lots of staffing changes in KS1 and some adults needed in other areas of school meaning a lack of support for vulnerable pupils.

Year 2:

- Reading was 1 child (2%) higher than end of Year 1.
- Maths and Writing were both below the level at the end of Year 1.
- Attainment is lower in all areas compared to the end of EYFS.
- Attainment in Writing is significantly lower than national in both year groups.

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- Attainment in both Year 1 and Year 2 is significantly below national.
- Disadvantaged Pupils- At the end of Year 1, 67% of pupils in receipt of pupil premium reached the expected standard in Reading and Writing and 83% in Maths. In Year 2 25% of pupils in receipt of Pupil Premium achieved ARE at the end of Year 2 in all subjects.
- SEND- In Year 1 0/2 pupils with SEN achieved ARE across all three subject areas. There is a higher number of SEN pupils in Year 2; 17% achieved ARE in Reading and Writing and 33% achieved ARE in Maths. Several pupils with SEN have a high level of need and are receiving highly differentiated provision including two pupils attending the Nurture Group.
- Gender- attainment is similar between boys and girls, with more boys achieving ARE in Maths than girls. In Year 2 a higher number of girls met ARE than boys in all three subject areas.

Concern 1- low level of attainment in all subjects at the end of year 1

- End of year expectations have been developed and agreed in order to provide more consistency between EYFS and National Curriculum. Reception staff will also use the Year 1 Phonics Screening Check materials to prepare children for these tests the following year.
- Key Stage 1 this this year are made up of three Year 1/2 classes to ensure that consistency of planning, moderation and assessment is made easier.
- Phonics Screening Check- those pupils scoring between 27-30 have been identified as a group to receive catch up intervention.

Govs, SK

Concern 2- The gap between boys and girls in Reading, Writing and Maths in Year 2

- Writing- in 2019/20 agreement for children to be given opportunities for independent 'one off' pieces of work.
- Philip Webb training to be delivered to support teachers in teaching aspects of writing.
- Classes in KS1 are three mixed 1/2 classes meaning expectations for consistency of outcomes can be more easily managed. Planning of writing opportunities will also be more consistent.
- Phonics assessments have been passed up to Year 3/4 teachers in order to close the gap through interventions next year.
- Maths- targeted pupils have been identified and will receive additional support and interventions.

Q: DP- so is staffing more stable in this Key Stage this year?

Head replied yes, last year there was a lack of stability and it is envisaged that by having mixed 1/2 classes this year will allow consistency in planning and teaching across the year groups.

EYFS- KB

- Good Level of Development (GLD)- remained constant at 77% and will be above national. This was higher than predicted at 72% and overall 77% of children were age related in Reading, Writing and Maths combined.
- Some more able children have made less than expected progress as they cannot go beyond the exceeding statements. Other children who are borderline between goal and exceeding have not been assessed as exceeding.
- Maths- 86% of children achieved goal and 66% have made good or outstanding progress due to embedding Mastery Maths in order to create deeper learning. Reception staff require further training on this area.

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- Reading- 77% of children achieved ARE and 96% of children made good or outstanding progress. 28% of children are working above national average expectations. Various interventions have helped achieve this and children are now able to read more independently. Over half the children are supported well at home.
- Writing is difficult to evaluate; 77% of children achieved ARE in Writing and 13% scored exceeding.
- A new handwriting scheme was introduced; handwriting is generally neater and fine motor control, especially in boys has improved. Handwriting lessons will continue in Year 1.
- EAL- pupils are making good progress, however some children not classed as EAL have parents whose English is not good. Support is needed at home to help these parents with Phonics/Reading and speech.
- Gender- The gap between girls and boys progress in Reading and Writing has narrowed, but girls are making strong progress in both Writing and Maths. More girls have retained Phonics than boys, however boys have made greater progress in the spring term.
- Disadvantaged Pupils- Most Pupil Premium children made good progress apart from 33% making less than average progress in Writing. This follows the trend for writing.

Concern 1

- Phonics intervention, (teacher led) additional to whole class phonics sessions targeting gaps in sounds, tricky words and blending.
- Parental workshops/ games sent home with targeted children.
- Target children reading individually twice a week with an adult.
- Talking tins for children to remember what they want to write and have greater independence.

Q: JL- is last year's cohort a more able cohort compared to last year's Year 1?

KB replied yes, children have made good progress in EYFS last year.

Concern 2

- Daily intervention practising recognising and ordering numbers to 20 and applying addition, subtracting, halving and sharing.
- Games sent home for children to practise these skills. Inform parents/carers of importance.

Governors thanked the Achievement Leaders for the reports; action plans will be discussed during link visits to ensure that there is triangulation and progress is being made.

KP, AB, BD and KB exited the meeting at 7:20pm.

AC 05/19

Agree Terms of Reference 2019-20

The TOR for 2019-20 were reviewed and approved.

AC 06/19

Minutes of the Previous Meeting: 08 May 2019 (previously circulated)

Minutes were approved as an accurate record of the meeting, proposed by VS, seconded by JL. A copy was signed and dated.

AC 07/19

Matters arising from these Minutes not covered by the Agenda

None.

Signed..... Date.....

AC 08/19

2018-19 Pupil Outcomes (Analysis) for all year groups (including SATs)

The analysis was previously circulated.

Head explained that KS2 Reading outcomes were lower than expected. KS1 Writing was also significantly below the national average. The SDP will focus on actions to improve these areas in particular, **this will be discussed further at the next Full Board meeting.**

Head

Key stage 2 Outcomes 2019					
	Reading	SPAG	Writing	Maths	RWM Combined
ARE	22/43 51%	29/43 67%	30/43 70%	30/43 70%	18/43 42%
GD	8/43 19%	8/43 19%	7/43 16%	7/43 16%	4/43 9%

Key stage 1 Outcomes 2019				
	Reading	Writing	Maths	RWM Combined
ARE	27/42 64%	22/42 52%	25/42 60%	22/42 52%
GD	6/42 14%	3/42 7%	9/42 21%	2/42 5%

A breakdown of outcomes for each class and the different vulnerable groups was explained.

Q: what is the profile like of the current Year 6 cohort?

There are fewer SEND pupils in the current Year 6 cohort, however it is a challenging cohort with a high level of need. There are plans in place to ensure all pupils make progress and achieve their targets. Interventions are being set earlier in the year to ensure that pupils in particular the 'tipper' pupils meet or exceed ARE.

The IDSR report was previously circulated for information and Head explained that progress over the last three years is included and there are different quintiles ranging from the bottom 20% to the top 20%.

AC 09/19

2018-19 Attendance and Behaviour Report

- Whole school attendance was 95.2% for 2018-19; 0.8% below the target. It was noted that this figure has improved by 0.1% from the previous year and 0.7% from 2016-17.
- Persistent Absence was 9.1% for 2018-19. Again this has improved compared to previous years and is closer to the national average.
- The data was broken down into different groups; the traveller community has an impact on attendance, however the school has a good relationship with the community and is working together to encourage parents to send their children to school.

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		Action
	<ul style="list-style-type: none"> A number of strategies are used to improve attendance and PA. these are reviewed regularly and refreshed to ensure that they are fit for purpose. 	
	<p>There was discussion around illness and attendance not being affected if pupils are receiving an education in hospital.</p>	
	<p>Q: RS- with regards to some of the incentives/rewards for good attendance, I feel that the chocolate fingers being given to pupils with 100% attendance at assembly could lower morale for the children who are unable to attend school 100% of the time. Can we not use this anymore?</p>	
	<p>Head explained that the idea was an incentive to improve attendance, however after discussion it was agreed that the percentage will be reduced to 96% in line with the national average. That way it does not exclude children who are unable to attend 100% of the time but are generally good attenders.</p>	Head
	<p>Q: I know some schools have two weeks at spring bank and the second week is cheaper for holidays etc. Could we look at having two weeks at this time? It could help reduce the number of extended leaves.</p>	
	<p>Head replied that for the holiday schedule 2020-21 he proposed for school to start on 07 September 2020. This gives parents an extra week where they can book cheaper holidays. The reason for this is because there will be a whole school training day on 03 September and rather than starting the school year on a Friday it makes sense to start it on Monday 07 September 2020. Friday 04 September will be allocated as a training day. The holiday schedule for 2020-21 will be presented to the Full Board meeting on 10 October 2019.</p>	Govs
	<p>The Behaviour report was presented at the Full Board meeting on 18 July 2019.</p>	Govs
AC 11/19	<p>Whole School Estimates Trackers 2018-19 & 2019-20 Head informed that the school uses FFT50 and FFT25 targets when target setting so that they are aspirational. Target Tracker is used to monitor progress against targets and the whole school targets for 2019-20 were previously circulated. Reading and Writing are key areas of focus and provision maps are planned earlier in the academic year with pupil progress meetings scheduled at key points in the year.</p>	
AC 12/19	<p>Review of Action Plans for: Reading, Writing, Maths <i>The action plans were previously circulated.</i> Governors were asked to raise any questions with Head and he will forward these to the appropriate staff member.</p>	Chair
	<p>The action plans should also be used during Link Governor visits to triangulate information.</p>	Link Govs
AC 13/19	<p>Policy Reviews: Attendance and Holidays in Term Time, Assessment</p> <ul style="list-style-type: none"> <u>Attendance and Holidays in Term Time-</u> approved. <u>Assessment-</u> approved. <p>Both policies will be ratified at the Full Board meeting on 10 October 2019.</p>	

Signed..... Date.....

Action

AC 14/19 **Link Governor Visit Reports**
Visits are planned and will be reported at a future meeting.

Govs

AC 15/19 **Any Other Business referred from item AC 32/18 above**
None.

AC 16/19 **Date of Next Meeting: Wednesday 15 January 2020 at 6:00pm**

As there was no further business AM thanked all for attending and the meeting closed at 8:25pm.

Signed..... Date.....