

**Hoyle Court Primary School Governing Body
Minutes of the Achievement Committee Meeting
Held on Wednesday 15 January 2020**

Meeting commenced at 6:05pm

Present: Adrian Metcalfe- Chair (AM), Tim Phillips (Head), Val Sherred (VS), Simon Kemp (SK)

In Attendance: Nageena Khan, Clerk to Governors
Keeley Poole, Deputy Headteacher and Upper KS2 Leader (KP)
Adele Barraclough, Lower Ks2 Leader (AB)
Kate Borewell, KS1 Leader (KB)
Claire Halstead- EYFS Leader (CH)

Action

Welcome and Introductions

AM introduced the meeting and welcomed all.

AC 17/19 Apologies for absence and their acceptance

Apologies were received from David Pike, these were accepted. The meeting was quorate.

AC 18/19 Declarations of Interest for Items on this Agenda

None.

AC 19/19 Any Other Business and requests for Agenda order variations

The Ofsted inspection analysis will be deferred to the next Full Board meeting.

AC 20/19 Minutes of the Previous Meeting: 18 September 2019 (*previously*)

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

AC 21/19 Matters arising from these Minutes not covered by the Agenda

None.

AC 22/19 Headline Pupil Outcomes & Ofsted Inspection Analysis (TP)

EYFS- CH:

- GLD- last year it was 78%, this year it is predicted to be 81%. Both are above the national average of 72%. A new child with SEND has started but another SEND child may be leaving.
- Reading- 71% of pupils achieved ARE in December 2019. The target for Reading is 85%.
- Writing- the end of year target is 71%. 69% of pupils are on track to achieve goal.
- Maths- 79% of pupils have currently achieved ARE.

Q: VS- is that due to the time of year that you are carrying out the assessment?

CH explained that this is partly the case; substantial evidence is required for the different areas and this takes time. Also, some children are summer born and this makes a significant difference in Reception. Children have improved in phonics and are already nearly completing phase 3, a lot of time was spent on consolidating sounds and children are now applying these.

Baseline- the baseline came in lower this year as a number of children did not know their numbers from 1-5. The teaching methods used in the phase mean that children are retaining knowledge quickly. There are fewer children on track for exceeding than last year.

Q: Head- is that a reflection of the cohort?

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CH replied yes. Some children are high exceeders and there are not many low ability children in this cohort.

Q: Are there any children with special needs?

CH informed that children are not identified as SEN in Reception but there are some that are emerging.

Progress- 29% of pupils look to have made less than expected progress in Maths. This is because the school is following the White Rose specification and teaching mastery where knowledge is deeper rather than wider.

Q: Head- will that figure improve as the year progresses?

CH replied yes.

Vulnerable Groups- unusually girls require more support with GLD. There are three Pupil Premium children and two SEND pupils in the cohort. One child has been absent due to medical reasons.

CH shared the areas for development with governors.

Q: AM- is this a year group that we need to keep an eye on going forward?

CH replied not particularly, a lot of the areas for development are linked to maturity.

KS1- KB:

KB reported that the key stage is divided into Y1/2 classes.

Year 2- there are a number of interventions in place to help pupils reach their full potential. Last year there were issues with supply teachers and inaccurate data, as well as pupils being on low book bands. A lot of children need to make accelerated progress in RWM. At the start of term behaviour from some children was a challenge; however the nurture room made a significant impact on these pupils.

- Rapid Phonics- this seems to be making improvements compared to last year. The current Year 1 is a more able cohort.
- Reading- the aim is for 74% of pupils to achieve ARE by the end of the year. Reading is a crucial skill to accessing the curriculum.
- Writing- 62% of pupils are on track to achieve ARE.
- Maths- 70% of pupils are on track to achieve ARE.
- Progress- 65% of pupils are on track to make good progress in Reading and in Writing and 67% in Maths.
- A number of children are being targeted for different subjects

Year 1:

Progress:

- Reading target is 78%
- Writing target is 78%
- Maths target is 87%
- RWM Combined is 78%

December achievement data:

- Reading- 72%
- Writing- 67%
- Maths- 78%
- RWM Combined is 63%
- Nationally it is common for a dip to be seen from EYFS to Year 1 as the curriculums are different.

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- Phonics is showing an upward trend with 82% of pupils predicted to pass the phonics.
- Maths appears stronger in both cohorts.
- Year 1 is performing as a stronger cohort compared to Year 2 with 70% of girls making accelerated progress in Year 1 and 37% in Year 2.
- Teachers are bringing ideas from Crossflatts and book scrutinies are being carried out regularly.

Q: VS- are you seeing consistency in books?

KB replied that consistency is seen most of the time; spending the first half hour daily looking at books is helping with consistency.

Vulnerable Groups:

- Pupil Premium- KB shared figures for both year groups. In Year 2 50% of Pupil Premium children are making progress in Maths. 16% have made accelerated progress in Reading and Maths. 66% of Pupil Premium children made less than expected progress in Reading and Writing. In Year 1 80% of Pupil Premium children are making less than expected progress in Reading and Writing with 40% of these pupils making expected progress in Maths. Many of these children are also children with SEND. All are targeted for interventions in order to help to address this issue.
- SEND- There are two children with SEND in Year 2 and three children in Year 1. All these children are making less than expected progress in all areas. Three of the pupils are currently accessing nurture support in the mornings and all children are receiving interventions and extra support in Quality First teaching.
- Gender- in Year 2 boys appear to make better progress than girls, however in Reading girls outperform boys. In Year 1 girls are outperforming boys in all areas.
- KB shared the different interventions such as Rapid Phonics to plug gaps, targeted teaching using pitch and pace and daily reading. Spelling is a real area for development.

Q: VS- is that from the collaborative work with Crossflatts?

Head replied yes, there is a focus on pitch, pace and expectations.

Q: AM- how worried are we about these end of year figures for Year 2?

Head highlighted that a lot of value needs to be added to these pupils. They have significant gaps in knowledge due to the inconsistent teaching last year. The KS1 team this year has high expectations and will support the pupils as much as possible to narrow gaps.

Q: AM- if you have a challenging Year 2 cohort with mixed classes does it affect the progress of Year 1 pupils?

KB explained that in terms of learning on offer no they are not affected. The Year 1 pupils are developing rapidly as they are seeing the expectations for Year 2. After a meeting with Crossflatts today it is clear that energy will be invested into areas that will make a difference. This cohort will be monitored through their journey at school and governors will focus on the progress of this cohort when carrying out visits.

Q: VS- when will the teaching students start at school?

Head explained that it is a nine-week placement with six weeks of teaching. The school will have three students this year.

Lower KS2- AB:

Year 3- AB reported that Year 3 is the main area of focus as they moved up from Year 2 with low outcomes the RWM data from last year was moderated for accuracy.

- Reading- currently 64% to achieve ARE by the end of year. Four children are being targeted to increase this figure to 68% for the end of the year. Two of these children are being targeted to get them back up to where they are expected to be

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with a number of interventions in place to support them including a session before school.

Q: VS- who leads this session?

AB leads Reading, BD leads writing and Kate Lockwood leads Maths.

- Writing- the figure was 43% achieving ARE in July 2019 and has decreased to 34%. Thirteen children are being targeted for support in Writing with extra phonics groups and a morning Writing group. At the last assessment eight of the thirteen pupils have made really good progress.
- Maths- 50% of pupils achieved ARE at the end of KS1 and AB felt that this figure was accurate. 55% are at ARE at present; the target is 64%. There is also a morning Maths group and some additional interventions including targeted support in class.

Teaching is being focussed around the KPIs. If the school achieves the predicted targets at the end of the year Reading will be 5% below the national average, Writing will be 14% below and Maths 15% below. The RWM Combined figure will be 10% below, however the school will be able to show that good progress has been made. Overall Writing is the weakest area and is a major focus. Head explained that the Launchpad to Showcase approach is much more forensic with higher expectations for pupils.

Vulnerable Groups:

- Pupil Premium- one Pupil Premium child is not currently at ARE and is being targeted.
- SEND- if the predicted targets are achieved 59% of SEND pupils will achieve ARE for RWM Combined.
- Gender- Boys are performing slightly lower than girls across all three phases. The school is working hard to close gaps.

Year 4- there is still a focus on continuing to narrow the gaps in Year 4.

- Reading- the target is 78% of pupils to achieve ARE by the end of the year.
- Writing- 69% of pupils are on target to achieve ARE by the end of the year.
- Maths- the end of year target is 76%.

Again targeted interventions are in place such as extra phonics and extra comprehension sessions in the mornings as well as additional Maths groups. Writing is the main area of focus and Launchpad to Showcase is being used to improve outcomes.

Vulnerable Groups:

- Pupil Premium- one child has not achieved ARE in RWM.
- SEND- 40% of pupils are predicted to achieve ARE in RWM Combined by the end of the year.
- Gender- girls are performing better than boys in Reading, and both are broadly in line for Writing and Maths.

Upper KS2- KP:

There has been a significant drop in the number of children in both years working at the expected standard due to only part of the year's curriculum having been delivered.

In Year 5 the children currently working at ARE are expected to convert to GD by July 2020. Targets for Year 5 were shared. There is a focus on the 'tipper' children in Year 5. After the SATs the focus will be on ways to narrow any gaps.

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In Year 6 the number of children reaching the expected standard in Maths and Reading is based on past SATS results from December assessments. Teacher assessment indicates a lower percentage.

Year 6:

- Reading- 72% of pupils are expected to achieve the standard for Reading; an improvement on where they were at this point last year. Reading and Maths data will come from the SATs results and Writing will be via teacher assessment.
- Writing- is significantly below the national average based on teacher assessment. Pupils are making really good progress this year; this will be the first cohort that completes SATs with KS1 data under the new curriculum. Daily reading is having an impact with pupils being able to apply skills during test conditions as well as in books. Some children are being specifically targeted and all Year 6 pupils attend booster sessions focussing on exam technique and building resilience. KP highlighted that teachers need to be liaison more with lower KS2, KS1 and EYFS. The target is 75% for Writing.
- Maths- the school is using the mastery approach and using Launchpad to Showcase to document progress. Daily timetables practice takes place as well as calculations every morning, pre-teaching and booster sessions. Another practice SATS will take place in February apart from those children that need additional support.

Vulnerable Groups:

- Pupil Premium- 45% of pupils in Year 5 are on track to achieve RWM Combined. 38% of pupils in Year 6 are on track to achieve RWM Combined.
- SEND- there are seven children with SEND in Year 5; one child is expected to achieve RWM combined whilst two are expected to achieve ARE in one subject. In Year 6 two out of seven pupils are expected to achieve ARE in RWM combined.

CH, KB, AB and KP were thanked; they exited the meeting at 7:40pm.

AC 23/19

Venn Diagrams, Key Stage Achievement Reports (Key Stage Leaders)

Head previously circulated national target data for national; **this will be discussed further at the next Full Board meeting.**

Govs

He highlighted that a significant amount of time has been spent on producing the Venn diagrams, the achievement reports and data etc. and he is exploring the possibility of investing in data tracking software so that staff members can use the time to analyse and act on data.

Q: VS- how much will the software cost?

The software costs £1,500 and a number of other local schools use it and recommend it.

Governors discussed the recommendation. AM concluded that when analysing the data presented today, Year 2 and Year 3 are a concern and Writing is a concern across school.

Head explained the Venn Diagrams to governors.

AC 24/19

Partner work with Crossflatts & Monitoring- Update

The support plan was shared. Head reported that the school to school support received was value for money very as it has significantly impacted teaching and learning in classrooms (pitch, pace, expectations etc.) The support is a culmination of Head, Nicola Bennett (Headteacher Crossflatts) and Craig Batley (Achievement Officer LA) working together on this.

Q: VS- is the support focussed on weaker areas in school?

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Head replied yes, all Key Stages are working together very cohesively with lots of communication and planning etc. and there is real ambition seen from each team.

The Launchpad to Showcase approach in Maths and English is supported by non-negotiables and this is making a marked difference. The displays around school look better and are more high profile. Children are being expected to work harder too.

There is a substantial cost involved in receiving the support; the school received £1,500 from the LA towards the cost and ways to sustain this will be looked at during the next meeting with the LA. Support going forward will be reduced and focussed on key areas. Next half term there will be some continued collaboration work with AB and KB. It is felt that support is not needed in Upper KS2. The Head at Crossflatts will be visiting school again next week to carry out book scrutiny exercises.

Going forward, the school's current leadership capacity cannot manage the support required and the role of the current Deputy Head has become diluted over the years through natural evolvement and the next DHT needs to be more focussed on Teaching and Learning.

Q: VS- what will it look like post half term? Will we carry out another assessment?

This is still being developed, only upper KS2 will have another assessment. Head would like to continue working with Nicola Bennett and the collaborative work with KB and AB would be beneficial to continue.

Q: AM- a suggestion from a parent is to have the homework for the week displayed outwards on the class window so that parents can see it. Can we do this?

Head thought that this was a good idea and will ask for it to be implemented.

Govs

AC 25/19

Autumn Term Attendance Report

Whole school attendance is currently 95.7%; just in line with the national figure.

- Two traveller children have left school so this will improve attendance figures. There is only one traveller child in school now.
- Work from the PPSM is very significant; this will be discussed further at the next F&GP Committee meeting.
- Figures are not as strong as this time last year, but the school is positive that improvements will be seen. There is a story behind every child.

Achievement and Progress- there is still a drive from Ofsted particularly RWM Combined.

- Pupil Premium Children- the progress of Pupil Premium children is broadly in line with children nationally. Pupil Premium numbers are high in Year 5 and Year 6.
- Data for EAL children is strong. The percentage of EAL pupils in Year 6 is also quite high.

The DHT will be leaving school at Easter and Head would like a review of the SENDCo role particularly as it will be a ring-fenced role going forward. Head would like to conduct a review of SEND so that he understands it better.

AC 26/19

Policy Reviews: Marking, Special Educational Needs

Marking- this has been reviewed by teachers and includes the model DFE policy. When looking at Launchpad to Showcase the pivotal part is when pupils complete their first draft and this is forensically marked and feedback given. VS felt this was a smart way of working. From 3:30pm to 4:00pm all staff are expected to go through books.

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SK suggested that it would be useful for governors that are present at the next parents evening to have a copy of this policy with them. **The policy was unanimously approved.**

SEND- KP updated the policy in line with national guidance. **The policy was approved for ratification by the Full Board.**

AC 27/19 **Link Governor Visit Reports: Reading, Writing, Maths, ‘non-negotiables’**
Non-negotiables- Head explained that these have been written with input from the Reading, Writing and Maths leaders. Staff training and development has taken place on this. Head welcomed governors to come in and carry out a learning walk and use the non-negotiables document as a template.

AC 28/19 **Any Other Business referred from item AC 19/19 above**
None.

AC 29/19 **Date of Next Meeting: Wednesday 29 April 2020 at 6.00 pm**

As there was no further business AM thanked all for attending and the meeting closed at 8:16pm.

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