

GLADSTONE ROAD PRIMARY SCHOOL

"Learning to Succeed"

MEETING OF THE SCHOOL IMPROVEMENT COMMITTEE OF THE GOVERNING BODY

DATE: Tuesday 16TH October 2018

TIME: 6.30 p.m.

PRESENT:

Mr Keith Wright
Ms Jane Pepper
Mrs Helen Halliday
Mr Julian Leader

Mrs Helen Kindness
Mr Teddy Sulman
Miss V Lewis (Clerk)

Also Present:

Mrs T Jenkinson (Pupil Premium Lead / Asst Head)

MINUTES

1. Election of Committee Chairperson (10 minutes)

JP intimated that she was happy to once again act as Chair and there were no other nominations. JP accepted the Chairship from this point forward.

Action: Update records as appropriate

By: Clerk

Welcome

JP welcomed the committee to the meeting. In anticipation of remaining the committee Chair JP had a meeting with KW and HH to look at the school year ahead. It was agreed to try to 'timetable' the meetings so that each agenda item has a notional time allotment. Hopefully this will allow the right agenda items to be given appropriate time for discussion and avoid wasted time or meetings running over. This committee has an important remit and sometimes separate meetings may be necessary to discuss particular items on an ad hoc basis. Aiming for 2 hours as a maximum.

JP briefly advised that the Parent Governor ballot count had been undertaken prior to the meeting, witnessed by herself and Mrs Jenkinson. Very pleased that there were 6 good nominees. Of the remaining 5 who were unsuccessful in the ballot KW and RW will be meeting to discuss whether any could be appropriate to approach for the co-opted vacancies. More will be reported at the full meeting in December.

Action: None Required.

2. Apologies for absence; consider acceptance of apologies (5 minutes)

All members present.

Action: None Required.

3. Confidentiality

There were no matters identified as confidential.

Action: None Required.

4. Declaration of Interest in any Agenda Item

There were no matters identified as being of interest to any governor.

Action: None Required.

5. School Improvement Committee Terms of Reference (5 minutes)

A good reminder of our remit and the importance of the committee. Good to remember that there is the whole curriculum to look at including curriculum, special needs etc and not just focus on data reporting.

Governors agreed that Item 13 was more relevant to the Resources Committee and that it could be moved to their Terms of Reference. Once this adjustment is made all governors were happy to accept the Terms of Reference for this committee.

Action: Update SI Committee Terms of Reference (Point 13)

By: Clerk.

6. Minutes of the previous meeting 15.5.18 (10 minutes)

The Minutes from the meeting on 15.05.18 were presented. Proposed by TS, signed by JP and returned to the Clerk for filing as per procedure.

(5) SENCO Presentation: Alter the word 'Medical' in the two final paragraphs on page 2 to 'Mental'.

(6) Minutes of 6.2.18: JL asked about any update re Robert Goodwill. JP advised that this had been discussed at length at the last full governing body meeting. KW briefly updated JL that Robert Goodwill reported to Richard Adams that he had been informed by Stuart Carlton that there was enough money for schools to be funded adequately (the size of the school being the problem). However headteachers had received a contradictory letter from Stuart Carlton which suggested that schools lobby MPs for greater support with funding issues.

(10) SIDP: TS enquired about an update – this will be covered later in this agenda.

(10) SIDP: Adrian Gray is no longer involved with school, after a helpful and worthwhile relationship.

Action: Minutes from meeting 15.05.18 to be filed as per procedure

By: Clerk

7. Matters arising not covered by the agenda

No matters arising.

Action: None Required.

8. 2017/18 Outcomes (H Halliday) (20 minutes)

HH presented an overview of progress and attainment in 2018 and targets for 2019.

EYFS Attainment

64% pupils achieved GLD (Good Level of Development) at end of EYFS which is a slight decrease on 2017. National figures will be known towards end of term. JP asked whether a breakdown of data for vulnerable pupils was available. HH said that there is a more complex report drawn up by Sarah Stuart EYFS Leader and this can be revisited at a future meeting if this is what governors want. She added that it is difficult to write these summary reports as governors want concise, digestible data but then it can be that some points which governors raise can be missed.

EYFS progress data is currently being compiled.

Phonics

81% of Y1 passed, which is better than achieved in 2017 and equal to the 2017 national figure. 2018 national figure expected shortly. Huge progress on 2016 attainment which was 56%. Overall Y1 + Y2 pass figure not known yet.

KS1 attainment

Data shows an attainment trend. FFT (Fischer Family Trust) is a tool schools use to do some comparison work before national data ready. There is a clear dip in school attainment across the subjects from 2017. The report supplied by Miss Gill analyses this and explains further. No national data yet available so using FFT comparison data. Data summary dashboards not available until November. Recognise that 2019 targets are ambitious based on 2018 outcomes.

GDS = greater depth standard. Again, a decrease in attainment from 2017. The FFT shows the FFT comparison data, which demonstrates we are below the average. Very few children leave EYFS exceeding early learning goals so trying to achieve GDS in 2 years is a big ask.

RWM = reading writing maths combined. 44% of pupils achieved the expected standard in all 3 subjects at the end of KS1 which is quite a way below the FFT comparison figure.

KS1 Progress

Governors were provided with data for the percentage of pupils who were emerging, expected or exceeding at the end of EYFS who had then converted and met the expected end of KS1 standards.

In all subjects those pupils achieving expected at the end of EYFS to those achieving the expected at the end of KS1 has dropped.

Progress is being reviewed half termly to ensure that those pupils not making progress are picked up very early. Some of the data for the 2018 cohort shows that pupils leaving EYFS have regressed to emerging on entry to KS1. Therefore regular reviews and picking up early is key. Progress is far more important than attainment and a better indicator of learning.

KS2 Attainment

Significant improvement from 2017. Targets for 2019 are aspirational between the FFT 50 figure (top 50% of pupils nationally) and FFT 20 (top 20% of children nationally). Disadvantaged outcomes in Reading and Maths have also significantly improved from 2017 (Writing is similar to 2017) but national figures not yet available. There has been improvement in all subjects GDS, with a significant jump of 10% in Maths.

KS2 progress

At the end of 2017/18 school year we were in the bottom 10% of country. This has improved significantly with a jump of 2 bands and bringing school in line with the national expected progress figures.

Key identified areas: -

- Boys under perform in writing
- Girls underperform in Maths
- PP perform less well overall
- EAL best performing group re progress – often arrive with no English but make very rapid exceptional progress. JP: what about their attainment? HH: most catch up. Families are very supportive.
- HAPs progress has been made in Reading from start of the year but still not good enough – should be achieving the + progress scores as they are in Maths.

RWM combined has improved but is still a way off national.

Raw scores achieved in tests are converted to scaled scores. A score of 100 is classed as at the expected. Scaled scores are now all above 100, with improvement in all areas from 2017.

In year Information

Data is historically about the former cohort. This is current live data. If the tracking shows any regressing then this can be picked up very early. The targets look aspirational but attainable and there is method behind this that can be explained. KW: perhaps a governor to meet with HH/TJ/VG to look at this and feed back to the committee.

Y3 targets are not quite finalised yet.

Data discrepancies affected by later arrivals as these scores aren't yet included in FFT comparison etc.

TS: does the in year information highlight any obvious issues? HH: slightly concerned about Year 4; in Maths and Reading the number of pupils achieving the expected at end of KS1 had dropped by the end of Year 3. This has been flagged up for action. JP: can see that the scrutiny being undertaken now is more robust and feeds into target setting.

JP: Y6 end of 2019 targets seem ambitious for an identified vulnerable cohort? HH: yes but the end of Y5 outcomes show that their progress has been better than expected. KW: this year group is the last one assessed at the old curriculum so has had the farthest to travel in terms of progress. JP: the better end of KS2 outcomes 2018 prove that something positive is happening and the changes to tracking etc are helping.

JL: how confident are you in teacher assessment?

HH: confident, though some staff need to develop and secure their knowledge further. End of Y5 outcomes for this cohort are slightly worrying as they are so high. Test outcomes at the end of Y5 are very good. Extensive moderation of sample with mutual agreement of accurate judgements. This moderation has taken place in all year groups, in Y5/6 there were some changes as the teachers had graded purely on test outcomes rather than in conjunction with teacher scrutiny and daily work. Overall pretty comfortable. JL: moderation internally? HH: yes and with other schools.

JP: are teachers happy with the targets set? TJ: mostly.

JL: link between attainment and progress of pupils with teacher assessment and appraisal?

KW: yes, the robustness of the tracking allows teachers to be held to account with greater consistency.

JL: what about in year changes to pupils / cohort and the effect on teacher appraisals?

KW: if these cause any barriers (ie a leaving GDS pupils is replaced by a SEND pupil) this will be reviewed at review meetings.

JP: what methods are used? HH: Targeted questioning, marking, progress, interventions. Teachers are accountable.

Miss Gill's report shows a model proforma (with names deleted) that teachers use to track identified vulnerable learners. JP: attendance definitely seems to be an issue? KW: we are being more pedantic about issuing PCNs, and more actively pursuing holiday requests and absences. Looked at on a case by case basis and parents do seem to be taking this on board.

Half termly tracking, patterns with particular children can be identified much more quickly. Can be picked up and targeted. Outside issues affect pupils.

Pupil Premium

Colour coded to show whether progress has been made. KS1 data dipped so this is reflected in PP data also. 100% target based on starting points – not achieved overall, some pupils still being missed.

In year attainment, again colour coded. JP: maths data is more positive.

Targets set of 10% gain in EX+ and 5% in GDS have not met but target setting has evolved as discussed.

PP progress is still lower than that of non PP pupils but there has still been a significant improvement. The gaps are closing and news is positive.

TJ is looking at updating the PP strategy. Awareness raising has been targeted and increased. Maths No Problem now taught in all classes. Whole class reading scheme across KS2. Metacognition (learning how to help yourself when stuck) being developed.

Targeted approaches: 3 extra-curricular Maths interventions run in Summer term had a positive impact on the progress of the children and will look to replicate.

All pupils are offered the opportunity to go on a residential visit in Y4, 5 and 6 with PP pupils paying a subsidised cost. Ten pupils left Y6 not having gone on any of the offered residential visits, five were PP.

Other enrichment: extra-curricular clubs have been popular. 86% of pupils accessed clubs which was a big shift. Forest Schools was popular but this has been replaced by Hidden Horizons Opportunities Area Grant Funding input this school year.

Children's University – looking to increase take up this year. The idea is that pupils are given a passport which gets stamped each time they complete an extra-curricular club or activity such as sporting, volunteering etc. They must get 30 stamps to 'graduate' between the end of Y5 and Y6. Successful graduates attend a Graduation Ceremony. Also available at secondary so continuity. School focusing on helping those pupils who wouldn't ordinarily have the opportunity to do it do so.

Next steps: -

- Positive strategies ongoing
- Pupil conferencing and targeted support
- Extra Y6 class (5 smaller classes) – trying to show that everything possible is being done to help this cohort to achieve. JL: will this roll forward? KW: not sustainable long term. Future cohorts' outcomes don't look as uncertain and hopefully the class split won't be necessary.
- Continue to improve parental engagement.
- Writing to be a focus in some year groups.
- Reading and Maths continued focus.
- Focus on higher prior attainers.
- SJT secured opportunities funding and are providing a PP club.
- Supporting Hidden Horizons work (opportunities area funding).
- Y5 leader will be working with TJ on PP.
- Two new staff working as Children's University : School links.

Targets will be shared at a later time.

Action: None Required.

9. 2018/19 Targets (T Jenkinson) (20 minutes)

Included in discussions for Item 8.

Action: None Required.

10. School Improvement & Development Plan (SIDP) Update (& Governor Links) (25 minutes)

KW: the previous SIDP was recognised as too complicated and was not easily digestible. The document needed to be simpler, measurable and clear. Amraz from Venn assisted with designing the new format. SIDP is an overall document underpinned by action plans which can be looked at more closely by the link governors once in place.

KS2 outcomes for 2018 and the PP strategy need to be on the website as soon as possible. KW will circulate for governors to approve before 1.11.18.

The number of objectives have been reduced but they all link into identified areas for improvement from the last Ofsted inspection.

The objectives all have one or two key staff leads, impact/evaluation and success criteria and methods. Key staff will report termly with a final evaluation in July 2019.

1. Reading – Linda Bull and Faye Mackin.
2. Pupil Premium – Tina J
3. Quality of Teaching – language and speech links project. Amy R, Kate M. Already identifying that a significant amount of starters are starting school with lower language levels than expected. What do we do to improve the support for them to improve with handwriting and speech. HH: one reason that some KS2 pupils didn't achieve the expected was due to handwriting ability which is a key criteria in the grading. Speech therapist supporting TAs with how to work with pupils.
4. Maths – Steph B and Michaela L. Steph B currently training to be a Maths leader. Big improvement already but stay on it.
5. Enhance broader curriculum – HH. Ensure subject leaders are leading. Support to do so.
6. Leadership and governance – KW, RW (Chair) and HH (leadership).

JL: in Objective 5 why does it say 'including science'? KW: Science used to be singled out in the same way as Reading, Writing and Maths but is not contained within the broader curriculum. The 'including' wording is to highlight its presence.

It was queried whether governors should be allocated as link governors whilst not all present (ie. not a full meeting). However, the next full meeting is not until December. It was discussed and felt that most areas of the SIDP are more appropriate for SI Committee members and therefore links were discussed. TS: would like to take the SIDP home to thoroughly read and digest and then come back to KW with any thoughts, comments etc. KW said that this would be acceptable but that it is critical that governors take on an area of interest and work with the key leads to be able to work alongside and then feed back at the meetings.

The following was agreed:

1. Reading: Jane Pepper
2. Pupil Premium: Julian Leader (JL will also take over as main PP link governor from HK for this school year)
3. Quality of Teaching: Helen Kindness
4. Mathematics: *possibly Peter Southward as he has had considerable input with Miss Gill already since the introduction of MNP.*
5. Enhance broader curriculum: TO BE ALLOCATED
6. Leadership & Governance: Ray Williamson

JP, JL, HK to contact key staff leads before next full meeting 4.12.18.

Action: Circulate website content to governors for approval before making live By: KW

Action: Contact PS re being link governor for SIDP objective 4 (Maths) By: Clerk

11. Governor Training / Note of Learning Activities / Visits (10 minutes)

The visit reports from JP and HK were acknowledged.

JP: mine gives a bit of an overview and work done in anticipation of this meeting.

HK: Amy Rhodes is still very positive and enthusiastic. It was agreed to ask Miss Rhodes to provide an update report for the next SI Committee meeting on 5.2.19 and invite her to attend the Summer meeting (21.5.19) to present again.

KW added that in July 19 all subject leaders will be asked to provide an annual summary of their subject for governors. They will receive these at the July meeting.

Action: Ask SENCO to provide update report for next meeting 5.2.19 By: Clerk

12. Correspondence (5 minutes)

Email has been received from a member of staff requesting a day's leave on 7.12.18. Normally this request would be dealt with by the full governing body but due to time constraints this committee will consider. The leave is requested due to the staff member's husband being sent to Rome on a work visit, with flights and accommodation for the whole family included.

KW advised that the staff member's attendance is very good, with no issues, and added that the family has recently suffered a bereavement though the staff member did not take any time off except for the funeral. KW said he is happy to support the request. JL asked whether this will set a precedent for future requests. KW said that all requests are looked at on an individual basis. TJ added that the person in question is a very flexible staff member and always willing to help / step in on short notice. Governors felt this request could be granted without pay.

Action: Inform staff member of the committee's decision. By: Clerk

13. Policies to approve and adopt: - (10 minutes)

INF002 Privacy Notices

INF003 Information Policy

INF003A Information Security Incident Reporting Policy

These are all model policies from Veritau, which is the company that school has bought their GDPR service from. The policies are all compliant and have been personalised to represent school.

All governors opted to approve and adopt the documents.

EAL Policy

This was drawn up by Gemma Ingham. Governors felt it was a very comprehensive and user friendly policy. They changed the section relating to SEN and Gifted and Talented to : -

Equality of Opportunities

- Most EAL pupils needing additional support do not have SEN.

- Should SEN be identified, EAL pupils have equal access to school's SEN provision.
- All EAL pupils have equal access to school provision based on their needs and / or abilities.

All governors opted to approve and adopt the EAL Policy.

Action: Make change to EAL Policy

By: Clerk

Action: File policies as per procedure

By: Clerk

14. A.O.B. (5 minutes)

Prospective Parents Evening:

HH advised that usually she and KW welcome parents of prospective Year R parents to the school and they look round the EYFS area prior to the deadline for school applications in January. However, due to falling birth rate numbers and demographic changes the projected intake numbers are expected to fall further than this year which prompted a 3 form entry for 1819. A radical overhaul is required as school must really 'sell' ourselves to try to boost numbers. HH suggested setting up a working party to discuss ideas to boost the profile of the school and uptake by families.

National data:

Floor targets and coasting targets have been removed as terminology from previous Ofsted reports and data dashboards and they will not be reported on moving forward. The national data summary will be released as draft in November, revised in January and then amended in the Summer. Once the draft version is available KW will circulate.

Action: Set up Working Party for Parents Evening ideas / promotion

By: HH

Action: Circulate National Test Data (draft) in November

By: KW

The Meeting was closed by the Chairperson at 8.35pm

Signed _____ Dated _____