

SOUTHFIELDS PRIMARY SCHOOL



MINUTES OF THE PERFORMANCE MONITORING COMMITTEE MEETING HELD ON TUESDAY 24TH APRIL 2018 AT 6PM

Present: John Durance - Chair, Laura Martin (Headteacher), Debbie Benson (DB), Nicola Parsonage (NP)

Apologies: Jason Mitchell (JM)

Absent:

In attendance:

Lucia Hawes (Clerk)

Clara King (Deputy Headteacher)

Rizwana Farooq – Ayub

Item	Issue	Action
1	Welcome and apologies	
1.1	There was an apology from Jason Mitchell.	
2	Declaration of interest	
2.1	None.	
3	Minutes of last meeting (8.1.18)	
3.1	The minutes were agreed as a true and accurate record of the meeting.	
4	Matters arising from the last minutes	
4.1	Item 4.1 - The Headteacher reported that age related expectations (ARE) for Year 5 in reading is currently 79% so is now RAG rated green and is on track. Progress is 82%. The Headteacher reported that there is an issue around children getting to greater depth in this year group so teachers will be targeting those children on the cusp of greater depth.	
4.2	Item 6.1 - JD circulated the report to the Full Governing Body.	
4.3	Item 8.1 - Complete.	
5	Pupil Progress and Attainment Data – Spring Term 2018	
5.1	<p>Governors had been sent various progress and attainment data reports (see below). A governor asked if the targets are increasing each term and if so, why? The Headteacher said that the data shows milestone targets each half term which helps teachers identify if children are on track to meet the end of year target, therefore the milestone targets increase build up throughout the year. A governor asked what is being done to improve the combined attainment data as it is not as good as individual subject data. The Headteacher said that the team needs to identify which children aren't achieving in all three subjects and target those children.</p> <p>Governors were pleased with the data for EYFS and Year 6; however, the data for the other year groups was of some concern. Governors were particularly concerned about the Year 4 data which they feel is not progressing fast enough. They were also concerned about the Year 5 data as there had been no improvement between spring term 1 and 2. The discussion about each year groups' data can be found below.</p>	

5.2	<p><u>EYFS age related expectations – spring 2</u> A snap shot of EYFS targets and milestones was circulated to governors prior to the meeting.</p> <p>The Headteacher reported that EYFS children on track for their targets. A governor asked what the school has done to improve the data from red or amber RAG rating at the beginning of year to green. The Headteacher said that it is the impact of good classroom provision and parental support that tends to improve attainment data around Christmas time.</p> <p>Governors noted it was pleasing to see that all groups of children in EYFS are on track to meet the standards targets which are above national.</p>	
5.3	<p><u>Year 1 age related expectation – spring 2</u> A snap shot of Year 1 targets and milestones was circulated to governors prior to the meeting.</p> <p>The Headteacher said that Year 1 is on track and has made good progress. She said that writing is coming on well and is becoming more consistent. Therefore, on the whole, the Headteacher said she is not worried about the Year 1 data.</p>	
5.4	<p><u>Year 2 age related expectation – spring 2</u> A snap shot of Year 2 targets and milestones was circulated to governors prior to the meeting.</p> <p>Following advice from the Local Authority, the Headteacher proposed that targets for Year 2 are revised to be more in line with national. The current Year 2 targets are a lot higher than national and due to reasons such as, the amount of children with Special Educational Needs (SEN), the Headteacher felt that they should be readjusted. Governors wanted to know how they could justify changing the targets at this stage. The Headteacher said that the original targets were set well above national and had been based on those of previous cohorts. At the time of target setting, the school was unaware of the potential of cohort. A third of children in this year group are on the SEN register and there are a lot of additional needs that weren't predicted at the time of target setting.</p> <p>Governors agreed for the targets to be re-adjusted as follows: Phonics target = 92%; Reading target = 78%; Writing target = 72% Maths target = 78%.</p> <p>The revised targets are all above national apart from phonics which is in line.</p> <p>Governors also agreed that for both Key Stage 1 and Key Stage 2 test result comparisons, milestone targets for the end of summer term 1 should be used as the tests are taken in summer term 1. Governors also noted that it is realistic to assume that the children will make further progress during summer term 2 to reach the overall target for the year.</p>	
5.5	<p><u>Year 3 age related expectation – spring 2</u> A snap shot of Year 3 targets and milestones was circulated to governors prior to the meeting.</p>	

	<p>The Headteacher said that data is on track in English, reading and writing but the maths data is affecting the combined data, therefore, maths is a focus for improvement. A governor asked what is in place to improve the maths data. The Headteacher said that Power Maths has been introduced as well as maths mastery which should have an impact. NP said how Power Maths had made a difference in Year 1.</p>	
5.6	<p><u>Year 4 age related expectation – spring 2</u> A snap shot of Year 4 targets and milestones was circulated to governors prior to the meeting.</p> <p>The Headteacher said that progress has slowed down since spring term 1. A governor asked what the lack of progress was due to. The Headteacher said that there are good teachers in Year 4 but there is a range of deprivations in the homes of a significant number of the children in the cohort that is impacting upon their learning. She also said that there are quite a few children with SEN. The Headteacher felt that the only way to turn the year group around is to create a 'feel good factor' for them. A governor proposed that the school should go beyond the basic teaching remit and try to provide those children with enhanced social, emotional and moral support to bridge the gap between what their parents ought reasonably to provide and what actually happens. Getting these children involved in clubs and selecting 'nurturing teachers' for them were a number of the ideas that came forward. The Headteacher said that she is already thinking about allocating them nurturing teachers for their next academic year and will also give some thought about a broader dimension of support.</p>	
5.7	<p><u>Year 5 age related expectation – spring 2</u> A snap shot of Year 5 targets and milestones was circulated to governors prior to the meeting.</p> <p>The Headteacher reported that progress in reading and writing is good. However, the attainment data in writing needs to be improved. The reason that the attainment data in writing is not as good as it should be is due to lack of technical features, i.e. grammar skills, so teachers will focus on improving that. The Headteacher reported that maths also needs to be improved. To improve maths, Power Maths has been introduced and a change in the timetable for the summer term enables the opportunity for more arithmetic. The Headteacher added that the cohort has some children with SEN and there are a lot of children with behavioural difficulties who need careful management.</p>	
5.8	<p><u>Year 6 age related expectation – spring 2</u> A snap shot of Year 6 targets and milestones was circulated to governors prior to the meeting.</p> <p>The Headteacher reported that the data is on track for targets in Year 6. The mock SATs tests have taken place and they went well. The Headteacher informed governors that the school has been chosen as a pilot school for the Science SATs papers.</p>	

5.9	<p><u>Attainment and progress of English as an Additional Language (EAL) children (March 18)</u> The attainment and progress data for children with EAL (as at March 18) was circulated to governors prior to the meeting.</p>	
5.10	<p><u>Attainment and progress of Looked After Children (March 18)</u> The attainment and progress data for Looked After Children (as at March 18) was circulated to governors prior to the meeting.</p>	
5.11	<p><u>Attainment and progress of pupil premium children (March 18)</u> The attainment and progress data for pupil premium children (as at March 18) was circulated to governors prior to the meeting.</p>	
5.12	<p><u>Attainment and progress of children with Special Educational Needs and Disabilities (SEND) (March 18)</u> The attainment and progress data for children with SEND (as at March 18) was circulated to governors prior to the meeting.</p>	
5.13	<p><u>English data and key marginals</u> A data report for English was tabled at the meeting. The key priorities were as follows:</p> <ul style="list-style-type: none"> - Progress for ARE pupils in Year 4 reading and writing; - Standards for ARE in Years 2, 3,4 and 5 in writing; - Standards for greater depth pupils in Years 1 to 6 in writing; - Standards for greater depth pupils in Years 1, 2, 4 and 5 in reading. <p>The Headteacher said that the Phase Leaders report shows the plan for escalating reading and writing for Year 4 (Phase Leaders reports were uploaded onto the Governor Secure area of the school website prior to the meeting).</p> <p>With reference to greater depth children in some year groups, the Headteacher said that there is struggle to get them to the higher level but they are making good progress. With reference to the reading data for greater depth pupils in years 4 and 5, a governor asked if the school has the right material to enable these children to achieve the target. The Headteacher said that these greater depth pupils are making progress but are not yet secure with greater depth, however, there is still a third of a term to work on these children. A governor queried whether there should be a higher proportion of children achieving these levels. The Headteacher said that there is still time to work on Year 6 writing and there are lots on interventions in place for those on the cusp of greater depth. It will take a little while to show the impact of the interventions.</p> <p>A governor asked what is happening to improve writing. The Headteacher said that teachers have received support from Sue Howard (the Local Authority's School Standards and Effectiveness Adviser for Literacy) and there has been lots of moderation with other schools, particularly schools with secure greater depth pupils for writing. The Headteacher said that the main thing holding the writing back is the vocabulary. New dictionaries have been purchased to help children with wording things differently. The Headteacher talked about how children have to self-assess their work and edit</p>	

	<p>accordingly.</p> <p>In terms of phonics, the Headteacher said that Year 2 has still got some children who will struggle to pass despite intervention for two terms and working with a teacher who has an expertise in phonics. The Headteacher said that there are a lot of children with high needs in Year 2.</p>	
5.14	<p><u>Maths attainment and progress report</u></p> <p>A maths leader's report (April 2018) was circulated to governors prior to the meeting. Clara King said that there are slight issues with greater depth pupils in Year 5. The key foci at the moment are years 3, 4 and 5 as they are not making enough progress neither are greater depth pupils in Year 5. Year 5 has got quite a lot of need, i.e. some significant behavioural needs, some are managed really well but one child has been recommended for an Early Help Assessment.</p>	
6	Governor visits	
6.1	This item was not discussed.	
7	Any other business	
7.1	None.	
8	Confirm date of next meeting	
8.1	Date to be confirmed but it is likely that the meeting will take place in the last week of the summer term.	

The meeting closed at 7.40pm.

This is a true and accurate record of the meeting.

Signed:

Chair of Performance Monitoring Committee

Date: