

Minutes of Southfields Primary School Performance Monitoring Committee Meeting

Date: 12th September 2018

Time: 6:00 pm

Present

Emma Peacock- Millington

Tracey Whale

Jez Lumb

Jason Mitchell

Lauren Tawn

John Durance - Chair,

Laura Martin (Headteacher),

In attendance

N. Manders-Jones (Clerk)

Item																																					
1.0	Welcome and apologies																																				
	Apologies were received from Debbie Benson and Clara King (Deputy Headteacher) The Chair welcomed four new Governors who joined the committee as observers before committing to a role in October.																																				
2.0	Declaration of interest																																				
	None declared																																				
3.0	Minutes of last meeting (24TH APRIL 2018)																																				
	The minutes were agreed as a true and accurate record of the meeting and signed as such.																																				
4.0	Matters arising from the last minutes																																				
	None																																				
5.0	Review of 2017/18 data across the school including the SATS and Phonics national tests																																				
5.1	The Headteacher provided an overview of the outcomes previously circulated																																				
	EYFS																																				
	<table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>National 2017</th> <th>Prediction 2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>61%</td> <td>78%</td> <td>76%</td> <td>77%</td> <td>78%</td> </tr> <tr> <td>Writing</td> <td>65%</td> <td>77%</td> <td>75%</td> <td>73%</td> <td>77%</td> </tr> <tr> <td>Number</td> <td>64%</td> <td>81%</td> <td>79%</td> <td>79%</td> <td>80%</td> </tr> <tr> <td>Shape</td> <td>64%</td> <td>81%</td> <td>80%</td> <td>82%</td> <td>82%</td> </tr> <tr> <td>GLD</td> <td>59%</td> <td>74%</td> <td>77%</td> <td>71%</td> <td>77%</td> </tr> </tbody> </table>		2016	2017	2018	National 2017	Prediction 2019	Reading	61%	78%	76%	77%	78%	Writing	65%	77%	75%	73%	77%	Number	64%	81%	79%	79%	80%	Shape	64%	81%	80%	82%	82%	GLD	59%	74%	77%	71%	77%
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CEM Baseline assessments shared at the last FGB meeting show that EYFS pupils are below average on entry to the school. Outcomes show good progress from their starting point

- Numbers at 79% has declined slightly but was in-line with National Average.
- Reading at 76% has been sustained in-line with National Average.
- Writing at 75% has been maintained and is in-line with National Average.
- GLD at 77% has improved by three % and is above the National Average.

The Headteacher explained that the targets set for the current cohort are above the National average. However, there are a significant number of pupils with additional speech and language needs of which the school was not made aware from Nursery settings. Targets may need to be reviewed once the teachers become more familiar with the new pupils.

5.2

Phonics	2016	2017	2018	National 2017	Prediction 2019
Year 1	74%	79%	83%	81%	83%
Year 2	94%	89%	87%	92%	92%

The Headteacher identified that

- Y1 at 83% has improved to be in-line with National Average
- Y2 Phonics at 87% has been maintained due to the impact of the specialist Phonics teachers who provide twice-daily intervention for Y2 pupils throughout the year.

Pupils who fail to reach the standard in Y2 receive continued support throughout KS2. Over the summer holiday Reception, pupils often regress in their phonics knowledge due to lack of practice during the summer holidays. Y1 teachers are working hard to address the impact during term1.

5.3

KS1

	2016	2017	2018	National 2017	Prediction 2019
Reading EXS+	85%	85%	76%	76%	78%
Writing EXS+	81%	81%	69%	68%	70%
Mathematics EXS+	88%	88%	80%	75%	80%

The Headteacher reported that KS1 outcomes remain broadly in line with the National average but show a decline at EXS+ over previous years. This decline reflects the high proportion of SEN pupils in the 2018 cohort; many of whom who did not reach at GLD at the end of EYFS (41%).

Progress to National Average outcomes represents good progress for this challenging cohort.

The school commissioned support for assessment and moderation in 2017-2018. The school was also selected for formal LA moderation of KS1 for

2017/18. Evidence gathered during moderation indicated that assessment is understood and evidenced good practice

5.4

KS2

	2016	2017	2018	National average 2018	Prediction 2019
Reading	22%	63%	65%	75%	78%
Writing	76%	70%	78%	78%	78%
Mathematics	72%	56%	70%	76%	78%
EGPS	66%	77%	72%	78%	78%
Combined	19%	46%	54%	64%	74%

The Headteacher explained that: -

This cohort comprised 57 pupils with eight pupils being disapplied. There were three children who sadly experienced parental deaths during the term leading up to SATs – one child was not in school during test week due to the funeral, and two were awarded concessionary marks which changed their grades due to marking boundaries.

- Reading: EXS+ at 65% has maintained the improvements made in 2017 but is below National Average.
- Writing: EXS+ at 78% has improved and is broadly in line with the National average.
- EGPS: EXS+ at 72% has declined slightly and is below National Average
- Maths: EXS+ at 70% has improved by 14%pts, and the gap to National average 76% has significantly improved but is below the National Average.
- RWM combined EXS+ (Pupils who have achieved the Expected level in all Reading, Writing and Maths) at 54% has improved and the gap to the National average has narrowed, but it remains below National average.

The Headteacher identified outcomes in spelling as a concern, a new spelling scheme in place this year.

5.5

Greater depth

The Headteacher led a discussion concerning outcomes and targets for greater depth

5.6

EYFS

	2016	2017	2018	National 2017	Prediction 2019
Reading	11%	29%	12%	19%	20%
Writing	7%	26%	9%	11%	14%
Number	10%	16%	16%	16%	18%
Shape	10%	16%	14%	15%	18%

The Headteacher identified reading as a key priority this year to get those pupils who have a sound phonic knowledge reading earlier. Support has also been provided to encourage Parents with 1:1 reading

EYFS Targets are to be reviewed when CEM data comes back

5.7

KS1

	2016	2017	2018	National 2017	Prediction 2019
Reading	35%	30%	29%	25%	29%
Writing	17%	17%	17%	16%	18%
Mathematics	34%	27%	23%	21%	23%

The Headteacher described the benefit Pupils received from targeted support for Greater Depth from Easter

5.8

KS2

	2016	2017	2018	National 2018	Prediction 2019
Reading	3%	18%	19%	25%	25%
Writing	2%	0%	6%	18%	18%
Mathematics	2%	9%	17%	23%	23%
EGPS		31%	33%	31%	33%

The Headteacher shared that although Greater depth outcomes are improving

- Reading Greater depth at 19% has been maintained but is below National average.
- Writing Greater depth at 6% has improved (no children achieved GDS in 2017) but is well below National average.
- Maths Greater depth at 17% has also improved but is below the National average 23%.
- Greater depth at 33% has been broadly maintained and is in-line with National Average

5.9

The Headteacher drew the Governor's attention to the following Contextual data

- The school currently has 617 on a role with new pupils joining the school to increase to 630.
- 52% are Male, 48% Female pupils
- Pupil Premium 23% and
- FSM is 22%,
- Service child 1%,
- 19% SEND (116 pupils.)
- Pupil premium varies in year groups with the largest being 34% in year 6.
- Gender in EAL is balanced.
- Attendance figures for 2018 were 95.8% and dropped from 2016-17 due to 8.5% persistent absentees all linked to high need welfare.
- Across the school, we have 25 different languages spoken with the highest proportion being Polish.

In reply to a question the Headteacher said she thought about 20% of pupils are EAL across the city.

A Governor asked if there is a cap on the number of pupils?
 The Headteacher confirmed that 630 is the Published Admission number (PAN) and that the school is full. Outcomes from the last inspection have not impacted pupils' numbers - Parents requests remain high for first choice. There are waiting lists in each year group but looked after pupils, or SEN pupils can request a place beyond PAN.

A Governor asked if there a correlation between NOR and outcome? Might the increased Number on role number impact in the future?

The Headteacher explained that the numbers had grown rapidly as the school admitted more children in KS1. The consequent building work had a significant impact. The school was evolving to respond to the changes.

A Governor asked If the proportion of SEN pupils might increase?
 The Headteacher confirmed that the school still has a good reputation amongst parents of SEN pupils. Pupils who are disapplied impact on overall results.

5.10

Progress

The Headteacher explained that Progress indicators for KS2 from the DFE are above floor standards for Reading and Maths English Writing.

The school has requested for 2 Mena pupils (not able to access the paper due to lack of English and short residency in the UK) to be removed and 1 Special consideration this will raise improve progress outcomes

<i>Subject</i>	<i>Progress scores DFE sept 2018</i>	<i>School predicted Progress with all pupils</i>	<i>Progress scores with Mena and special consideration removed</i>	<i>Floor standard</i>
Reading	-4.6%	-4.7%	-3.4%	-5%
Writing	-4.6%	-4.53%	-2.8%	-7%
Maths	-4.6%	-4.58%	-3.4%	-5%

5.11

KS1 progress scores calculated on outcomes from Reception outcomes

	<i>Progress indicators</i>
Reading	+ 1.2
Maths	+ 0.3

The Headteacher was pleased to report that these outcomes show the impact of good teaching and learning in KS1, as pupils make good progress from their low starting points. Half termly tracking is used to monitor and report pupil progress.

5.12	<p>Priorities for 2018/19</p> <p>The Headteacher shared the following Priorities with Governors:</p> <ul style="list-style-type: none"> • Further developing provision and outcomes for children with SEND. This includes a review of SEN systems, processes and provision; action linked to measuring attainment and progress; further development of assessment is a key priority for the SEND team to better evidence good work in this area • Improving writing. This includes CPD to support planning and teaching, particularly linked to GDS and above age-related expectations; also includes continued focus on better links to writing, spelling, handwriting and presentation and better use of the moderation for assessment including work with other schools and toolkits. • Improving maths teaching and learning through a 'mastery' approach with the second year of Power Maths programme: introducing in Y5/6, emerging in Y3/4 and developing in KS1 with same day intervention to keep up and move away from catch up interventions where possible. • Further development of the curriculum to reflect pupils starting points and priorities for improvement. • A New scheme for PE (Complete PE) embedded, French Headteacher start introduced due to maternity (French teacher) • Safeguarding and GDPR systems including the introduction of 'My concern.
5.13	<p>A Governor asked how effective the new Power Maths mastery approach to teaching maths had been.</p> <p>The Headteacher said that scheme implemented was based on "keep up, not catch up," and had just been introduced to Y5-6. Y1-2 had been using for a while and are familiar with the approach. A potential barrier was that some pupils struggled as the booklets hard to read. Pupils are getting used to "SATS" style questions.</p>
5.14	<p>A Governor asked what the biggest disappointments with the 2018 data had been.</p> <p>The Headteacher identified KS2 reading as the greatest disappointment monitoring, and testing using PiXL before the SATS had confirmed that the pupils would attain at least National expectation. Analysis of the papers had identified the speed of reading (reading Stamina). As a result, the school has focussed on reading stamina exercises.</p>
5.15	<p>A Governor asked if lack vocabulary could be an issue in the reading Assessments.</p> <p>The Headteacher explained that the development of a good vocabulary is a key part of topic work.</p>
5.16	<p>A Governor asked what factors have determined the improvements</p> <p>The Headteacher identified</p> <ul style="list-style-type: none"> • Staff training, • Moderation

	<ul style="list-style-type: none"> • The use of intervention teachers for Phonics (Not teaching assistants) • Reading Café supporting parents, • Drama and experiential activities. • Teamwork and strengthening of the staff team. • Staff had visited similar schools to gather new ideas. • The deployment of external consultants working alongside English, leadership , EYFS, and SEN to support the team and escalate progress had also been effective. • The experience and quality of TA supported by weekly training also had a significant impact 												
5.17	<p>A Governor asked if the Moderation process made teachers more objective?</p> <p>The Headteacher confirmed that it helped make teachers aware of what Key Performance Indicators look like in pupils work.</p>												
6.0	<p>Review 'similar 'schools' performance from Fisher Family Trust data.</p> <p>The Headteacher explained that DFE data is summative, but Fischer Family trust provides socio-economic contextualised data to support target setting</p>												
6.1	<p>KS1 Data has been released KS2 not yet available.</p> <p>A Governor asked when the validated KS2 data will be made available The Headteacher teacher thought it might be the end of Term 1 but was unsure as the final validated data would not be available until December.</p>												
6.2	<p>It was agreed that review was to be moved forward to the next meeting in January, when a complete data set will be available.</p> <p>It was agreed that the comparative school chosen for review should include</p> <ul style="list-style-type: none"> • Schools of a similar size. • Similar socio-economic background. • Geographical area (Not local). • % EAL. • % SEN. • % Pupil Premium. 												
7.0	<p>Discuss 2018/19 targets which are to be presented to the FGB in October for approval.</p> <p>The Headteacher confirmed that the targets were.</p> <p>EYFS</p> <table border="1"> <thead> <tr> <th></th> <th>Target 2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>78%</td> </tr> <tr> <td>Writing</td> <td>77%</td> </tr> <tr> <td>Number</td> <td>80%</td> </tr> <tr> <td>Shape</td> <td>82%</td> </tr> <tr> <td>GLD</td> <td>77%</td> </tr> </tbody> </table>		Target 2019	Reading	78%	Writing	77%	Number	80%	Shape	82%	GLD	77%
	Target 2019												
Reading	78%												
Writing	77%												
Number	80%												
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KS1 Phonics

	Target 2019
Year 1	83%
Year 2	92%

KS1

	Target 2019
Reading	78%
Writing	70%
Mathematics	80%

KS2

	Target 2019
Reading	78%
Writing	78%
Mathematics	78%
EGPS	78%
Combined	74%

The Headteacher reminded Governors that they have access to live Key data and target setting via the Governor team site along with detailed information in their Governor pack.

8.0

Governor Visits.

Governors discussed how they might better link their Governor visits to SDP priorities

- The chair reminded Governors that they are welcome into the school at any time.
- Visits to be arranged, through the Headteachers P.A. Claire.
- Governors should record the outcome on the Governor visit form available from the school Reception.

Action HT to email a list of link Governors to all Governors

9.0

Any other business

None.

10.0

Confirm date of next meeting 9th January

Signed..... Chair of Governors

Dated.....

Action Minutes

8.5	
11.1	
13,1	
13,2	
16.1	
20,1	
21.1	
21.2	
22.1	