

**Minutes of Southfields Primary School
Performance Monitoring Committee Meeting**

Date: 23rd January 2019

Time: 6:00 pm

Present

Emma Peacock- Millington

Tracey Whale

Jez Lumb

John Durance - Chair,

Laura Martin (Headteacher),

Debbie Benson

In attendance

N. Manders-Jones (Clerk)

Item	Issue						
1.0	Welcome and apologies There were no apologies						
2.0	Declaration of interest None were declared						
3.0	Minutes of last meeting (12TH September 2018) The minutes were approved as an accurate record and signed as such.						
4.0	Matters arising from the last minutes <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 5%;"></th> <th style="text-align: center;">Action</th> <th style="text-align: center;">progress</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">8.0</td> <td>HT to email a list of link Governors to all Governors</td> <td style="text-align: center;">complete</td> </tr> </tbody> </table>		Action	progress	8.0	HT to email a list of link Governors to all Governors	complete
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8.0	HT to email a list of link Governors to all Governors	complete					
5.0	Revised Attainment Targets (Item from December FGB)						
6.0	The Headteacher was invited to explain in greater detail how the targets had been revised to reflect the potential of the pupils						
6.1	Targets are set for Age-related expectations and Progress for all pupils and the following groups. <ul style="list-style-type: none"> • SEND • Pupil premium 						

	<ul style="list-style-type: none"> • EAL • More Able • LAC
6.2	<p>The Headteacher explained that in setting cohort targets, the school looks at the historical data for each pupil including</p> <ul style="list-style-type: none"> • EYFS- Achieving GLD • Y1 and Y2 Phonics scores • Y2 and beyond ARE in Reading, Writing, maths, grammar and science. • Engagement in learning <p>High need SEND Pupils are Tracked separately as the inclusion of this group within the cohort skews the data</p> <p>Pupils who are currently off trajectory at the moment (Key Marginal pupils) are included in the end of year targets.</p> <p>Milestone Grids are produced to monitor termly progress and attainment against the end of year targets.</p> <p>Pupil progress meetings are held termly to identify pupils who are off trajectory and identify any interventions required to get them back on track and achieve cohort targets</p>
7.0	<p>Governor overviews (Guides) have been produced to aid Governor understanding of progress and attainment across all groups and cohorts.</p> <p>The Guides show</p> <ul style="list-style-type: none"> • Funding. • Key Strengths. • Key priorities. • Termly attainment and progress data. • LAC/SEN pupils are identified as a group. <p>The Impact of Leaders actions are also listed.</p>
7.1	<p>A Governor asked how the analysis of individual targets and progress supports the creation of end of KS2 targets.</p> <p>The Headteacher explained that the data is combined into an average for the cohort.</p>
7.2	<p>The Headteacher went on to explain that to achieve the combined target; pupils must complete A.R.E. in all three areas, Reading, Maths, Writing. Pupils are prioritised for intervention if their progress slows and they become unlikely to meet expectations in one or more subjects</p>
7.3	<p>The Headteacher explained that there are a range of barriers for SEN pupils. Some pupils have cognitive difficulties while others have emotional/ behavioural difficulties.</p>
7.4	<p>A Governor asked if the SEND pupils been removed from the year 6 group target?</p> <p>The Headteacher confirmed that the target included <u>all</u> of the pupils in a cohort, as some pupils with emotional/behavioural difficulties can, with appropriate support, attain A.R.E.</p>

7.5	<p>A Governor asked why SEN pupils are included in the target if the school thinks they will not achieve A.R.E.</p> <p>The Headteacher explained that disapplied pupils must still be accounted for within the overall data for the school even though they do not reach A.R.E. Their progress is reported as -5. It was hoped that the potential change in the new OFSTED framework would help recognise the work of the school in supporting such pupils in making good progress from their starting points</p>
7.6	Hub pupils are also included in the Data and have an impact on the whole school Data.
7.8	The Headteacher identified the slowing progress measures in the Autumn term for more able (greater depth) pupils in Y2,3,4. The Headteacher explained that the school had identified regression over the summer holiday as a potential barrier. A further potential barrier identified by external consultants was the teacher focus on less able groups within the class.
7.9	<p>Teaching staff are aware of this issue and have planned increased teacher-led activities with the more able group of pupils by developing the independent work skills of lower ability groups.</p> <p>More Able pupils are required to demonstrate mastery by applying skills and knowledge independently across the curriculum. More able Pupil premium pupils face a particular barrier if the home environment is not language and experience rich. Resources such as First News, National Geographic are helpful for developing Language.</p>
7.10	Fisher family trust and National averages are used to help contextualise data and set expectations for targets.
7.11	<p>A Governor asked how the school's results compared to comparable schools in Peterborough</p> <p>The Headteacher explained that the results varied for different groups across different schools. Where some outcomes were better, the curriculum delivered in some schools was more focussed on getting pupils to a particular level. Some schools also have a very different philosophy with very focused lesson delivery.</p>
7.12	<p>A Governor questioned the progress measure ranking for the school.</p> <p>The Headteacher explained that progress from the old KS1 assessments to the new KS2 assessment provided a greater cognitive challenge. The school now used more sophisticated contextualised data when assessing at KS1</p>
7.13	The published progress data included special consideration and MENA pupils yet to be removed.
7.14	The Headteacher felt that the data was looking better than at the same point last year which should result in better outcomes at the end of the year.
8.0	Review of Autumn Term Data
8.1	<p>Additional external support has been sought to develop</p> <ul style="list-style-type: none"> • Support for More able /Greater depth pupils. • Moderation • Grammar in writing • Transition R/Y1 and Y2/Y3

8.2	<p>A Governor asked if the good progress made by SEN pupils would result in them achieving ARE.</p> <p>The Headteacher explained that by making good progress, some pupils would meet ARE, however many pupils were very behind and would be unlikely to meet ARE.</p>
8.3	<p>A Governor asked how the progress of SEN pupils was measured if they did not meet ARE</p> <p>The Headteacher explained that the Key Progress Indicators achieved may not be from their year group.</p>
8.4	<p>A Governor asked why some pupils were so far behind.</p> <p>The Headteacher explained that it was due to cognition and retention. In order to improve retention, the curriculum was delivering fewer, more memorable activities.</p>
8.5	<p>A Governor asked if the school is asking too much of individual teachers to meet the needs of several ability groups. Could the school better manage the class to reduce the number of groups within the class.</p> <p>The Headteacher explained that the school currently sets for Maths in Y6. However, pupil's collaboration and support have a positive impact on all ability groups in the younger year groups. Teachers also support each other for planning.</p>
8.6	<p>The Governors discussed the options, problems and benefits for grouping pupils by ability. The Headteacher felt that the current structure had been the most effective of those tried over time.</p>
8.7	<p>The Governor's attention was brought to the attendance reports previously circulated. To develop a culture of change, targeted pupils have attendance plans which are conferenced with the pupil on a weekly basis. It was noted that in some small groups, one or two pupils could have a disproportional effect (Y5).</p>
8.9	<p>A Governor asked if the school collected children to get them to school.</p> <p>The Headteacher explained that the school provided short periods of support for families in particular need.</p>
8.10	<p>The Headteacher felt that the data was looking better than at the same point last year which should result in improved outcomes at the end of the year. She also recognised that more could be done and that the staff were working very hard to implement targeted improvements across the school.</p>
8.11	<p>The Headteacher reminded Governors that the school should also be mindful of the mental health of pupils and that it was important that pupils were happy at their school.</p>
9.0	<p>Governor Visits</p>
9.1	<p>A Science Governor visit has been arranged for this term</p>
9.2	<p>The Chair confirmed that the agenda for the Governor day would be circulated and would include a session on the future of Data within the new Ofsted framework</p>

10.0	Any other business None Meeting closed 7.30 pm
11.0	Confirm date of next meeting May 8 th 2019