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

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| Date: 8th May 2019 | Time: 6:00 pm | |
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| Present | |
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| Emma Peacock- Millington | |
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| Tracey Whale | |
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| Laura Martin (Headteacher), | |
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| Debbie Benson | |
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| | In attendance |
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| | N. Manders-Jones (Clerk) |
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| Item | |
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| 1 | <p>Welcome and apologies Debbie Benson took the chair. Apologies were received and accepted from John Durance.</p> |
| 2 | <p>Declaration of interest None declared</p> |
| 3 | <p>Minutes of last meeting (23.01.19) The minutes of the last meeting were approved and signed as a true record.</p> |
| 4 | <p>Matters arising from the last minutes No matters were arising.</p> |
| 5 | <p>Governor guides The Headteacher shared Governor guides for the following groups of pupils.</p> <ul style="list-style-type: none"> • Green - on track • Amber - Some concern • Red -Provision changes will need to be made to reach the target. <p>The Headteacher explained that the targets were created using a variety of contextual data, including.</p> <ul style="list-style-type: none"> • outcomes from early years assessments • Year 2 data |

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| | <ul style="list-style-type: none"> • internal tracking data <p>Key marginal pupils are pupils who are very close to achieving expected outcomes but are not quite there but would achieve expectation by the end of the year.</p> |
| 5.1 | <p>ARE the whole school</p> <p>Standards with key marginal have no actions, but standards without key marginal pupils show that priorities are</p> <ul style="list-style-type: none"> • EYFS in all subjects, • Year 1 writing. • Year 3 all subjects but particularly writing. • Year 4 English but particularly writing. • Year 5 all subjects but particularly reading and maths. <p>Year 2 and 6 are currently on track to meet expected progress for this point in the year.</p> <p>EYFS pupils have made good progress despite not being on target Year one pupils have made good progress in reading due to the focus on phonics.</p> <p>One area of slow progress is year two reading. There is a book focus in the year 2 planning using age-related texts.</p> |
| | <p>Q. Would we expect to see a better outcome for year three maths following the implementation of power maths since year 2.</p> <p>A. Many pupils fall within the key marginals group. The jump from year 2 to year 3 is hard to achieve due to the change of curriculum.</p> <p>There is no evidence from the book scrutiny that there is an issue.</p> |
| 5.2 | <p>SEND pupils</p> <p>Across the school are 140 pupils on the Sen register.</p> <p>The Headteacher explained that Pupils on the SEN register might be high functioning in a particular area, or it may be that the subject is not significantly impacted by the particular Special educational need, which may mean that some pupils are on target in some subjects but not others.</p> <p>The main areas that need to be a priority are key marginal SEND in all subjects and all year groups apart from year four reading and year 5</p> <p>EYFS need to improve English as both reading and writing which are lower than the targets set.</p> <p>Year 3 maths and writing must be a priority for SEND which should be reflected in big stride targets.</p> <p>Year 4 writing will be a focus this term. Actions have already been identified and addressed.</p> |

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| 5.3 | <p>Pupil premium</p> <p>The pupils premium group contains a wide spread of ability from SEND to greater depth</p> <p>Key marginals will make all the difference to the data, and it is important that key marginals remain a priority for the summer term.</p> <p>There are some standards issues when key marginals are removed in</p> <ul style="list-style-type: none"> • Year 1 English. • Year 3 reading. • Year 4 all areas. • Year 5. all areas. <p>Year 6 have plans to improve writing this term with changes to planning and focus, which should raise the key marginal pupils to ARE standards. Schools moderate work locally or through Lea moderation.</p> <p>EYFS have a focus now to improve standards to include more KM in the next assessments</p> <p>The Deputy Headteacher is in is looking at the impacts of reading at home for pupil premium pupils. Parents tend to stop listening to children read at key stage 2; the school has developed several strategies including.</p> <ul style="list-style-type: none"> • A Wide choice of books for children to choose from. • Curriculum based on books. • Access to online resources. • Early birds 1:1. • Volunteer readers who stay after school. • Breakfast clubs and boosters for year 6. <p>Year five have also recently been able to access the breakfast club. The school does not have the staffing capacity to offer it to pupil premium pupils in all year groups.</p> |
| 5.4 | <p>Greater depth pupils</p> <ul style="list-style-type: none"> • EYFS maths • Year 1 in all subjects • Year 4 reading. <p>Accelerated progress</p> <ul style="list-style-type: none"> • Year 1 in writing, • Year 2 reading. • Year 4 writing and maths |
| 5.5 | <p>EAL pupils</p> <p>Key marginals with EAL is a key focus to ensure that the school meets standards by the end of the year as including key marginals data pupils are on track in all subjects and all year groups.</p> <ul style="list-style-type: none"> • Year 2 writing, • year 3 maths • year 4 English |

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| | <ul style="list-style-type: none"> • year 5 all subjects are key priorities to ensure that pupils reach • targets set by the school leaders who have considered this in planning and provision for the summer term 2019. <p>This group of pupils would struggle with the vocabulary, particularly in maths.</p> |
| 6 | <p>Data against Targets to date</p> <p>The Headteacher discussed data progress summaries previously circulated for the spring term.</p> <p>The data is used to show milestones in the journey towards the achievement of targets.</p> <p>Currently, the school provides updates six times a year. In the future, it will be provided three times a year.</p> <ul style="list-style-type: none"> • identifying exceptional progress • areas of strength • the monitoring and adoption of provision to escalate progress • areas of concern where additional leadership team or external advice and support is needed. |
| 6.1 | <p>Reading</p> <p>Areas of concern</p> <ul style="list-style-type: none"> • SEND for Year 2, Year 3 and Year 5 |
| 6.2 | <p>Writing</p> <ul style="list-style-type: none"> • SEND for Year 3 and Year 5 • Accelerated Progress in Year 1 |
| 6.3 | <p>Maths</p> <p>Areas of concern</p> <ul style="list-style-type: none"> • SEND for Year 2, Year 3 and Year 5 • EAL in Year 5 |
| 7 | <p>Predictions review</p> |
| 7.1 | <ul style="list-style-type: none"> • Year 6 about 70% will reach ARE, • The Headteacher explained that year six are feeling OK about the SAT's this year and are feeling quietly confident. • The biggest area of concern is writing at greater depth, which remains at around 11%. • The Headteacher explained that the high percentage of SEND pupils in the school has a significant impact on whole school data. 24% of pupils in the current year six cohort are on the SEND register and are included within the data set. • In order to mitigate this, the data is also shown with the SEND pupils removed showing 95% of none SEND pupils to reach age-related |

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| | <p>expertise</p> <ul style="list-style-type: none"> Year 2 is also on track meet targets. |
| 7.3 | <p>Q. Do the government provide data with SEN removed A. No, the data is provided by FFT.</p> |
| 7.4 | <p>the Headteacher explained that there is a legacy of pupils with low cognition who have previously attended the Hub. Communication difficulties can often lead to behavioural difficulties.</p> |
| 8 | <p>FFT for all year groups with year six predictions</p> |
| 8.1 | <p>The Headteacher explained that the data is historic but is useful for analysing data with groups removed.</p> <ul style="list-style-type: none"> The key stage 2 data is based on the old curriculum. This year's year six cohort will be the first who have used the new key stage one curriculum and assessment. Care must be taken to remove pupils who have left the school. |
| 9. | <p>Discussion and monitoring of SRE/RSE policy</p> |
| 9.1 | <p>The RSE policy previously circulated was discussed.</p> <p>It was noted that the curriculum was very explicit and potentially contentious.</p> <p>The Headteacher explained that under serious case reviews, it was found that younger children lacked the vocabulary to explain what is happened and understand normal behaviours.</p> <p>unfiltered access to online materials also led to children accessing materials which were not age appropriate.</p> <p>The Headteacher confirmed that the policy would operate from September 2020. However, the school wished to begin the process of consultation and development from September 2019.</p> |
| 9.2 | <p>Q Do the staff feel confident and happy to deliver the content? A staff have looked at the safeguarding issues and feel it is better to educate pupils than leave the pupils vulnerable.</p> |
| 9.3 | <p>Q. How will the parents be informed of the policy. A. A range of year group parents' evenings will be arranged. Phases will be targeted, to share with parents the whole journey and link into safeguarding and serious case reviews showing why the government has made the decisions on the content. The material will be distributed through class dojo password protected</p> |
| 9.4 | <p>Parents have the right to ask that their children are not included; this may be appropriate for pupils who are not functioning at the appropriate chronological age.</p> |

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| 9.5 | Q Is it SRE or RSE? A. The focus is on Relationships Sex Education. |
| 9.6 | Action Clerk to invite all Governors to be invited to read the documentation. |
| 9.7 | Action DB to bring it to next FGB for consideration So that the school can begin the process of developing the curriculum for implementation September 2020 |
| 10 | AOB |
| 11 | Confirm date of next meeting -TBC |