

A meeting of the School Development Committee of Carlton In Snaith Community Primary School was held at the school on 22 November 2016

Minutes

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| No | <p>Present – Jon Watson (Head), Helen Snowden (Committee Chair), Michael Thomas and Joanne Mackintosh.</p> <p>In attendance - Georgina Thomas (clerk).</p> <p>A – Action R - Resolution</p> | |
| 1 | <p><u>Welcome and Introductions</u> All were welcomed to the meeting. MT had advised he would be a little late arriving due to traffic.</p> | |
| 2 | <p><u>Apologies for Absence</u> From KL due to illness. Consented.</p> | |
| 3 | <p><u>Confidentiality and declarations of interest, pecuniary or non-pecuniary</u> Usual reminder of confidentiality.</p> <p>Nothing raised.</p> | |
| 4 | <p><u>Notification of Other Urgent Business</u> None raised.</p> | |
| 5 | <p><u>To approve the minutes of the meeting of 7 June 2016</u> The minutes of the meeting were approved as a correct record.</p> | |
| Res | <p>That the minutes of 7 June 2016 be approved.</p> | |
| A | <p><u>Matters arising</u></p> <ul style="list-style-type: none"> • The Head's contact to the EVC coordinator is to be progressed after Christmas; • HS has added the application form for free school meals to the new starter pack and this will also be added as a regular item in the newsletter; • KL's update on sports premium for swimming lessons will be deferred to the next meeting. <p>Arrival of MT.</p> | KL |
| 7 | <p><u>Pupil Performance</u> Governors considered Dashboard extracts from FFT Aspire. Problems were identified with the mid-ability pupils in KS2 where the value added has not met expectations. Governors challenged the Head to explain the reasons and recognised that the increased expectations under the new curriculum and the total fit approach have contributed to the disappointing data for this specific set of children. In addition, the year group has been affected by some unusual circumstances including staff absences and a change in teacher. Whilst these are not excuses for the results, governors acknowledged that they are contributing factors. The Head also emphasised that more work needs to be put into preparing the children more thoroughly for the tests and this will be effected moving forward.</p> <p>Q. Reading has slipped in the results. Why is this? A. It is possible that, as SPAG has become more of a focus, as a school we have allowed reading to have less of a focus. The pupils here read well but they are not showing their ability to read in the written form and this might come down also to test-readiness. We are going to be picking this up moving forward to ensure the standards in reading are raised.</p> <p>Q. So you are confident that our pupils do read well? A. Yes, staff do not feel that the results show the actual true picture of reading in school. This is supported by the fact that the data suggests the children are significantly better at writing than reading which is a very unlikely picture. As such, it compounds my belief that the data is not a true reflection of the reading ability of the children.</p> | Docs A&B |

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| <p>A</p> | <p>Q. I am concerned that our maths predictions were so wrong. How has this happened? A. This is a concern to us as a staff also and I am looking closely at how this has happened. In the meantime, some relevant training in maths at year 6 level has been arranged. Lots of reflection from staff and team as whole – lessons have been learnt.</p> <p>Q. Are we confident that, as the new curriculum and it's expectations, become more embedded, the trend will start to show an upward trajectory? A. This is what I believe will happen. I will be very surprised if the next set of results are as disappointing as this one.</p> <p>Q. In terms of this expected improvement, what can we, as governors, see to reassure us? A. The predictions currently look a lot more positive. We have looked closely at the current year 6 and compared their results at the end of KS1. From this, we predict that 80% will achieve age-related (ARE) in reading with 27% at greater depth; writing is 80% at ARE and 13% greater depth and maths 87% ARE and 30% at greater depth. This is crude data but it does suggest an improvement is likely.</p> <p>Q. The prediction of 80% at ARE for reading is a massive jump from the current 43%? Is this realistic? A. Yes. We are being aspirational but these are accurate assessments – we now need to ensure the children are best prepared and can deliver what they are capable of, whilst balancing the pressure place upon them.</p> <p>Q. Do external factors significantly affect the crude data? A. Yes, things like inward mobility etc.</p> <p>Q. Are we moderated externally? A. Yes, we work with the STAR Alliance for external moderation. Also NYCC will select some schools for moderation. We also will be working within our RAISE alliance throughout the year and with other schools/partners on a needs basis.</p> <p>Q. Does pupil progress actually follow the pupils or is it measured against different cohorts of the same year groups? A. The latter. It is against a matched group with a similar starting point. Governors recognised the limitations that this places on comparisons.</p> <p>Q. Have the current year 6 had staff stability? A. Yes, they have had continuous provision as part of a planned move and this will have a positive impact on them. We also intend to focus more on test-readiness as we feel very strongly that this is an area that has let our results down.</p> <p>Q. How much of an impact does the poor attendance of some of our pupils have on the data? A. A lot. It is always very hard for these children to fully catch up on what they miss. Interventions are put in place for catch up for these children but they often miss these as well.</p> <p>Q. Do we have any links with schools with similar problems? A. We have engaged the services of the MEA team at Thorpe Willoughby Primary to work on engagement with minority ethnic groups which should be positive.</p> <p>Q. Is the PUMA system proving effective? A. It is hard to say as the results from this do not match up with our predicted data. PUMA and PIRA helped us to inform our predictions and this suggests therefore that they might not have been accurate. We will keep an eye on this over the next year.</p> <p>Q. Can we see if any other schools who use these systems have experienced similar? A. The Head will make enquiries.</p> <p>Governors then reviewed the KS1 data which showed 60% achieving the required standard for reading, writing and maths (in line with national average).</p> <p>Governors noted that the pupil premium children in KS1 have not performed as well as those in KS2 but recognised that the challenges imposed by these children in KS1 are greater and that the children are more demanding.</p> | <p>Head</p> |
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| | <p>Q. Is it fair to say that the middle attainers at KS1 have done well but less so the higher attainers? A. Yes this is a fair observation and so classes have been arranged this year taking this into account. We also have some booster sessions planned to help support the more able.</p> <p>Governors challenged the Head on the disappointing phonics results which showed 11 out of 23 children working at age-related. Governors were concerned that these results were much better at the end of reception, suggesting a definite drop and the Head confirmed his concerns here too.</p> <p>Q. Why has this happened? A. This cohort has had an unusually high staff turnover with a significant level of supply staff input and this has almost definitely impacted them negatively.</p> <p>Q. How much do we expect staffing incontinuity to affect the children? Would this explain totally the drop here? A. The percentage who have dropped equates to four children in reality and it is likely that these four are the lower ability children who really need the security of continuity. So the pattern does make sense. The more able do tend to achieve regardless.</p> <p>Q. How are we going to address this? A. Interventions have been put in place and the FSP committee has approved additional funding for extra MSA support in guided reading which will be extremely positive. We also expect that next year will be much more stable, staffing wise. In addition, staff are working to ensure a level of consistency in how phonics are taught and a more robust system is in place with a changed culture to ensure better staff awareness and robust pupil progress reviews for every child. This is a weak cohort but still they should have done better and we are working very hard to ensure these gaps are filled. We have in fact informally repeated the test and the results already show much improvement.</p> <p>Q. So what are you doing to build in those areas we need to measure against? A. All staff performance management includes explicit expectations of every child in their cohort.</p> <p>HS confirmed that progress was already visible re-the explicit nature of expectations as, during a recent visit to school, she had been satisfied that staff were all very clear on the status and needs of the pupil premium children in their classes and about what is being done to progress them. Governors feel that this is a very positive step for the school.</p> <p>The Head outlined the teacher allocation. The most experienced teachers in school are placed in EYFS, year 1/2 and in year 6 and performance management is linked to maths and literacy leads. Interventions are to be structured to minimise the negative effect of lateness with assembly being moved to first thing in a morning. A new TA appointment also promises to be positive. Governors noted the passion of the Head in his desire to improve teaching and learning and also recognise their need to provide adequate challenge to ensure that the Head is able to effect this improvement to the best of his ability.</p> | |
| 8 | <p><u>School Development Plan</u> To be deferred to the FGB next.</p> | |
| 9 | <p><u>Policies</u> None.</p> | |
| 10 | <p><u>Curriculum Updates</u> The Head invited governors to input into the notion of learning skills. An exercise has been carried out with staff to identify the skills and behaviours for learning that the school wants the pupils of Carlton In Snaith to leave school with and the exercise was repeated with governors. Using “Developing Lively and Enquiring Minds” at the centre, governors spent time reflecting and engaging in meaningful discussion. It was agreed that the wording needs to be critical to engender the behaviour and a robust discussion ensued. The Head will incorporate the ideas of governors into the outcome and take it to the student council for their input. Governors saw the value of this exercise and agreed the need to give the children ownership of this to bring it to life and increase engagement. Governors welcomed the chance to focus on a bigger picture and to promote well-rounded individuals at the same time as ensuring outstanding teaching and learning and it was agreed that this exercise will yield exciting results for the children.</p> | |

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| 11 | <u>Report on pupil premium funding</u> There was no data further to what was presented at the last meeting. A close scrutiny of KS1 versus KS2 pupil premium children will be carried out to compare to the non-PP children in these cohorts. | |
| 12 | <u>Report on Sports Premium funding</u> A full report will be brought to the next meeting, in the absence of KL. | |
| 13 | <u>Feedback from link governor visits</u> Governors fed back on visits made. | |
| A | MT will visit the Head on 1 December to clarify his role as safeguarding link and HS will progress the purchase of the visual stress screen. | MT/ HS |
| 14 | <u>Academisation – Alliances and Raise</u> It was agreed that a working group be set up to follow this subject closely and ensure governor knowledge is up to date and well informed so that any decision in the future will be the correct one for the school. This will be further discussed at the FGB meeting next. | |
| 15 | <u>AOB and Items Identified at items 3 and 4</u> None. | |
| 16 | <u>Dates of next SDC Meeting</u> 7 February 2016. | |