

HAZELDOWN PRIMARY SCHOOL

Governing Body

Data Meeting 10 th January 2018 6.30pm - Part 1 Minutes						
Date/Time	10 th January 2018	6.30pm	Location		Hazeldown Primary School	
Governors Present	Capacity	Time arrived/ departed	Governors Present	Capacity	Time arrived/ departed	
Lee Goodenough	Associate (Deputy Head)	6.30-8.30pm	Laura Parfitt	Parent	6.30-8.30pm	
Sarah Leaman	LA	6.30-8.30pm	Kirsty Prentice	Co-Opt	6.30-8.30pm	
Christopher Tribble	Associate (Deputy Head)	6.30-8.30pm	Luke Pattison	Staff	6.30-8.30pm	
Dave Dawson	Co-Opt	6.30-8.30pm	Stuart Ludford	Associate (Head Teacher)		
James Heike	Parent	6.30-8.30pm				
Members of Leadership Team also present	Sarah Cooke Sarah Davie Jan Tierney	Reading Champion Maths Writing/Literacy	Kirsty Hudson Kit Hardee	Foundation/Phonics YR 5/6 Team Leader		

Apologies	Initial	Reason (Category of Governor)
Reynolds - Chavasse	S	Work Commitments
Bartus	K	Illness
Quint	D	Illness

Absent without Apology	Initial
Rivers	G

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In Attendance	Initial	
Atkinson	M	Clerk

Minutes to
Attendees

	Agenda	Led by
1	Apologies	Clerk
2	Data Presentation and Questions	

Ref	Action or Decision	Owner/ Decision	Date Raised	Date Due
1.	Apologies from SRC & KB these were sanctioned by governors.			
2.	<p>SL thanked SLea for putting together the Governors questions document, governors met last night to go through this document prior to this meeting.</p> <p>DD thanked SLea and LP for helping explain the data.</p> <p>SLea advised that the governors questions are related to those that Ofsted will also be asking.</p> <p>SLea noted that although SEN is low the school is doing a great job of getting EHCP plans in place.</p>			
3.	<p>Question: The current YR 6 cohort is very girl heavy, how is the curriculum being adapted to meet their needs and learning styles? - KH advised that the curriculum does not need adapting because of the growth mindset, the Sole approach to the curriculum engages the children, it has been a two-year approach to the curriculum and it is being adapted going along.</p> <p>The learning and engagement needs of the boys are also being satisfied.</p> <p>Question: The current YR 5 is very FSM heavy. Do they receive proportionately more PP support? - CT advised that there is a specific TA who works across the two classes, money from PP has been put into <u>the</u> training budget for TA's. David Quinton has been mindful to direct high-quality teaching students into YR 5 <u>as additional support and to create additional teacher time.</u></p> <p>Question: How is attainment in writing being tackled? What is performance looking like now? - it was a deliberate target to put 3 very experienced teachers in this year group and set the bar very high and we are already seeing improvement. Reading and writing combined will accelerate by the end of the</p>			

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	<p>year. TA's are targeted to SEN and PP children across these classes.</p> <p>Trends over time -</p> <p>Question: With regards to reading what is in place to raise progress for pp children?</p> <p>Children read every morning, YR 6 can come in early, -and keep track of what they are reading. <u>Reading Advocates are in place for specific children to ensure additional support takes place.</u></p> <p>SLea asked what is going to get these children into Q2?</p> <p>TA's are working with these children, carrying on with reading groups focussing on accelerated readers. Guided reading doing more work on this. YR 4 <u>PPpp</u> children are having daily reading and they are being monitored regularly.</p> <p>SLea said well done for the progress in writing for the pp children. <u>Is this something that will continue?</u> KH advised that yes progress is already being made. Every child in the YR 6 cohort will make progress, the re-are big writes <u>are showing evidence of this being done.</u> JH asked have there been any cuts in anything else to enable the push on writing? - This has already been <u>embedded</u>, teachers in upper KS 2 are really clear on what they need to do. At the beginning of the year each team leader went through each child in the cohort and <u>teachers</u> know individually who they need to target, meaning that there will be no surprises. CT advised that the children are presenting at a good level already when they come up to YR 6.</p> <p>SRC sent in a question - is there any opportunity of improvement in higher achievers in writing as there have been with the lower groups? KH advised that at the start of the year many of that year group (<u>entering year six a year ago</u>) were below expected standard so there was a task of getting these up and then looking at addressing this. SD advised that historically children have not had a good enough understanding of the maths system, last years YR 5 had a good grounding and they <u>entered are now in YR 6 <u>at a higher level.</u></u> Slea asked what is happening this year to ensure that the high achievers are getting this grounding? SD advised that they are working in small groups, which ensures that the activities can be tailored to low, middle or high.</p>			
	<p>KH advised that in YR 6 the greater depth children have been given the status of maths specialist giving them the confidence to excel. The impact of this is that already 41% of children are working at age related in maths.</p> <p>PP children have TA support in maths, interventions happen and</p>			

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	<p>these children are high priority.</p> <p>Slea asked how are middle ability children being supported in writing? KH advised that they are still making good progress and it is important that they are not just grouped in ability when working and children can see what other children who may be working at greater depth are doing. JT advised that a lot of work on vocabulary is being <u>undertaken</u>done <u>along with</u>the teaching skills on how to access things independently and be more self-sufficient.</p>			
5.	<p>Reading -</p> <p>Question: Are the middle and high pp bands being targeted? CT advised that it is a small cohort and he will be working with these children.</p> <p>Scatter plots - is there anything that can be learned from individual children? SC advised that there has been a lot of class reading, which has been very positive for pp children. CT advised that FFF Trust scatter plots are more user friendly and they also use these. LG advised that one pupil who affected the data only joined in YR 6. CT advised that they also use <u>ASP, which is online</u>Raise-Online.</p> <p>JH asked is there parent engagement in school for reading? SC advised that most classes get someone in each week to read with children.</p> <p>Maths - SRC sent in a question about the effectiveness of pp spending in maths and reading compared with national data? CT advised that money has been put into staff and staff training and as so much was put into reading and writing <u>previously, the focus is now on</u> maths <u>which will</u>should now improve. The pp money is diminishing each year, <u>meaning that</u> resources are going down. This cohort is 8 children. LG advised that in reading they are also facing changes in thresholds.</p> <p>Action for governors - Vulnerable Pupils portfolio holder needs to be looking at the effectiveness and have a good handle on the current YR6.</p> <p>CT advised that he has produced grids for each PP child which are up on the wall in <u>the</u>ST office and can be easily accessed <u>by</u> <u>governors and staff</u>.</p> <p>SRC sent in a question asking about the strengths of subject</p>	GR	10.1.18	

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	<p>knowledge in maths across the staff? SD advised that they have been working in teams to make sure that maths planning is done together. Making sure that planning fits with the puma tests <u>to ensure tests are meaningful</u>. She will be looking at SATS papers from last year with staff. Maths focus has also been used in team meetings.</p> <p>SRC sent in a question: on the strength of the grammar, punctuation and spelling should the time spent on that be cut to spend more time on maths? KH advised that this changed half way through last year, and an extra half an hour was spent each day on maths. This was very successful. Arithmetic papers were sent home weekly with children so parents could see where they were with their learning. Maths lessons have been restructured with 15 minutes of arithmetic being done every day from YR1 up to YR6. When the multiplication test comes in for YR 4, the children should be ready.</p> <p>Question: Why is science attainment below the national figure? Are we offering a broad and balanced curriculum? KH advised that units of work are being done based on science. Assessment has improved, as Helen Cleasby has adapted the system in the school. Science <u>outcomes</u> will be in line with National or higher. Science has also been brought into literacy. LP commented that homework coming home seems to be much better structured. KH commented that the able and talented children following pupil conferencing said they would like to do project homework.</p> <p>Question: Does data from YR3 indicate that these figures are being sustained?</p> <p>SC advised that she has been working with the teacher in that class on reading and the teacher watched her do a lesson. They also talked about assessment for guided reading.</p> <p>JT advised that YR 3 are currently at ARE 80% and she is mindful that 1 member of staff is a NQT and needs support from experienced teachers. Monitoring is being done all the time and there is a high level of need in one of the classes. CT advised that there are bespoke books (wasps & hornets) used in YR 2, which give a structure to work from. Greater depth is already 28% and it is being tracked. JT has the capacity to go</p>			

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	<p>in and support when needed.</p> <p>JH asked have the reading figures been moderated? SL advised that internal moderation has been done.</p> <p>Slea said that data continues to be very positive, well done to staff for all their hard work.</p>			

Meeting Ends:	8.30pm		
Detail of next meeting:		Date/Time	

SUMMARY OF DECISIONS/DISCUSSIONS

These minutes are agreed by those present as being a true record.

Signed: (Chair of Committee)

Date: