

HAZELDOWN PRIMARY SCHOOL Governing Body

| Data Meeting 12 th December 2018 6.30pm - Part 1 Minutes | | | | | | |
|---|--------------------------------------|----------------------------------|---|--|---------------------------|--|
| Date/Time | 12 th December 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- 8.00pm | Laura Parfitt | Parent | 6.30- 8.00pm | |
| Sarah Leaman Chair | LA | 6.30- 8.00pm | Kirsty Prentice | Co-Opt | 6.30- 8.00pm | |
| Kelly Harnett | Parent | 6.30- 8.00pm | Stuart Ludford | Head Teacher Governor | 6.30- 8.00pm | |
| Dave Dawson | Co-Opt | 6.30- 8.00pm | Maxine Hart | Clerk | 6.30 - 8.00pm | |
| Members of Leadership Team also present | Sarah Cooke Sarah Davie | Reading Champion Maths | Kirsty Hudson David Quint Kit Hardee | Foundation/Phonics YR 1/2 Team Leader YR 5/6 Team Leader | | |

| Apologies | Initial | Reason (Category of Governor) |
|-----------------|---------|-------------------------------|
| Sandra Chavasse | SC | Prior Engagement |
| Luke Pattison | LP | NPQH Course |
| Jan Tierney | JT | Wedding |

| Absent without Apology | Initial |
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| In Attendance | Initial | |
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| Minutes to Attendees |
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| | Agenda | Led by |
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| 1 | Apologies | Clerk |
| 2 | Data Presentation and Questions | |

| Ref | Action or Decision | Owner/ Decision | Date Raised | Date Due |
|-----|---|--------------------|----------------|----------|
| 1. | See Above | | | |
| 2. | <p>Attainment summary reads very positively – well done. SLeaman felt this was a good opportunity for all concerned and agreed with DD that this year’s IDSR document was not as informative as last year as the data was limited.</p> <p>Areas to Investigate: Fixed term exclusions are higher than the average for schools with similar deprivation. How can we be sure that we are effectively supporting these children to avoid exclusions? SL some exclusions represent our changing stance on SEND. We have had a number of pupils that previously failed in other schools but we have succeeded with them. The exclusions were part of this process and has also helped some children get provision at other establishments that were more suitable for their needs. We are constantly looking at strategies that might work. We also look at which teachers have which classes ensuring the right teacher works with the right children. DD has the data not caught up with the new strategies? - Yes but we still have some children we are working with. LG explained there is significant impact by one child who has now secured a place at a specialist setting. LG continued that next year will be above national again due to one child who has now also gained a place at a specialist setting. KP stressed that if we weren’t so lenient with some behaviours, supportive and consider the needs of the child these figures would be even higher. We have changed the Behaviour Policy to support these children and their specialist needs. Our Behaviour Policy is so successful it has been signposted by county to other schools.</p> <p><u>Additional question from DD:</u> On the 'data from inspection' panel it states there have been no fixed term exclusions in last three years. I thought we had one last year? The data is historical.</p> <p>Context: Current Y6 have very high levels of PP – are we ensuring that there is enough additional support to lead to positive attainment and progress outcomes for these children? KHardee explained that we employed Nic Gordon who is a very strong and experienced teacher and is perfect for children with</p> | | | |

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| | <p>emotional and learning difficulties. The rest of the cohort is covered by two strong teachers who are succeeding well despite a reduction in TA's. NG groups also reduce the number of children in each Year 6 class which allows Year 6 teachers more focused time with the rest of the children. High quality teachers across Team 3 were deliberately chosen to support this cohort. LG reported that there will be an overlap of teaching support in Year 6 where NG and SC will both be teaching within the team.</p> <p style="color: red;">Is the 'larger than average increase in the % of PP pupils' likely to be an on-going trend? Do we know why this happened?</p> <p>SL – In year admissions have affected this %. LG we have looked at the figures which indicated they will now continually decrease as a result of changes to the thresholds for benefit claims.</p> <p>Key Stage 2: Reading: Progress dropped two quintiles – why?</p> <p>SC reported that she had studied the data and could find no overriding or glaring reason why but explained that these results have followed two strong cohorts. Looking at our Accelerated Reader programme it had been noted that there were significantly less quizzes being completed and she acknowledged that we maybe need to do more reading in Year 6. SL and KHardee confirmed that there had been some amazing success stories but that some individual children had missed a lot of education over Years 5/6. Other individual progress was very good, some children were very close to achieving a higher level than they did. One of the weaker result areas was poetry and we are looking to increase work in this area. Sleaman do they have guided reading daily? SC reported that it is currently twice a week and there is a guided reading session once a week. We are now also teaching reading as a whole class lesson. SL reported that following a meeting today with staff about progression it was discovered that staff are not aware enough of prior attainment. This would now change.</p> <p style="color: red;">How are middle children being stretched and challenged to reach attainment targets and make accelerate progress to achieve high? How are high prior attaining pupils being stretched and challenged to achieve high? What question level analysis has been carried out? What does it show? Is this reflective upon the strengths and weaknesses across KS2? How are the findings being used?</p> <p style="color: red;">Attainment is strong but less pupils are attaining 108+ so are pupils being sufficiently supported to answer the most challenging questions?</p> | | | |

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| | <p>SC reported that question level analysis is on-going and focusing on what do you know and why? The focus can be whole class, group or individual. KHardee confirmed that this approach is part of our SIP and that everybody is accountable and know who and where all their children are. LP asked about individual reading – SC replied that is still being followed and is very successful in the lower school and will follow through to KS2 as the children move up. KHadee spoke about a new reading resource, Read Theory we are using which is working well and is proving effective. Accelerated Reader have also launched a non-fiction section in an effort to catch reluctant readers. SLeaman asked if a whole class lesson would be better than 20 minutes of independent reading with the new software. KHardee explained that children can access the software at home as well as school extending their learning time. Inference has had a 6 point drop and sequencing a 1 point drop. Pira tests results are being analysed and SC feels that stamina is the problem. Every year group based their guided reading on the test papers. The progress quintile of disadvantaged pupils has improved this year.</p> <p>Writing: Progress dropped one quintile – why? SL reported that it was one child's results of -20, no adjustments were allowed for this which has had a massive impact. We were also moderated so had avoided marking high and governor's need to be aware that the moderation report was very positive. However, there is a level issue and expectations and curriculum changes have had an impact. SLeaman how much moderating is there around greater depth? This is on-going, we are teaching to greater depth and allowing children who need to be freed from the structure and formula encouraging them to fly. NQT's have moderation built in to their training and some training has been external.</p> <p>How are high prior attaining pupils being stretched and challenged to achieve high? How robust are the greater depth judgements in other year groups? KHardee explained how greater depth targets were set for pupils and how we are always looking for the next level of learning. Purple pens are key encouraging children to re- look, re-draft and be more resourceful. Sharing practice across the school is having a positive impact. KHudson explained that in Foundation Stage we are using the same language and encourage children to want to impress. LG stressed that there is positive progress it is just not as high as we would have liked. LG felt it was important that governors understood that out of 9 children who joined 'In Year' and are now in Years 5 & 6 only one is not on SEND register. Despite this figures do look good.</p> <p>Evidence of moderation for children working at this level? The progress quintile of disadvantage pupils is lowest in writing where evidence is gathered over time and not assessed by a one-off test, why is their progress lower in this area? One child only on a 1 hour a day timetable. Progress of middle prior attainers has increased one quintile.</p> | | | |

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| | <p>Maths:</p> <p>Progress dropped one quintile – why? How are high prior attaining pupils being stretched and challenged to achieve high? What question level analysis has been carried out? What does it show? Is this reflective upon the strengths and weaknesses across KS2? How are the findings being used? Attainment is strong but less pupils are attaining 108+ so are pupils being sufficiently supported to answer the most challenging questions?</p> <p><u>Additional Questions from DD:</u> On the progress for past three years:</p> <p>a)- in most cases there seems to be a year on year trend of if cohort number goes down, quartile position goes up and vice versa - would anyone like to comment?</p> <p>b)- in contrast to the above, in reading 'middle at KS1' cohort number has dropped by 9 yet quartile position has gone from Q2 to Q4, why?</p> <p>SD explained that the higher level achievers are not able to understand and explain their learning just yet. However, they are very good at calculation. They are struggling with deeper and broader learning so we are using a few calculations and asking the children how this works and what does this mean. SL Leaman are you concerned that teachers have hit their level of teaching? – SD felt that yes this is sometimes a problem but it has been identified and we are working with those teachers. The higher ability children can succeed with individual learning but we have bought into tutorial teaching to support this. We need to use higher level questioning and ask pupils to justify it. We are also focusing on changing children's mind set on their ability with Maths. LG reported that the inspirational mind set work we are embedding within the children's learning is working well. This approach is used across the school. KHudson reported that FS have some very able children and they are already trying to get them to explain how they get their answers and learn how to put them into words. KHardee reported that his TLR3 is based around growth mindset throughout the curriculum and part of this is to encourage use of purple pens and promote a collaborative approach across the school. Only 40% in Ebony Class passed their Maths Mocks. SL reported that through research by the Fischer Family Trust, it was discovered that a lot of the attainment tracking systems used may not be as accurate as we thought and we have looked at not relying on them so fully. Results have increased slightly and we are still in the average achievement band. SD reported that pupils struggle with fractions, decimals and percentages and to support this we have bought into Times Tables Rockstars which is providing a success. We need to be at a point where year 4 children have instant recall and this will feed through and help master this area in Years 5/6.</p> | | | |

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| | <p>Manipulatives are not been used enough through the school and we need to show children how to change this into a diagram as this is easier to solve. Geometry was a massive success, using visuals to help with context. Teachers are being encouraged to use NTM resources to back up teaching. SL has been looking at the term of birth and how that impacts results. There is a 30% difference in results of pupils born in the Autumn Term versus the Summer Term. There is not enough notice being taken of this factor at the moment but it will be becoming a focus. DD is it a development problem? SL replied that it is very difficult to prove as research varies. KHudson explained that is often depends on the families/home life and how much support is given at home.</p> <p>Progress quintile of disadvantaged pupils has improved this year and shows a good upward trajectory.</p> <p>Key Stage One:</p> <p>Attainment is either in-line with or above national data for the expected standard in all subjects.</p> <p>Attainment for the disadvantaged group is good for the expected standard in all areas and strong for greater depth in Reading and Writing.</p> <p>Why is the attainment for disadvantaged pupils less strong in maths? DQ reported that the difference was only 9 children overall. Maths was difference of 1 child although 3 did not achieve in Maths and 1 in writing. SL made governors aware that DQ was referring to the old Apple Class which has a high level of SEND and has suffered due to staffing problems. However, there are positive achievements to be reported on their improvement and there were much better results than expected earlier in the year.</p> <p>What are the KS1 priorities with regards to progress from starting points in relation to this data?</p> <p>DQ reported that the whole school is very well versed in looking at each individual groups. It is a target on all staff appraisals and data is scrutinised regularly. The whole school has a growth mindset and is looking to work with greater depth. LG reported that the middle attainer's will need additional and specific focus. LP will 17% re take phonic this year? – Yes. It is worth noting that progress is greater in KS1 than KS2 and we are looking at ways to keep up the trajectory in KS2. Attainment in phonics is really strong.</p> <p>SLeaman thanked staff for their time and feedback and MH for Clerking at short notice. SL thanked SLeaman for scrutinising and working on the document so quickly and effectively.</p> | | | |
| Meeting Ends: | | 8.00pm | | |

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| | | | | |
| Detail of next meeting: | Full Governors | Date/Time | 19/12/18 at 6.30pm | |
| SUMMARY OF DECISIONS/DISCUSSIONS | | | | |
| N/A | | | | |
| These minutes are agreed by those present as being a true record. | | | | |
| Signed: (Chair of Committee) SARAH LEAMAN | | Date: | | |