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## Little Paxton School Governing Body

### **Presentation of summary data for 2016/2017 held on Monday 20<sup>th</sup> November 2017 at 6.30pm**

#### **Present:**

Ellen Barrett	Parent Governor	David Jones	Parent Governor
Penny Conway	Authority Governor	Tracey Locke	Co-opted Governor
Neil Donoghue	Co-opted Governor	Oliver Poulain	Parent Governor
Richard Fairbairn	Parent Governor	Natasha Stott	Staff Governor
Graham Hiom	Co-opted Governor	Paul Warmington	Parent Governor
Rebekah Jenkins	Associate Member / Staff		

Apologies were received and accepted from J Zausmer, the Clerk. The Chair informed governors present that the Clerk had, for personal reasons, tendered her resignation with effect from the end of term. T Locke, the Chair of Personnel has also been informed and is reviewing recruitment materials in order to advertise the role as quickly as possible. P Conway agreed to take minutes in the Clerk's absence.

At the start of the meeting a governor drew attention to a recent report in a local newspaper in which it said that the Key Stage 2 results at Little Paxton School in 2017 were the second highest in the St Neots locality and fifth in Cambridgeshire. Whilst governors recognised that raw test results are not the only measure of a school's success (it's not all about the data) they were nonetheless very pleased with this outcome and asked that congratulations be passed on the staff.

RJ gave a useful and informative presentation which, for each year group, gave details of the cohort's starting points in reading, writing and maths (that is percentages of pupils attaining at least age related expectations (ARE) and also percentages above ARE in each subject) and compared this with their attainment at the end of the year. She then went on to identify the successes to celebrate, the priorities to focus on and what the school is doing as a result of this data. RJ had met with E Barrett ahead of the meeting to discuss what form of data and information would be most useful to governors. It was agreed that whilst information about last year's data is interesting the outcomes cannot now be changed; it is much more important to analyse the data to determine what went well, what could be improved and therefore what the priorities should be for the coming year. These minutes capture the discussion initiated by the presentation.

The successes to celebrate and the priorities and action points in each year group this year are summarized below:

#### **Year 1 (current Y2)**

**Celebrate:** achievement in English (increase in the percentages of children at or above and those above ARE in reading and writing)

**Priorities to target:** Decrease in Maths attainment (slight decrease in the percentage of children above ARE in maths)

**What are we going to do as a result of this data?** JW to support teaching of maths mastery in Year 1 to enable more children to achieve greater depth. year 1 to use white rose planning, NS to support using the resources from her training last year, Maths INSET training, picking up disadvantaged children/FSM children who are at risk of not making expected progress in year 1 to prevent low % in achieving in year 2

### **Year 2 (current Y3)**

**Celebrate:** the increase in the percentage of children achieving greater depth in reading and maths

**Priorities to target:** percentage of disadvantaged/FSM children achieving the expected standard in Reading/Writing

**What are we going to do as a result of this data?** Changes to the tracking system, continue to report on these children at pupil premium meetings, use of Reading Recovery teacher to support these children when they are in Year 3 in Reading and writing.

### **Year 3 (current Y4)**

**Celebrate:** achievement of the children who have been with us since EYFS performing well and continuing to make expected progress

**Priorities to target:** decrease in standards from year 2 attainment in all areas

**What are we going to do as a result of this data?** Changes to the Year 3 team to address teaching and assessment; change from using "Maths No Problem" to "White Rose" mastery teaching; experienced teacher and phase leader moved into year 3 to support and steer teaching and learning; year 3 to be supported as they move into year 4 by experienced teaching team.

### **Year 4 (current Y5)**

**Celebrate:** performance of children in Maths (especially those children who have been with us since EYFS)

**Priorities to target:** Decrease in standards in reading and writing from year 3 to year 4

**What are we going to do as a result of this data?** One of our lower attaining cohorts who we are tracking throughout the school; TA placed into year 5 to go up with the children; Experienced Teacher leading the team in place for year 5 who is also an outstanding English Teacher where the children need to make accelerated progress

### **Year 5 (current Y6)**

**Celebrate:** achievement of the children in English

**Priorities to target:** Progress in Maths as this was the biggest % decrease

**What are we going to do as a result of this data?** Teaching and learning in Maths will focus on plugging individual gaps after initial assessment in Maths; use of focus groups with HLTA; move away from "Maths No Problem" to "White Rose" in Year 5 to improve Maths teaching, learning and attainment.

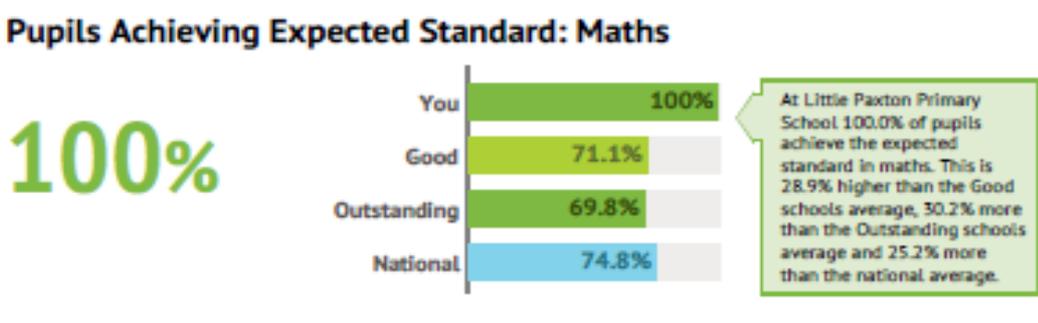
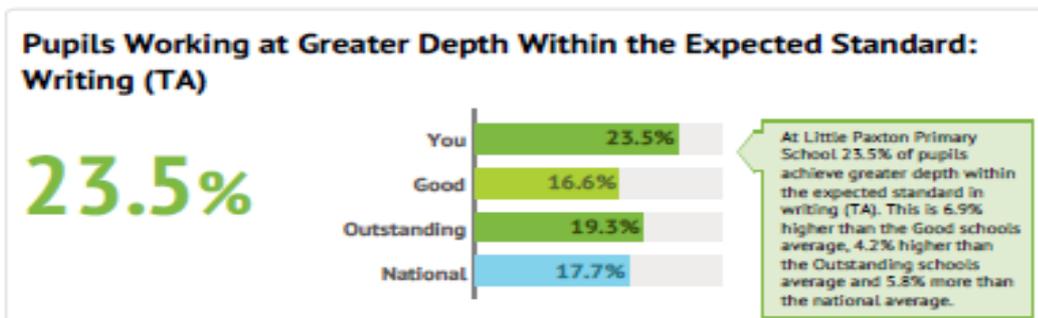
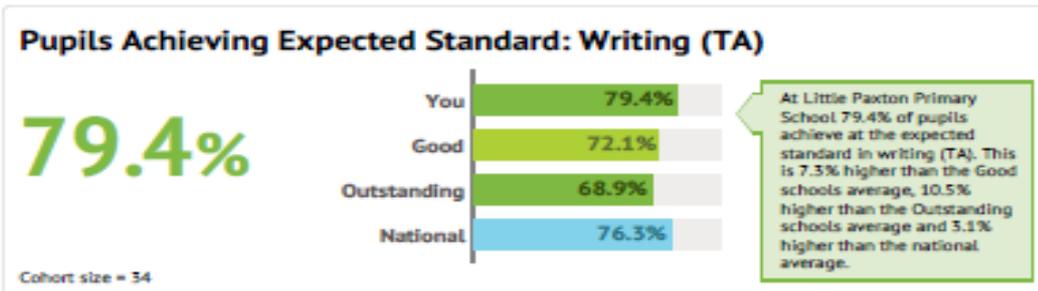
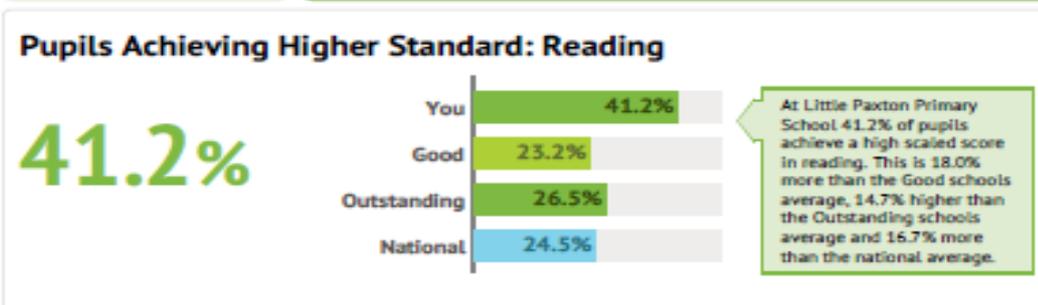
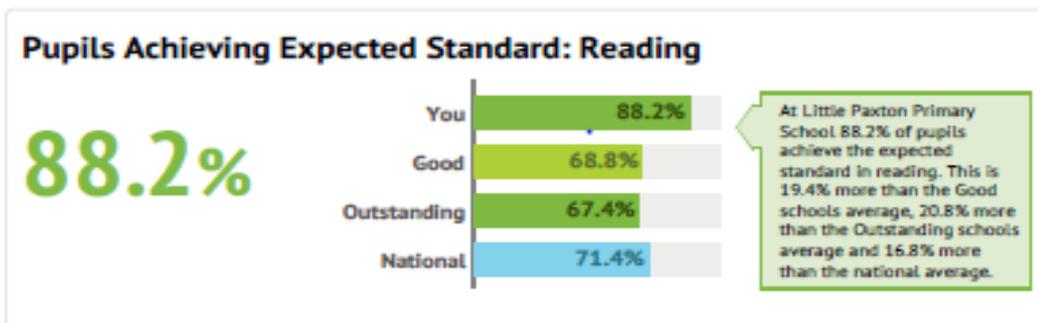
### **Year 6**

**Celebrate:** number of children achieving the expected standard in all areas

**Priorities to target:** number of children making good progress in writing and the performance of vulnerable groups

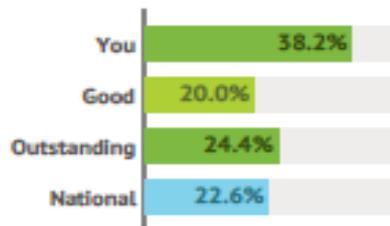
**What are we going to do as a result of this data? (Although these children have now left the school there are useful points which can be used to improve outcomes for the current Y6 cohort):** Teaching and learning in Maths will focus on plugging individual gaps after initial assessment in Maths; use of focus groups with HLTA; move away from "Maths No Problem" to "White Rose" in Year 5 to improve Maths Teaching, learning and attainment; Y6 teacher to use her experience as a moderator to ensure good progress in writing with next year 6 cohort.

Specific data comparing Y6 outcomes at Little Paxton with those nationally was also shared to governors:



### Pupils Achieving Higher Standard: Maths

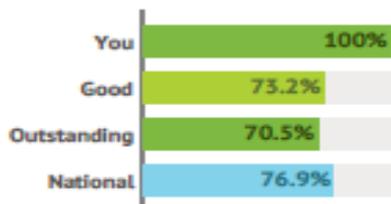
38.2%



At Little Paxton Primary School 38.2% of pupils achieve a high scaled score in maths. This is 18.2% more than the Good schools average, 13.8% more than the Outstanding schools average and 15.6% higher than the national average.

### Pupils Achieving Expected Standard: EGPS

100%

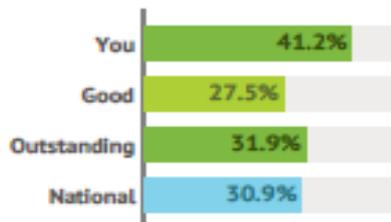


At Little Paxton Primary School 100.0% of pupils achieve the expected standard in EGPS. This is 26.8% higher than the Good schools average, 29.5% higher than the Outstanding schools average and 23.1% higher than the national average.

Cohort size = 34

### Pupils Achieving Higher Standard: EGPS

41.2%



At Little Paxton Primary School 41.2% of pupils achieve the higher standard in EGPS. This is 13.7% more than the Good schools average, 9.3% more than the Outstanding schools average and 10.3% higher than the national average.

All agreed these Y6 outcomes represent excellent results and, whilst there are areas to work on as seen from the whole presentation, the pupils and staff should be congratulated on this success and should feel very proud of these achievements.

**QU:** The term “start of year attainment” seems to be used interchangeably with “target for end of year attainment” – which do these percentages refer to? Because all pupils should make at least expected progress from their starting points this is in fact the minimum target for attainment. For example if at the start of the year 80% of pupils are at or above ARE in reading say then, if they all meet the target of making expected progress throughout the year, we expect 80% to be at or above ARE in reading at the end of the year. Similarly if at the start of the year 30% of pupils are above ARE in maths say then, if they all meet the target of making expected progress throughout the year, we expect 30% to be above ARE in maths at the end of the year. Where pupils are below ARE at the start of the year they are targeted to make accelerated progress in order to try to close the gap in attainment but always recognising that children are individuals with particular strengths and needs.

**QU:** During handover from one teacher to the next class teacher are the vulnerable groups and the particular challenges and barriers to learning that individuals might face identified and shared? Yes, in July there is time set aside for this and all class teachers know which pupils in their class belong to which groups and any other relevant information about them.

**QU:** How easy is it to identify children at risk of not making expected progress as they move through the school? All pupils are tracked so it should be clear. It is more difficult to see sometimes as children move from EYFS to Y1 as the curriculum and the assessment methods and recording systems are quite different.

**QU:** How confident are we in the accuracy of data? Y6 have externally marked tests in reading, maths and EGSP (English grammar, punctuation and spelling) and Y6 writing is teacher assessed although it is also moderated. This year our Y2 assessments were moderated. For some children the class teacher was asked to provide more evidence to support their judgment of a particular child's attainment which they did. Overall judgments were upheld by the moderators.

**QU:** So if our Y2s are moderated again this year would staff feel more confident about the evidence they needed to supply? Yes, definitely. It was a really useful exercise and staff learnt a lot from the process.

**QU:** The use of Maths Mastery seems to have had a negative impact in year groups where it has been trialed – what is being done as a result? JW (Maths lead) has begun to provide more inset for staff; also school is being more selective about which bits of the Maths Mastery materials are used – for example “Maths No Problem” was found to not to support learning in our school for either those below ARE or those working at greater depth, whereas the “White Rose” materials have proved more useful.

**QU:** What monitoring has there been of the Maths Mastery? The SLT are closely monitoring the impact. There has already been one governor visit to talk to pupils and staff about their experience of Maths Mastery and a follow-up visit is planned for next term.

**QU:** There seems to have been a decrease in the number of pupils at ARE or above ARE in some year groups – were these decreases expected? No, although the lack of progress was identified during the year and interventions were put in place to try to improve outcomes, however at the end of the year there was a still a decrease in numbers achieving ARE.

**QU:** Has analysis been done to determine whether the impact was across the whole cohort or restricted to a particular class? Yes, and there was not any significant difference between outcomes for parallel classes in each year group.

RJ explained that teaching staff have moved year groups this year in order to ensure there is a spread of more experienced staff across all years. As already explained, the school is looking carefully at what parts of the Maths Mastery scheme to use as well as ensuring staff receive training in using it. The concern is that it did not seem to support the lower achieving children or to stretch the higher achieving children. In addition TAs have moved to different classes both to ensure continuity for pupils and to best utilise the TAs' particular skills. For example a TA with speech and language expertise has been moved to Y3 to support the needs of children in that cohort. KS1 staff are also looking at what they can do to support children as they transition to KS2 as for some children the jump in expectations of learning is a barrier.

Changes in the deployment of staff will be kept under review by the SLT. If there is no improvement in the data at the end of this term then further changes may be necessary.

**QU:** How has all this impacted on staff – their well-being, confidence and motivation? A great deal of support has been put in and the SLT are working with staff to ensure the changes have a positive impact.

**QU:** You have mentioned several times that certain year groups have received a number of new pupils throughout the year which has affected outcomes for those year groups. What data and information do you receive about pupils joining the school? It depends on which Local Authority and/or school the child has come from. Some provide a great deal of information including examples of the child's workbooks, others very little.

**QU:** Can you ask for more? Yes, and sometimes we contact a previous school by telephone for additional information if there are significant concerns.

**QU:** What about SEN pupils – do get adequate information about their needs? Yes, for pupils with a statement or an EHCP a lot more information is provided.

RJ explained that for all children joining the school it is important that they are assessed and assimilated quickly so that the school can start to address any learning needs they may have and they continue to make progress in their learning with as little disruption as possible. Within a fortnight of arriving a skills check is used to assess the child in maths and a running record is used for reading.

Clearly moving schools can be disruptive for the child who moves but it can also cause some disruption in the class at the new school. Some year groups have had significant numbers of new joiners throughout the year – for example 11 pupils joined last year's Y3 cohort at different times – this may have impacted on outcomes as staff have worked to integrate new pupils into existing classes.

It was reported that the impact is greatest the older the year group that a new child joins. Often this is because the child has not been used to the high expectations that teachers here have for all children, especially high expectations of behavior.

**QU:** Is the school meeting the needs of new children who join and, as a result, do they make expected progress? All new children are assessed soon after entry and any identified needs are addressed quickly. RJ did not have specific data to answer if new children make expected progress in the time between joining and the end of the year.

**Action:** RJ to find out and report to next meeting if new children make expected progress in the time between joining and the end of the year.

**QU:** Can targets be changed during the year, as some of this relates to performance management of staff? Generally the targets set at the beginning still stand but if there are significant changes to a cohort (either children joining or leaving) it is reasonable and fair to take that into account when reviewing the year. It is still the case that all children should make expected progress from their starting points and from whatever point they join the school. It should be noted the teachers' performance management objectives have been clearly linked to the priorities identified from this analysis of the data.

**QU:** Presumably higher achieving pupils joining a class can have the opposite impact on overall outcomes – is this also considered? As all children should make expected progress from their starting points and from whatever point they join the school, this applies to higher achieving pupils as well.

We have noticed an increase in the number of pupils joining the school with EAL (English as an additional language). Some are already quite fluent when they join but many are not. As with all children the important point is to identify the need quickly and provide appropriate support so the child starts making progress as soon as possible.

**QU:** The Y4 cohort has seen significant decreases in percentages of pupils achieving at or above ARE in reading and writing but, unlike some other year groups, this is not the case for maths – why is this? This year group was not part of the Maths Mastery trial in school last year which may be why their maths results are not affected. However, there some issues in the year group as a whole and the lower attainment in English is thought to be cohort specific. This is giving pause for thought with the introduction of the Maths Mastery scheme across the school as in this scheme all children are taught together (no setting of classes) and all are entitled to access the full maths curriculum appropriate for their year group. This can sometimes be difficult for children who are already struggling. It has been decided that the school will continue to set maths groups for the current Y3 cohort as there is the greatest need for support with that year group.

**QU:** It is clear from the data that some pupils who were at ARE finished the year below and some who were above finished at ARE, that is they have not made expected progress – what is being done to try to prevent a repetition and also to enable children to catch up? This, alongside those below ARE who are not making at least expected or accelerated progress, is the main concern. These children are identified and known to the Class Teacher and also the Phase Leader. From this year Phase Leaders are being asked to collect, collate and analyse the data for their phase and present this to the SLT. This should give a clear focus on pupils who are at risk of not making expected progress so any actions necessary can be taken early to support particular children.

RJ informed governors that she had volunteered to act as a coach/mentor for the new Phase Leaders. Governors agreed that it was important that staff are supported to develop their skills as they take on new roles.

**QU:** As already remarked on, Y6 results were phenomenal in 2017 – can these be replicated again this year? And also next year as the current Y6 teacher will take maternity leave and we hope to open a second Y6 class so there will be two teachers new to Y6? How will these teachers be supported? Early signs are good for this year and the present Y6 team feels they have everything necessary in place to enable the children to achieve. In recruiting staff over the last couple of years we have been mindful to appoint teachers with a range of experience and skills to offer and there are members of staff with previous Y6 experience who can fulfill the role. The SLT has already discussed what needs to be done to support such staff. In addition we are looking at what can be put in place in Y5 to support pupils moving into Y6.

**QU:** Is progress data available? This will be presented at the next meeting. RJ worked with EB to provide suitable data for this presentation. There will be further discussion about the timing and format of data presented to governors at the C&S meeting following this presentation.

The presentation ended at 8.00pm.

#### **Action Points**

R Jenkins	Find out and report to next meeting if new children make expected progress in the time between joining and the end of the year
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