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Little Paxton School Governing Body

RAISE online presentation held on Monday 21st November 2016 at 6.30pm

Present:

Ellen Barratt	Parent Governor	David Jones	Parent Governor
Maria Button	Co-opted Governor	Mike Kendall	Co-opted Governor
Penny Conway	Authority Governor	Gemma Manning	Parent Governor
Neil Donoghue	Co-opted Governor	Oliver Poulain	Parent Governor
Richard Fairbairn	Parent Governor	Jordana Watts	Staff Governor
Graham Hiom	Co-opted Governor	In attendance	
Rebekah Jenkins	Associate Member / Staff	Alison Gatward	Clerk

JW and RJ gave a useful and informative presentation which was greatly appreciated by the governors. Copies of these presentations are circulated with these minutes. These minutes capture the discussion initiated by the presentations.

Governors congratulated JW and RJ on the excellent results and asked them to pass this on to the other members of the senior leadership team and to the staff. Governors recognise that the school has a strong, dedicated team and look forward to seeing the hard work continue as the school move forwards making further progress. It was noted that the questions from the governors and the discussion around the presentation are to ensure that the best possible outcomes are achieved for all children.

Key stage 2 Presentation:

QU: Does the figure for the national attainment mean only 66% of children across the country achieved the national expectation? If so, should the expectation be questioned if only 2 out of 3 children would meet this? National expectation is across the whole country and therefore this is a reasonable benchmark achieved by two thirds of children.

QU: How many years does it take to bring children with EAL (English as an Additional Language) up to ARE (Age Related Expectation)? It varies and can depend on how much English is used at home, whether they have just moved into the British school system etc. Also depends if they also fall into any of the other key vulnerable groups.

QU: From a school perspective do you look at the averages to get a trend? The results are reviewed against last year's as part of the pupil progress meetings.

QU: Do you look at the children who have met ARE to see if they could have exceeded expectations? The results for each child are reviewed in detail and this analysis forms part of the conversations in transition meetings with the secondary school. **QU:** What are the learning points from those children who have not achieved, how does this impact what you do with the next year 5 and 6? More TAs have been trained in the Boosting Reading in Primary programme to support reading. Every year group is reviewed to see how each child can be supported to enable them to make the progress they should. It is important to know the children really well.

QU: The SEN support child who didn't reach ARE; were they new to school? The progress was based on the child's KS1 data and there were issues specific to this child that was the reason they struggled to make

progress. There was strong support in school and at home. The child did make progress, targets were set and small steps were achieved. This child did not sit the SATs.

QU: For the disadvantaged pupils was their KS1 data from Little Paxton? Only one of the three children was new to school. **QU:** So why were two of them below expectations? One was a child with EAL and the other FSM (Free School Meal) child. Everything possible was put in place for these 2 children (extra support, booster groups) but unfortunately they were unable to reach ARE.

QU: In Maths, all children achieved 100 in their standardised score but there are some not hitting 109 which is the average for our school? This is the case but the results are really good. This is currently being reviewed to see what can be done to ensure that the results are closer to the average. Governors re-iterated that they are immensely proud of the results and the amazing job that has been done.

QU: This data relates to those now in Year 7, what about the new Year 6 cohort? There are 34 children with possibly more boys and maths has already been identified as a weakness and so booster groups have started already. In reading, they have begun to look at past papers to identify where the gaps are. Could be a boy heavier cohort **QU:** Are the targets for this year 6 based on pupils' attainments at end of year 5 and/or on an improvement to last year's results? The school improvement partner indicated that the targets need to be aspirational in order to keep the school moving forward. In Year 2 and Year 6 the targets have been set to high levels requiring staff to stretch themselves to support the children in achieving them. Already interventions and additional resources are being put in place to support the achievement of these targets. Staff have looked to see which children will need the extra support to enable them to achieve the targets. There is recognition from staff that the targets are challenging but they have been accepted and there is open dialogue to support them. **QU:** Is there a conflict between the expectations of the school improvement partner and us the governors? The cohorts in year 2 and year 6 are very different to those last year and so to reach for a year on year improvement will be a challenge. The stretch is attainable rather than debilitating. Governors want to ensure that this will not pose a wellbeing issue for the staff or the children by putting them under undue pressure. **QU:** This time last year governors discussed the targets based on previous year's results and how the targets need to be set based on the actual children in that year group rather than on the previous last year's cohort. It was confirmed that the current Year 2 targets are lower this year than the achievements of last year's cohort. This change has already been put into practice. The Senior Leadership Team has taken on board a lot of things further to the discussions at this meeting last year. The type of data is changing and there is not the historic data to draw on at the moment. The split of the cohorts may make a huge difference. More will be learnt when we can see how we can average out against county and nationally.

It was suggested that governors speak to the Year 6 teacher about the targets and how she feels about them. The current year 6 are a very different cohort and have had struggles throughout their journey through school. This could be linked to the governor monitoring visit regarding performance management plans and governors wanting to understand more about the process for these.

Foundation and Key stage 1 Presentation:

It was highlighted again that children are entering below typical in terms of GLD (Good level of development) as was discussed last year. As part of developing the middle leadership of the school, a new Early Years Phase Leader will be appointed who will be looking to sustain and improve the EYFS (Early Years Foundation Stage) provision in the school. **QU:** Why in a village like this are there so many children who are below expected level? The main gap is in communication; this may be an impact of modern technology. **QU:** Do we have more information on what the national standard for baseline assessments looks like? There is a new system for data to assist in benchmarking against National information. DH and RJ have worked on the base line data to enable them to have clear understanding of the children's ability - communication, physical, emotional and social development. This will all be part of the responsibility of the new phase leader. **QU:** Should we be doing more with the intake and the pre-school? What can the school do to support the children earlier? Would you want the intake to have better skills? School has previously liaised with pre-school to encourage them to look into some aspects of the children's development; some things like opportunities to use scissors or change for PE at pre-school would be really helpful. The children move from an environment where the number of adults to children is high (6:1) to school where it is much lower (15:1). The EYFS leader will continue this liaison with pre-school. **QU:** Is there a difference in children coming from pre-school on site and other pre-schools? Yes. **QU:** What about children who don't come from any pre-school? These are the trickiest children because they struggle to socialise in the busy school environment. It was recognised that even if a child is at pre-school they still spend most of their time at home. At the new parents evening expectations are set such as the child being able to recognise their name, do up their coat etc but by this time it is almost too late. Governors discussed whether they should visit the on-site preschool, but recognise their remit does not extend to pre-school. There is a need to understand what good looks like and plan for how the base line is moderated. Who can we compare assessments with? Work has already been done with Priory Infants in this area. Their baseline assessments are similar to ours.

This year school has not bought in a base line package of data but the senior leadership team has been more hands on observing and having critical conversations with the teachers in foundation stage. A new teacher has brought in some helpful ideas from her old school.

Speech is being supported as there are specific language needs within this cohort. **QU:** Is the intervention for children with diagnosed problems or because they haven't progressed as expected? Some are under the speech therapist and others have poor speaking skills. 10 children have intervention plans. **QU:** How far back can you track this? This is from when they joined the school. School has addressed this by employing a TA to specifically give this additional support. **QU:** Phonics check began in 2013, why are we only average in this? This was cohort specific last year with 14 children, who were already below age-related expectations, in the mixed year group class. This has been addressed with children being streamed for phonics across mixed R&Y1 groups. There is a greater focus on seeing where the gaps are for the children who have not passed the phonics tests and supporting the children with those specific areas. The children at risk have already been identified. This will be easier to manage when the school is two form entry. It was noted that the PAN (Pupil Admission Number) will still be 45 for the next intake group of YR pupils; if children who apply are not in catchment they would not automatically be given places. An application has been submitted to increase the PAN to 60 for subsequent years.

Governors proposed to ask the EYFS and the KS1 phase leaders to come and present about baseline assessments and phonics respectively.

The boy/girl gaps in all year groups will be shared next time.