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Little Paxton School Governing Body

RAISEonline Presentation Monday 16th November 2015 at 6.30pm

Sophie Carroll	Parent Governor	Mike Kendall	Co-opted Governor
Penny Conway	Authority Governor / Chair	Debbie Gray	Co-opted Governor / Staff
Neil Donoghue	Co-opted Governor	Graham Hiom	Co-opted Governor
Rebekah Jenkins	Associate Member / Staff	Barbara Hughes	Parent Governor
David Jones	Parent Governor	Oliver Poulain	Parent Governor

In attendance: Alison Gatward Clerk to the Governing Body

RJ gave a useful and informative presentation which was greatly appreciated by the governors. A copy of the presentation is circulated with these minutes.

Governors had received, in advance of this presentation, copies of the full RAISEonline report as well as a simplified version produced by Partnership for School Improvement (Pfsi - the professional company the governors have contracted to provide challenge and support for the leadership team and the governing body itself).

The summarised RAISE Online data was shared with governors ahead of the meeting. The presentation highlighted the significant achievements the school made last year and celebrated the successes. It was pointed out that "No weaknesses were identified in the data set" This was acknowledged to be a huge achievement for the school but RJ explained that this would not leave them complacent but that all staff were still focused on driving forward the school. KS2 attainment rising faster than average over last 5 years, a great position to be in

Areas requiring specific focus have been identified and will be discussed in further detail. One such example is the boys now in year 3 will need to be targeted in terms of additional support.

QU: Please explain achievement and attainment? Achievement is the progress measure. Attainment is the level that children have reached. **QU:** What is the difference between broadly average and above average? Numerically it is about 2% points. It was pointed out that "broadly average" is still good and therefore "above average" is very good. **QU:** SATS results last year deserve to be celebrated. Ofsted look at the progress pupils make from end of KS1 to KS2, which this data says is good - does that not make us an outstanding school? There are two different measures – the attainment of pupils and how they

improve the start to the end. We must ensure that they are making the progress that they need to. **QU:** The starting point will affect what the outcome is. If 100% get level 4 at the end of KS1, how can that be improved beyond level 6 at KS2? Broadly average - page 33 in the original document identifies that this is good. So it would be fair to say "Broadly average for our school" but RJ explained that the school wants to aim for outstanding achievement and attainment. Therefore, our expectations are higher than this. Progress from starting points to the end of KS2 tests, see p39 onwards in the document. Progress is accelerating over 3 years. Progress in maths is in the top 24% nationally.

The gap for vulnerable pupils (free school meals, pupil premium, English as a second language etc) is significant, equivalent to 5 terms progress which is a lot and in maths. This needs action. The data refers to 7 pupils, 5 of whom joined the school later. The Year 6 team worked hard to push children who had been new to the school to achieve the results they did. **QU:** What is being done? All vulnerable children are carefully tracked. Every teacher knows which children they need to monitor and carefully track their progress. **QU:** In KS1 there was no gap at all, can this be tracked through to end KS2? 5 of the 7 children were new to the school. **QU:** How would the figures look without the new children? This would be interesting to review and can be included in the Pupil Premium review later in the year. However, there are time constraints as to how to help new children to make the progress they need especially if they only join the school in year 5 or 6. Governors asked for a summary of prior attainment and an opportunity to review Fischer Family Trust data. The data doesn't show how much progress they have made in our school. One child who joined in year 6 has made 4 years progress since she has been in the school - but this data doesn't show this. If they come without data they are benchmarked and assessed. A judgment is made to set them a level to track from and would then look to see that those children are making or exceeding the expected progress. **QU:** What about the 2 children who have come through the school? These children have been monitored and their background is a contributing factor. There are meetings 3 times a year to discuss with teachers the progress and requirements for Pupil Premium children. **QU:** Currently in KS1 we have 8 children who are vulnerable and are we hopeful they will make accelerated progress through KS2? There is now a better handover from one teacher to the next regarding the children feedback is shared as to who is vulnerable and how best they can be assisted. They are tracked closely.

QU: In KS1 reading is there enough challenge? Lots of interventions were put in place to help them to catch up, even more help now in year 3. BRP (Boosting Reading in Primary) is a programme to accelerate progress in reading. A trainer has come in to teach the teachers and TAs. RJ is also working with 9 KS2 children once a week to help them to catch up. She will also be doing some training on guided reading as well. Encouraging the children to read for pleasure and the work done to make reading more fun along with the added element of competition between Wrens and Robins has given the whole school a focus on reading. **QU:** Is there enough money to buy books? Yes. We are looking

at other mediums as well, iPads etc, but always buying new books sets. We have good enough resources, but we need to ensure that they are being used in the right way. This has begun to improve and the love of reading is becoming evident. In Year 2 there was an issue with books not being changed due to lack of time so now have invested in two full time TAs in that year group with this being one of their key areas of responsibility.

QU: Now the focus is on reading, what about writing and maths? KS2 girls' maths results were only broadly average in comparison with the boys. We have an amazing TA who leads level 6 maths and does an amazing job to invest in these children who make outstanding progress as a result. We are setting for maths from year 2 onwards with three groups Extension, Core and Support Group.

QU: The data shows children at both the top and the bottom generally do well. What about the children who are sitting in the middle, they don't appear to make as much progress as the other children? Traditionally this is the good quiet girls that don't make the progress that they may be capable of making. This generally tends to be seen in maths in particular. The setting for maths hits the top and the weakest, research shows that setting does a dis-service to those in the middle? Firstly the government is directing that children should focus on mastering and depth of learning rather than accelerating onto new content, therefore, accessing higher level work is no longer the primary strategy for children who are doing well. 'All children can achieve' if they are progressing faster than expected then the strategy is to dig down rather than move them on. RJ explained in our school we question the research quoted. The learning objective is the same for each set and the same pyramid of planning is used. This enables specific focused attention on all the children. It is agreed that there is a need to make sure the 'middle' children are not overlooked. RJ explained that they have reviewed how they plan and changed what is done. **QU:** Is this different, how? It is different in that the planning has the same learning objective but the delivery is changed according to the needs of the group. Also the teachers and the TAs all teach all groups on a daily or weekly basis. This is the strategy to ensure that no child is missed and to ensure they all receive focus. RJ offered an open invitation to governors to come in and see how the streaming works.

QU: Related to question regarding the focus on reading, maths and writing; it sounds like it may be difficult to focus on all the different aspects. The Government's focus seems to be on high flyers and those who are disadvantaged, but as Governors we need to ask about all the children in the school? **QU:** The biggest group is the core group, so they really need to be given a chance to shine? It would be good to monitor the core group through their progress data. Already we have identified the 2c level children and they are being monitored. Now there are no levels, the teacher will provide the percentages who are at the expected level, or above or below, therefore we should easily see the progress in each of these groups.

QU: Where do the questions in the presentation come from? The School Improvement Partner (from PFSI) generates the questions for governors. How do we know it is about attainment rather than achievement? Drilling down into the data gives more information. RAISE online simplified document is produced by the School Improvement Partner (SIP) and is simplified for the governors to review. Also the HT, DHT and CoG met with the SIP on the first day of summer holiday to thoroughly review and analyse all the data across the school. Looking at the big picture across every year group the school would receive an outstanding grading. However, only looking at year 2 and year 6 this would be a good grading. Ofsted looks at year 6 and year 2 results for the prior year to give a starting assumption and then during the inspection the school can argue its case that the school is outstanding based on the full picture. We want every child to make as much progress as they possibly can. **QU:** What about the middle group in other years - are they on the radar? This is something to be looking at and is already identified as something that needs to be given some focus. The new curriculum enables the staff to look at each child a bit more than in the old curriculum. The new assessment systems have worked really well and clearly identify if children are secure in their objectives. There is an ongoing review of the assessment system to ensure that it works for every child and may require tweaking in particular if the child is not at the expected year level.

The focus is to use the data to drive improvement. The chosen areas for development and improvement priorities and included on the TOP and SEF with the training programmes planned around these areas.

QU: Slide 9, stability? What is the issue? The school is increasing because of children moving into the school outside of normal time. There is more growth than historically because of the building in the village. The impact is the reliability of the data for these children because we have no responsibility for their education or assessments before they get to the school. As an outstanding school we attract new children and parents buy houses within our catchment to access the school. **QU:** Is this likely to continue, how do we cope with this? Most year groups are now full. It should be highlighted that the stability figure shows a drop from 85% to 83%, the scale is large making the issue look more than perhaps it is. However, once the school extension building work commences and we have more space our growth rates are likely to increase. **QU:** If we are good rather than outstanding would there be a drop off in new pupils? No, hopefully not as it's the ethos of the school rather than the grade itself which attracts new pupils. **QU:** If the website states the school is graded good would new parents still explore further to discover the ethos to the school? Not sure there would be other local options, feel that only when a school is graded requires improvement that it would become an issue to new parents. Stability is something to be aware of in the context of the school but not anything to be overly concerned about at this stage.

However, once the school begins the extension, if there have classrooms ready to be grown into we could be put under pressure to utilise the space and change class structures mid-year should there be a need for school places in the locality. This may cause issues in the future.

Governors congratulated RJ on the excellent results and asked her to pass this on to the other members of the strong senior leadership team and to our amazing staff, who are the reason why there are “no weaknesses” to report. Governors look forward to seeing the hard work continue as the school continues to move forward and make further progress.

Meeting closed 7.42pm