



Shoreditch Park Primary School

MINUTES OF THE SHOREDITCH PARK PRIMARY SCHOOL OUTCOMES COMMITTEE MEETING HELD ON TUESDAY 27 FEBRUARY 2018

Present:

Jane Kemsley
Claire Keady
Mariam El-sraidi
Helen Fitzpatrick (Chair)
Nikhil Mehta

Apologies: None

In Attendance:

Penny Smith (Headteacher)
Siobhan Fehim (Head of School)
Alix Bevington (Assistant Headteacher)
James Scutt (Assistant Headteacher)
James Pears (observer)

Clerk:

Leah Begley (HLT Governor Services)

1. Welcome/Apologies

- 1.1. The chair welcomed Governors to the meeting and no apologies for absence were noted.

2. Minutes of the last meeting

- 2.1. The minutes were noted as an accurate

2.2. Matters Arising

- 2.3. Noted the support staff profiling will be presented at the next committee meeting.
- 2.4. The terms of reference were agreed by Governors.
- 2.5. No urgent actions were noted.

3. Whole Standards Report

- 3.1. The report noted the schools current position at each stage. Noted Target Tracker assessment tool had been used to collate pupil data and a new assessment lead is ensuring judgements are made using formative and summative assessments. Teachers have assessed rates of progress and previous KS results.
- 3.2. Noted for when assessing rates of progress, SPPS are assessing from previous KS results as guidance on this is yet to be produced by the DfE and primary accountability documents do not contain this information. DfE have stated this information will be published in September 2018.
- 3.3. **EYFS** – the Head of School noted baseline information was gathered which highlighted the starting points to meet end of year expectations. Noted in Literacy, 60% of pupils were predicted to make more than expected progress from starting points and 11% to make expected progress from starting points to meet end of year expectations. 86% of pupils enter reception working below or significantly below which was noted as high, usually this should be between 40-60%.
 - 3.3.1. In maths, 82% of pupils who enter reception are working below or significantly below. 56% are predicted to make more than expected progress from starting points and 15% will make expected progress.
 - 3.3.2. Noted 66% of pupils were predicted to achieve a GLD demonstrating rapid progress which was worth nothing as this is below the national average of 78%. However 15% expected to exceed in reading, writing and maths.
 - 3.3.3. The progress of PPG pupils was noted as outstanding; 63% are on track to achieve a GLD. Governors queried the size of the cohort, Head of School to obtain. **Action: S Fehim**
 - 3.3.4. Noted 19% of PPG pupils were working at age expected. Girls are consistently performing better than boys however boys are making sufficient progress. Noted the majority of the SEND cohort is boys therefore explains the lower performance. 40% of boys were expected to achieve a GLD. Aiding the progress for pupils was Launchpad for Language which was having a positive impact.
 - 3.3.5. Progress of EAL pupils was noted as rapid with 65% working at age expected. Noted the TKC cohort within reception was small at 4.3% and 57% of this group were expected to achieve a GLD.

3.3.6. In terms of phonics, 84% of pupils were predicted to pass, which was in line with the national average of 86%. A further breakdown were provided to Governors:

- 100% of TKC pupils were predicted to pass;
- 19 out of 26 of boys were predicted to pass.
- 22 out of 23 girls were predicted to pass.

3.3.7. Clarified that more than expected progress was a result of high predictions. Half of children in year 2 who will be retaking were predicted to pass.

3.3.8. Noted three children with complex needs have joined in year 1 and 70% were working at age expected.

3.4. **Year 2** – pupils were making expected rate of progress in reading, writing and maths therefore made sufficient rates of progress from EYFS. Noted attainment outcomes were in line with the national average and children were on track to meet predictions.

3.4.1. The Head of School noted writing outcomes were slightly lower; the school was addressing this through a change in the timetable to allow children more time for writing. Noted GD in reading was 4% lower than national average however all pupils had made sufficient progress. It was hoped that this percentage would increase when pupils in year 2 move on to Destination Reader. Again, girls had better outcomes than boys by 8%.

3.4.2. PPG pupils again were performing well in year 2; as well as non PPG pupils.

3.4.3. Noted 5 TKC pupils were not working at expected standard due to SEND contextual factors.

3.4.4. From the January checkpoint, (summative and formative assessments) it was believed all pupils were predicted to achieve expected progress.

3.4.5. The target setting data sheet provided to Governors (item 5) noted 5 children out of the PPG were on track to be working at GLD at the end of year 2. The Headteacher noted PPG 'most able' pupils is currently on the national agenda and closely monitored by Ofsted therefore Governors should be aware of this.

3.4.6. Governors queried how the 'most able' group were provided with extra challenge. Noted there was no national guidance on this however through Hackney guidance, the school differentiates the curriculum as well as the homework, success criteria, guided group work, identify children for clubs, pupil voice clubs etc. Noted further guidance will be provided in September 2018 which is likely to include assessing from earlier stage.

3.4.7. There are seven PPG more able pupils in this year group; 100% working in GD for reading, 85% working in GS for writing and 60% working in GD for maths, this is predicted to increase by one child to 85% by the end of June Checkpoint. It was noted this be considered in link visits.

3.5. **Year 3** – progress had been maintained since the end of year 2. 71% of the cohort achieved the expected standard; 74% in reading, 73% in writing and 74% in maths. GLD was also maintained.

3.5.1. Noted there remained a boy / girl variation in terms of pupil outcomes however boys start at a much lower starting point and they are still making sufficient progress.

3.5.2. PPG pupils are performing as well as non PPG which was very positive. The 'most able' to be added to the next report. **Action: S Fehim**

- 3.5.3. The cohort of 8 TKC pupils were not working at expected standard, again due to SEND contextual factors.
- 3.5.4. Noted the introduction of the middle school to assist with year 3 transitions was successful; years 2 and 3 now have playtimes together and other interventions have been put in place to ease them into KS2. The Assistant Headteacher for year 2 has worked closely with teachers to ensure a strong induction for year 3 teachers, allowing them to observe classes to view strategies used, expectations etc. The outcome of this strategy was teaching was able to take place immediately and the children were ready for learning. Also classrooms have been moved to ensure year 2 and 3 teachers are in a closer proximity.
- 3.5.5. At the January checkpoint, most children were making more than expected rates of progress. Noted 5 children working below in numeracy are expected to meet standard by year 6.
- 3.6. **Year 4** – noted progress was sufficient; reading at 76%, writing at 73% and maths a 78%. Again the next report will information on more able PPG. **Action: S Fehim**
- 3.6.1. Noted TKC trend was linked to cognitive and SEND needs therefore was a complex picture. The school will continue to consider the interventions used which have had the biggest impact. Noted this was the first cohort with KS2 data in the current system.
- 3.6.2. The Chair queried how middle attaining readers were identified as a concern and what strategies are in place. The Head of School noted it was easier to identify as under the old system and there was no set category therefore looking at pupils at expected standard. It was also highlighted through pupil progress reviews, identified for additional interventions within lessons and outside.
- 3.6.3. Noted this year 4 cohort was based on the same assessment system as year 2 therefore would expect to be more stable. Nationally, there has been a dip for middle attaining pupils overall. The outgoing year 6 was the second year of an experiment of a somewhat chaotic system. The current year 4 are being tracked with rigour by the school.
- 3.7. **Year 5** – noted year 5 was assessed under a different curriculum and there has been and there has also been considerable mobility in the cohort since year 3. 6 children had joined since then, 3 with complex needs and 30% on the SEND register, 3 with an EHCP. All have KS data are not working at aged expected standard. Figures were noted as: reading 78%, writing 76% and maths 78%. Noted this was impressive considering the cohort.
- 3.7.1. Again, there was a variation in terms of boy / girl performance, with a high number of boys having SEND.
- 3.7.2. Noted PPG were performing as well non PPG children. 60% of pupils were working at expected standard, for reading 67%, writing 68% and 83% for maths. It was stated there was only 6 TKC pupils in this group therefore will not be raised as a significant group. However it was noted there are high levels of social and emotional mental health within this group.
- 3.7.3. This would be the last year group to be assessed under old levels therefore the school will be aware of the middle attaining group – teachers are already aware of these pupils.
- Curriculum interventions are showing as having a positive impact. The Head of School will provide Governors with individual pupil impact alongside financial stresses at the next meeting. Mainstream TA's are having a valuable impact. Noted Governors needed to be aware of how long interventions can continue due to financial pressures. **Action: S Fehim to produce a report.**

3.7.4. The school is considering transitioning from year 5 to 6 in more detail. A transition programme is underway and due to the Assistant Headteachers leadership of the year 5 team and consistent communications, there are consistent communications to ensure teachers are clear on expectations. A verbal update would be provided at the next meeting. **Action: S Fehim**

3.8. **Year 6** – noted the number of leavers working at the EXS since year 2 SATs was 6 children, all who are middle attainers. Since year 2, 8 children have joined the school and 5 are working at expected standard.

3.8.1. To measure progress, a number of documentation produced on primary progress and calculator indicators were used. The average progress was at 0 (the national figure last year was -5 and the following predictions were noted by Governors:

- 1.3 reading
- 2.3 writing
- 1.1 maths
- 1.6 combined.

3.8.2. Noted the national picture was required and more contextual information as this is currently hypothetical. The measures to formulate the predictions noted above have been drawn up to stabilise progress however these are an estimate and the best that can be projected with the information available. Noted the current attainment corresponds to predictions.

3.8.3. Of the 8 PPG children, 5 children have SEND and are not expected to achieve standards. These are children who were not in the school previously therefore detailed case studies have been put together and will be shared at next outcomes committee. **Action: A Bevington**

3. SEND Standards Report

3.3. The report noted 107 children on the SEND register; many children had been removed from the register however more had been added due to the new cohort. Despite this, numbers were down from last year.

3.4. To measure progress, Target Tracker had been used for years 1-6. For EYFS, a list of case studies had been compiled and progress was measured against entry assessments.

3.5. Noted for children working in 16-26 months, a great amount of intervention had been received from the SENCo, SaLT's etc. The data showed these children had made a considerable amount of progress however still working below average. Noted children who had not made significant progress (30- 50 months) had less intensive intervention and monitoring as were not working significantly below average. Governors questioned if resource was available to put interventions in place, when considering funding cuts. Noted SPPS prioritised SaLT intervention as this was a valuable resource, as well as Launchpad for Language therefore this had not been cut. Noted funding cuts were a concern and the Finance and Resource Committee will look at each intervention in detail, consider which have the biggest impact and look at what can be maintained going forward within budget. Noted the school had a wealth of information that can be used objectively to see what interventions have the biggest impact. Also, the Local Authority have announced they will not continue with funding reductions of children with SEND. To assist with further interventions/preventative work, the EYFS team invited parents to the school to inform parents how to teach phonics, maths etc., coffee

mornings are taking place to read books, improve handwriting skills etc. which one Governor stated are skills valuable to parents. Noted these were examples of staff going beyond their role to ensure provision is kept strong.

- 3.6. The Assistant Headteacher stated there were 2 children with EHCPs within Early Years. One child else was currently going through the assessment process for an EHCP.
- 3.7. In years 1 to 6 maths, children are expected to make the 2 points progress per half term and it was expected SEND children to make as much progress as non SEND. Noted in some cases, particularly in KS2, 1-1 tuition and SEMH intervention is having a positive impact.
- 3.8. The report provided a list of case studies for each pupil not making sufficient progress. It was stated nearly all of the pupils on the case study list have educational psychology support or are on the waiting list for the support.
- 3.9. EHCP's pupils – under new guidance, unsure what progress looks like however the school are aware of which pupils are not making expected progress and are closely monitored

4. Updates regarding Predictions for:

- EYFS
- KSi
- PSC
- KS2 (following January checkpoint)

- 4.1. Noted this item was covered in item 3.

Close of meeting – 9:07am

Signed: _____

Date: _____

Helen Fitzpatrick

Chair to the Outcomes Committee of Shoreditch Park Primary School