



BUXTON PRIMARY SCHOOL

Pupil and Curriculum Committee Minutes of the meeting held on 3rd October 2017 at 3.30pm at Buxton Primary School

Present

Matthew Fruish	Trust Governor (Chairman)
Deborah Leahy, Headteacher	Staff Governor
Jo Birks	Staff Governor
Kelly Hall	Clerk

1. APOLOGIES

Apologies for absence were received and accepted from Jason Sexton (Trust Governor).

2. MINUTES OF THE PREVIOUS MEETING – HELD 27/06/17

It was agreed the action point for Miss Birks regarding the foreign languages policy would be carried forward to the next meeting. In addition she will email the teachers regarding KS1 singing assemblies.

The minutes of the previous meeting were signed and agreed as a true record.

3. MATTERS ARISING

There were no matters arising.

4. PROGRESS 2016/17 KS1/KS2

The Headteacher presented the progress data for 2016/17 to Governors. KS2 overall saw 92.5% of children make expected/good progress in reading, 91.5% in writing and 90.6% in maths. Outstanding progress was made by 10.4% of children in reading, 14.2% in writing and 6.5% in maths. The Headteacher advised this level of progress is excellent.

Through analysis of the data, the Headteacher noted that within Year 4 there is a small cohort of boys who are both SEN and pupil premium, which is why there are some children who have made below the expected progress. These children are however well supported with specific interventions to enable them to access an age appropriate curriculum.

Pupil Premium

The Headteacher presented the progress data broken down by those children who are deemed pupil premium and those who are not.

With regards to the school's progress data for 2016/17, the Headteacher explained that within KS2 the percentage of pupil premium children who achieved outstanding progress was excellent when compared to their non-pupil premium peers (12% in reading, 16.6% in writing and 6.5% in maths).

Overall the lowest achievement by pupil premium children was within maths in KS2.

**Agreed
Points /
Action By**

Gender

Within KS2, boys progress was slightly better than girls in writing (93% of boys made expected/good progress, 16% made outstanding progress). Through the academic year, targeted interventions on a range of topics had been put in place to engage boys in writing; the progress data illustrates the positive impact of this additional support they were given.

SEND

The Headteacher advised that just by the very nature of children with special educational needs, it is very difficult to show 'measurable' progress because of children's specific needs. She explained how SEN children's progress is measured in small steps to their IEPs and by assessing their reading and spelling ages, as well as other means.

Within Year 1, 100% of SEND children made good/expected progress in reading, 100% in writing and 50% in maths. Within Year 2, 66.7% of SEND children made good/expected progress in reading, 66.7% in writing and 66.7% in maths. Across KS2 64.3% made good/expected progress in reading, 64.3% in writing and 57.1% in maths.

HAPS

The HAPS (higher attaining pupils) made excellent progress across the year, which is to be expected due to the makeup of this cohort.

The Headteacher summarised that the progress data for 2016/17 is very strong and correlates with the attainment data previously presented to Governors.

5. KEY DATA 2016

The Headteacher presented the key data document to Governors. This has been produced by the local authority and breaks down the KS1 and KS2 results the school achieved, into different vulnerable groups as well as by gender. The document shows the data over 3 years to highlight any particular trends, as well as comparing the school's data with both national results and those for Norfolk as a County.

The document details key areas of strength and weakness, noting the physical development area within the EY development matters curriculum, seeing a downward trend as has the total average points for EYFS.

Within EYFS however, both literacy and maths have seen upward trends, as have Year 1 phonics results.

The Headteacher explained that the school is in line with or above in EYFS with the exception of PSHE.

She also noted that of those deemed FSM, 50% achieved a good level of development in EYFS.

The Headteacher advised Governors that she has summarised this information within the school SEF document.

6. FFT – SCHOOL PERFORMANCE INFORMATION 2016

The Headteacher explained to Governors that the FFT is a service the school subscribes to. The school generally falls within FFT5 which is the top 5% of schools in the UK, with targets usually set by schools within FFT20.

She noted that the school trend is considerably higher than national across the

board.

The Headteacher advised Governors that the APS for the Year 5 cohort in reading, writing and maths is 16.8, with this enabling progress to be shown from KS1 to the end of KS2. The Year 6 class teacher has seen the FFT information and so is clear on where the children need to be in terms of achieving well the end of KS2, so showing good attainment and progress.

In addition to this data, the Headteacher informed Governors that question level analysis is performed on the previous year SATS papers. Each question is analysed and the school is informed how many questions Buxton children were successful on. This is an excellent tool to ensure there are no gaps in the children's learning and understanding. The class teacher uses this key information to assist with teaching the current Year 6 cohort.

7. SCHOOL DATA BENCHMARKING – STARTING PERCENTAGES

The Headteacher advised that this document shows the starting data of the children. Each year she looks at the number of children in each year group (Years 2-6) who are working at the expected level of development, above and then below. This information is broken down in to vulnerable groups. The Headteacher then identifies the children who are at risk of either NOT on track to achieve expected progress within the year, and who are NOT on track to meet national expectations at the end of year 6.

This information is taken annually from the Headteacher's data tracker. She advised that for this academic year, pupil asset is to be used to track children's progress and this system should produce the same information at the end of the academic year, as presented at the meeting now, but maybe in a different format. All of this information has been shared with teaching staff so they are clear on which children will require targeted interventions and additional support.

8. POLICY RENEWAL

The following policies have been updated and are for renewal September 2017:

History, Geography, Maths and PE.

The Headteacher stressed that these curriculum policies accurately reflect school practice. All Governors were satisfied with the content of the policies, and the Chairman signed to agree for their implementation.

9. SEND INTERVENTIONS

The Headteacher has recently produced this document which outlines the social and emotional intervention strategies staff could use to support children. It also details the specific support the school is able to implement through their available resources.

10. ANY OTHER BUSINESS

The Headteacher provided Governors with a brief summary of the recent assessment consultation released on 15th September 2017, noting key changes to assessment for forthcoming years.

The meeting closed at 4.15pm.