



BUXTON PRIMARY SCHOOL

Pupil and Curriculum Committee

Minutes of the meeting held on 2nd May 2017
at 5.00pm at Buxton Primary School

Present

Matthew Fruish	Trust Governor (Chairman)
Deborah Leahy, Headteacher	Staff Governor
Jason Sexton	Trust Governor
Kelly Hall	Clerk

1. APOLOGIES

Apologies for absence were received and accepted from Caroline Allen (Parent Governor), Amanda Haslam (Co-Opted Governor) and Jo Birks (Staff Governor).

2. MINUTES OF THE PREVIOUS MEETING – HELD 21/03/17

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

3. MATTERS ARISING

There were no matters arising.

4. PUPIL PROGRESS AUTUMN 16 / SPRING 17

The Headteacher presented the pupil progress data to Governors for 2 terms, for Autumn 2016 and Spring 2017.

KS2 overall 95.3% of children make expected/good progress in reading (making 2 steps progress), 92.5% in writing and 93.5% in maths. The Headteacher advised this level of progress is excellent; expected/good rate of progress would be around 80%.

Outstanding progress (making 3+ steps progress) was made by 2.8% of children in reading, 5.6% in writing and 4.5% in maths.

Year 1 100% of children made expected/good progress (making 2 steps progress) in reading, writing and maths.

The Headteacher explained that there is a slight dip in the data due to the Year 4 cohort where there are a small group of children who fit a number of vulnerable groups namely SEND, pupil premium and by gender. This cohort of children are well targeted with clear and specific interventions.

Pupil Premium

The Headteacher presented the progress data broken down by those children who are deemed pupil premium and those who are not. Raiseonline now compare pupil premium children to other pupil premium children nationally, in order to compare data like for like. It used to be a comparison between pupil premium children and non-pupil premium children.

Due to the Headteacher not having access to the 'in school' national data for

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pupil premium, she continues to compare pupil premium to their non-pupil premium peers in school. There are 31 pupil premium children within KS2 and 10 within KS1.

A discussion was held at this point around the difference in number, to which the Headteacher explained that despite every effort by the school, the number of parent's who complete the documentation to advise of PPREM status is reduced in KS1, due to the children automatically qualifying for universal free school meals. The Headteacher detailed some of the efforts made to promote 'take up'.

Overall pupil premium children have not performed quite as well as their peers over the last two terms, however the difference in percentage is small. In KS2 90% of pupil premium children made expected/good progress in reading, 80% in writing and 80% in maths, compared to non-pupil premium children with 97.5%, 97.5% and 98.7% respectively. The main reason for this is the increasing number of pupil premium children who also fit into a different vulnerable group (SEND, for example).

Gender

Overall girls have performed slightly better than boys in KS2 (there are 57B & 51G). Even the small percentage of boys who didn't make the expected progress (mainly year 4) still made 1 step progress. For some children progress cannot be seen in a typical measurable way, however it can be measured via steps made towards IEP targets and work in books. The numicon intervention for example has a clear assessment criteria for entry and exit onto the programme, thus providing a measure of progress for some.

SEND

The Headteacher advised that just by the very nature of children with special educational needs, SEND children's progress is measured in small steps towards their IEPs and by regularly assessing their reading and spelling ages.

KS2 71.4% of SEND children made expected/good progress in reading, 57.1% in writing and 64.3% in maths. A large percentage of the SEND children are within the Year 4 cohort.

Within KS1 there is very little difference in progress between those children who are SEND and those who are not.

HAPS

The HAPS (higher attaining pupils) all made their good progress. The Headteacher explained the key is to ensure this cohort of children have a breadth of understanding, and the ability to gain solid skills for learning in order for them to deepen their understanding. Mastery in a specific subject provides the children a broadened skill set and deep subject knowledge.

In response to Governor questioning, the Headteacher confirmed she now no longer tracks Badersfield children separately as there was no significant difference between the data of Badersfield and non-Baderfield children. Badersfield children constitute approx. 1/3 of the school population and through the effective pastoral, social and emotional support the children are given, data collected was showing that there was no longer a significant difference between Badersfield children and their peers.

5. ANALYSIS OF DATA

The Headteacher informed Governors that teachers have supplied her with pupil progress information on the children in their classes and from this she has produced a summary analysis. This means she identifies 'target children' from each year group.

The Headteacher advised the meeting she has looked at the current Year 5 cohort in depth to ascertain which children are at risk of not achieving their expected progress by the end of Year 6 (i.e. in their SATs). Their current teacher is aware of what is required in terms of targeted interventions, in order to ensure these specific children reach their progress targets by the end of Year 5, so achieving at least EXS at the end of year 6 is possible..

The Headteacher undertakes this form of analysis each term so that all teachers are very clear on which children need targeting, and that it is all of the teachers responsibility to work together to ensure the children reach their potential by the end of Year 6.

In terms of EYFS these children are tracked separately; the Headteacher uses their baseline assessment as a starting point, comparing to their end of Autumn term progress and then end of Spring term progress looking at each of the different 17 areas to identify those children who will make a good level of development at the end of their reception year. She identifies any children and key areas that may hinder the achievement of attaining a Good Level of Development for each child.

A Governor questioned whether the data analysis of those children not on track to achieve their potential correlates with any behavioural issues, to which the Headteacher advised for some children it does.

AGREED

The Headteacher also reminded Governors that assessment of progress is now performed in foundation subjects too, with the children who are at, above and below age-related expectations identified termly. This information is not only valuable to class teachers, but also subject leaders.

AGREED

6. CURRICULUM POLICY

The Headteacher presented the updated curriculum policy to Governors. This is a 3 yearly policy which has been tweaked to reflect the strong curriculum taught at Buxton Primary, adding that the curriculum is at the heart of the school.

All teachers have had the opportunity to read and comment on the policy.

All Governors agreed, and the policy was adopted.

7. SMSC POLICY

The Deputy Headteacher produced this policy 3 years ago. It has recently been amended to reflect the current spiritual, moral, social and cultural practice in school.

All Governors agreed, and the policy was adopted.

8. ANY OTHER BUSINESS

The Headteacher advised Governors the Business Manager has recently undertaken the annual attendance audit with the local authority which was very successful. Additional discussions were held between her and the LA around

persistent absentees and percentage attendance of pupils.

The Headteacher also advised the committee that the Early Years teacher had been called by the LA for external moderation. This entails the LA requesting provisional cohort data, selecting 5/6 children whom the teacher will provide evidence to justify the teacher assessment. Schools are given 24 hours notice of the children they will be discussing. Miss Birks will be attending moderation on 10th May.

The meeting closed at 5.30pm.