

GLADSTONE ROAD PRIMARY SCHOOL
"Learning, caring, growing together"

MEETING OF THE SCHOOL IMPROVEMENT COMMITTEE OF THE GOVERNING BODY

DATE: Tuesday 11th July 2017

TIME: 6.30 p.m.

PRESENT:

Mr Richard Adams (Committee Chair)
Mr Keith Wright
Ms Jane Pepper
Ms Jane Malpas
Mrs Helen Halliday

Mrs Helen Kindness
Mr Julian Leader
Mr Teddy Sulman
Miss V Lewis (Clerk)

MINUTES

1. Welcome from Chairperson

RA welcomed committee members to this evening's meeting and in particular Mr Buchan and Mrs Jenkinson who would be presenting.

Action: None Required.

2. Apologies for absence; consider acceptance of apologies

All committee members present.

Action: None Required

3. Confidentiality

Agenda Item 9 will feature confidential discussions.

Action: None Required

4. Declaration of Interest in any Agenda item

There were no declarations of interest in any item on the agenda.

Action: None Required

5. Presentation by Behaviour Manager Gary Buchan

Qualified as a teacher 1979 but instead moved into the police force. Returned to education after retiring from the police. Worked at Graham School at a teaching assistant and behaviour support before being recruited to Gladstone Road Junior School as Behaviour Manager by then headteacher Brian Robinson. Manages a team of 7 full and part time staff under line management of Tina Jenkinson.

GB has an early morning presence in the park from 8.30am keeping an eye on any trouble etc. There is no legal obligation but this sort of 'meet and greet' is received positively both parents and pupils. GB's presence has also resulted in children coming into school in a more timely and organised manner.

The behaviour team's role is not just about dealing with naughty children; it is about forming relationships with pupils and parents to influence their time in school in a positive way. It is about responding to children who are finding themselves in a short term crisis, staying calm and resolving the situation. The behaviour team ethos is to try to find the root cause of any issues, children are rarely malicious for the sake of it, by forming relationships. The team supports teachers, the SLT and support staff so that their time can be spent effectively.

GB organises the behaviour team on a day to day basis and organises interventions to promote pupils staying in class. He identifies issues with children and then creates action plans to help pupils while also advising and supporting teachers. He spends a lot of time working on plans for 'unstructured' time such as playtimes and has seen a reduction of 60-70% in playtime issues. GB runs a lunchtime withdrawal club to help pupils who need time out from the playground and / or the dinner hall. This club also lends itself as a venue for those pupils receiving missed lunch as a consequence. TJ added that some pupils now choose to remove themselves from the playground to go to GB if they feel the situation is making them uncomfortable or angry etc. She said this is testament to the relationships and systems GB and his team have created. GB calls this 'self referral'.

GB liaises with outside agencies and attends meetings such as EHCARS. He is also a key liaison with parents, particularly those who don't like to engage or who may be angry.

GB maintains extensive behaviour records and feeds back to teachers and SLT. This means issues and particular children can be tracked and monitored on an ongoing basis. This can feed into finding a long term solution for some pupils for whom GRPS may not be the right placement. Approximately 1500 incidents over last year which sounds a lot but in a school this size that does not even equate to 2 per pupil. Many of the incidents are also lower level.

General attitude of the team is very inclusive – if help is needed they go no questions asked. TJ added that they are a very pro active team, and GB is instrumental in the success of the team. HH agreed and said that it has become apparent that children with needs can be identified much quicker, with a broad wealth of evidence and therefore changes such as need to change school can be sought much more successfully. The team helps the children and their families with day to day issues but also by dealing with underlying issues. KW said there have been battles with the LA to get certain help for pupils but the robust evidence put together by the team has been inscrutable.

TS said that it is very impressive to have such a well-qualified person leading the team but queried whether female pupils feel comfortable approaching GB as he is male. GB said this has never been a problem, lots of girls attend lunch club or come to him for support. For example a particular Y4 girl requested to eat at lunch club with GB and attended for 2 terms whilst also talking about her feelings leading to an evident dramatic transformation in her.

JL said it would be interesting to see breakdown of figures across year groups, gender etc of those involved in incidents as well as those who are accessing support. GB said he had done an analysis at the end of last year and will do so again this year. Once he has done so he will forward it to governors for discussion by the committee at the next meeting.

RA said that Ofsted inspectors highlighted behaviour of the pupils and the fact that bullying is minimal as a positive which is testament to the behaviour team's robust and diligent work. He also thanked GB for his presentation this evening.

Action: Analysis of 1617 issues / behaviour log sent to governors

By: GB/Clerk

6. Minutes of previous meeting 28.02.17

The Minutes from the meeting on 28.2.17 were presented. Proposed by JP and seconded by JM. Minutes were signed by RA and returned to the Clerk for filing as per procedure.

5. HH advised that Alison Bailey has not visited re Phonics but that Heather Russell has had extensive input instead.

12: Parent Helpers deferred to a meeting in the new school year.

Action: Minutes from meeting 01.11.16 to be filed as per procedure

By: Clerk

7. Matters Arising not Covered by the Agenda

No matters arising not covered by the agenda.

Action: None Required

8. 2017 Outcomes – Mrs Halliday

HH regularly produces projections of outcomes but following the release of KS2 results on 4th July HH has updated the Summary of Attainment and progress 2017. This is also the report HH spoke with the lead Ofsted Inspector about. The inspection suggested that HH share more detail re data of specific groups (such as gender) with governors.

Key Stage 2

- Overall Reading/Maths – stayed in line with 2016
- Writing – improvement of 16% from 2016 but still below national 2016. Significant support in writing has been in place from advisers which has had an obvious impact.
- Negligible increases in achievement of GDS (Greater Depth) from 2016 to 2017.
- At the end of KS1 children achieving just below the national average end KS2 significantly below national average which appears to suggest that there is learning loss. However, as previously mentioned, KS1 outcomes in non LA moderation years may not have been entirely accurate prior to amalgamation. From next year this should not apply as the figures are felt to be more accurate. Numbers also affected by the new curriculum.
- In Maths – girls and boys achieve similarly.
- In Reading/Writing girls outperform boys which is not uncommon but needs to be looked at.
- SEND achievement of the expected is obviously low but this is not unusual – attainment is not the most relevant with SEND, the progress from starting point is more relevant.
- EAL results are encouraging. TS asked whether the percentages are skewed by low numbers of EAL in cohort? HH yes this can be true and obviously varies year on year depending on the number of EAL on roll.
- Staff are also aware that converting those pupils who achieved or exceeded the expected at the end of KS1 to achieving or exceeding the expected at the end of KS2 needs to be explored. For example in Writing 71% of pupils leaving KS1 at level 2 have achieved the expected at end KS2 with only 3% achieving greater depth, both figures should be higher.

JP asked whether HH had any sense of how there has ended up with a gap between projections and the actual results. HH said that it is difficult as some test questions aren't reflected in the interim framework, and that results are reliant on childrens' performance on the day. She said Y6 teachers have been

disappointed with results and particularly felt Maths results should have been better. KW said that improvements in Writing due to external adviser input has helped massively and therefore similar input for the other subjects will be sought. As much as it disagrees with his, and the school's, ethos it may be necessary to do more 'teaching to the test' in order to ensure pupils achieve according to the framework. RA said that governors had examined the monitoring methods which prompted predictions and all seemed good so what will staff do to ensure predictions are more accurate next year? HH said that the raised reading pass mark of +5 marks did not help as teachers had been working on the idea of 21 mark pass rate. Reading evidence is difficult to assess but obviously this is something we need to look at. KW said that monitoring and predictions form part of the next SIDP.

Standards yet to be released but may mean GRPS drops slightly below the floor standard for progress. Reading was a slight surprise but we were aware that improvements needed to be made.

Key Stage 1

- Great improvements overall in Writing and Maths, not such an increase in Reading but now only 1% from National. Maths No Problem was praised by Ofsted and were positive that it is being rolled out in KS2 from September.
- Tests in KS1 now statutory but only as a tool to complement teacher assessments and intensive moderation. End of KS1 data is now more accurate and reliable.
- Greater depth improvements across all subjects.
- EYFS and KS1 curriculums are not ideally compatible but Ofsted do expect this data. Data on pupils leaving EYFS at ARE is now being drawn up. Low number of higher attainers leaving EYFS as baseline is low entering EYFS (county wide issue).
- Girls outperform boys across all three subject areas, including in Maths which is against the usual trend.
- It is clear that school needs to look at boys writing – teaching methods, writing styles and approaches.
- There is an obvious split in Reading greater depth attainment which is not unusual but will be
- In year progress is good. There has been accelerated progress with many achieving greater depth and those working towards now achieving expected.

Phonics:

- Phonics was a 16/17 SIDP focus. Significant improvements made up from 56% to 72% in Y1 though still below national.
- More or less in line Y2 (+Y1) at 89% - national 2016 91% (this year's number not released yet). Improvement in Y1 due to changes to teaching phonics methods.
- Disadvantaged achievement has improved. HK queried whether this number is skewed by lower PP number? HH said probably a little but still an improvement.

EYFS GLD:

- Now very much in line with national. Girls actually exceed the national by 5%.

Still in the process of analysing the full data and allowing it to prompt action plans and the SIDP.

Action: None Required.

Pupil Premium – Mrs Jenkinson

Year 2:

- 2016 – 2017 attainment numbers have increased in all subjects. Positive impact of new methods.
- Maths attainment improved and the gap with national is closing but no children achieved greater depth.
- Writing attainment improved and the gap with national is closing with a small improvement in those achieving greater depth
- Reading had a small increase but more children achieved greater depth.

Year 6:

- 2016 – 2017 attainment numbers have increased in Reading and Writing.
- Maths attainment saw a small decrease but a small increase in greater depth attainment.
- Writing attainment saw the biggest improvement and the gap with national is closing. There was a small increase to those achieving greater depth.
- Reading attainment increased slightly and this will be a focus for 1718. There was a small increase to those achieving greater depth.
- All high attainers at the end of KS1 achieved expected in writing (50% greater depth) but only 75% achieved expected in maths and reading (with 25% and 19% achieving greater depth respectively).
- All 2a pupils at the end of KS1 achieved expected in Maths at KS2.
- Year 4 is an identified issue – the year group has a high level of SEND, behaviour needs etc.

JP asked what the plans are to improve identified needs. TJ said she has drawn up an action plan which is already being circulated to staff to target staff knowledge re PP as a general idea and also the pockets of vulnerable pupils who need assistance. JP agreed that the difference between those eligible for PP and those who are just above the threshold are often very narrow in terms of family dynamic and background.

JL asked what percentage of the cohort are PP. TJ said that approx. 33% but there are more eligible in upper years due to changes in thresholds during recent years.

RA asked how we can ensure that PP spending is spent on the most problematic areas such as Y4. TJ said that some spending benefits all pupils but spending and strategies will be looked at closely. JL asked if spending is reported/published. KW said that it is published in general anonymised terms on the school website.

KW commented that TJ took on PP in September but subsequently has had to support SEND following SENCO absences and changes to staff. He thanked her for her efforts and doing such a good job. TJ said that she hopes from September, when a new SENCO is in place, she will be able to further unpick barriers and move the area forward as a whole.

Action: Send Pupil Premium report on attainment to governors

By: TJ/Clerk

9. Overview from Ofsted Inspection 5.7.17 & 6.7.17

Full inspection. On the day prior, the computer systems were hijacked by ransomware. SICT worked very hard to get everything back online and we were able to be back to normal the following day ready for the inspection. *Further information re the inspection and its outcomes recorded in the Confidential Minutes.*

Action: Ofsted Report and letter circulated to Parents once received

By: KW/RA

10. Governor Training / Note of Learning Activities/Visits

None at this time.

Action: None Required.

11. Correspondence

None received.

Action: None Required.

12. School Development Plan Verbal Update - KW

Updated and colour coded. Will email to governors for consultation. Set governors to priorities at Business Meeting in September.

Action: Email SIDP to governors

By: KW

13. LA Support Plan Verbal Update - KW

Further info following Inspection will be circulated / discussed next school year.

Action: None Required.

14. School Self Evaluation Verbal Update - KW

Staff drawing together action plans and will revisit once Ofsted Report released.

Action: None Required.

15. Home : School Agreement 2017 – For governor information

JM said that she feels that a bullet point should be added stating parents should provide a number where they can be contacted at any time in the day. JM will liaise with Office Manager Joanne Anderson. HK also added that perhaps the parents' forum could be consulted re wording on the agreement which KW agreed would be a good idea.

Action: Liaise with Office Manager re change to H:S Agreement

By: JM

Action: Parents Forum input into H:S Agreement

By: HK/Clerk

16. A.O.B.

RA has not yet written to MP but will do so as members felt that funding cuts are affecting school increasingly and indeed may have had an impact on the recent Ofsted inspection and gradings.

Action: Write letter on behalf of Governing Body to Robert Goodwill MP

By: RA

Meeting Closed at: 8.55pm

Signed (Chair) _____ Date _____

