

**MINUTES OF THE MEETING OF THE
DOWNSSELL PRIMARY SCHOOL GOVERNING BOARD
HELD ON 14 JANUARY 2019
AT 5PM
AT THE SCHOOL**

Present: Mr Martin Doré (Chair) Local Authority Governor

Headteacher

Mr Deena Chetty

Parent Governors

Ms Sumy Choudhury

Ms Kirsty Sultanti-Jones

Co-opted Governors

Mr Dave Leaker

Mr Robert Morini

Staff Governor

Ms Maryam Osman

Clerk to the Governors: Ella Coulson

Also present: Ms Claretta Jean, Assistant Headteacher
Ms Maria Regan, Assistant Headteacher
Mrs Jan Hawkins, Assistant Headteacher
Ms Marina Kaloki, School Business Manager
Mr Mark Rasem, Teacher
Mr Patius Africa, Teacher
Mr Steve Rogers, Teacher
Mr Matthew Pallas, Teacher

Summary of agreements and actions:

Minute reference	Formal agreements and/or actions identified	Named person(s) for action(s) identified	Completion date
	Date of next meeting: 4 February 2019	All /GS	Immediate

1. WELCOME AND APOLOGIES FOR ABSENCE

- 1.1 The clerk welcomed all those present to the meeting.
- 1.2 The Clerk confirmed that the meeting was quorate with 8 governors present.
- 1.3 There was notice of one confidential item to be discussed at the end of the meeting.

2. DECLARATIONS OF INTEREST

- 2.1 The clerk issued all two governors with copies of the personal and pecuniary interest form. Those governors completed these forms and duly returned them to the clerk for processing.

Chair's Initials:

- 2.2 There were no declarations made pertaining to any of the agenda items for this meeting.

3. GOVERNING BOARD

- 3.1 The clerk confirmed that there were currently no vacancies, and no one is due to come to their end of term.
- 3.2 To consider disqualification due to non-attendance
The clerk advised that no governors were eligible for disqualification due to non-attendance.

4. MINUTES

- 4.1 Governors received the minutes of the governing board meeting held on 12 November 2018 and agreed these to be an accurate record of the meeting. Mr Martin Doré signed a copy of the minutes and these were retained by the school for filing.

5. CHAIRS ACTION

- 5.1 Martin Doré has been into the school a few times and has tasted the new lunch menu.

6. SCHEME FOR FINANCING SCHOOLS CONSULTATION

- 6.1 The Local Authority has drawn up a scheme for financing schools.
- 6.2 The consultation comes to an end on the 31 January 2019.
- 6.3 Governors are meant to contribute to school's forum for any area they can add to.
- 6.4 The DfE has come up with it and the Local Authority has adopted it to fit in with the Local Authority policies and procedures.
- 6.5 Governors were asked to look at the document and email the schools forum to add anything in or make any recommendations. The school will forward to the DfE if they accept any recommendations.
- 6.6 Schools may retain any interest and any unspent budget share.
- 6.7 If the Local Authority rolls out the funds to us will be around the 16/17 of the month, they will pay an interest element if they cannot roll out on those dates.

7. SCHOOL DATA

- 7.1 Data overview
- 7.1.1 Last year was the first year the school extensively used assessment test data. In the first year the school had 3 assessment points. Data is the attainment data for year groups, baseline and the attainment from autumn 2. Test data is from year 2 – year 5, year 6 data is the test data from mock SAT's papers which are end of year papers.
- 7.1.2 EYFS year 1 are teacher judgements. The assessment cycle is pupil progress meetings once every half term, first lot is evidence-based collection from books to see what progress they have made from the beginning of the year to the end of the first half term. At the end of Autumn 2 they have pupil progress meetings and target setting meetings. The aim of pupil progress meetings is to identify focus groups who are those children that are cusping between working towards an 'at' or 'at' or 'greater depth', or below and working towards. They are groups that are close to a shift, they are the children who are highlighted for boosters, quality first interventions and work closely with the teachers which will encourage accelerated progress.

- 7.1.3 Alongside pupil progress meetings, the school carries out writing moderations that happen termly.

Q: Is there a rationale from moving away from teacher assessment?

A: It is around accuracy and fairness. The school needs to ensure the progress measure is fair. Also having accurate data enables us to see what children are in most need of help with to get them effective intervention. It is more robust and does align.

7.2 School Pupil Tracker

- 7.2.1 Dark red is significantly behind, light green is those working just above ARE which is classed as greater depth. The school makes a difference between at plus and greater depth because there is more potential for slippage. Pupil tracker does not make a distinction of the top ones and the just above ones.
- 7.2.2 Dark green is working significantly above, which takes someone from working at year 3 level to working at level 4.
- 7.2.3 Light green is above ARE.
- 7.2.4 Across the board there is a 10% drop from baseline. The general trend is that after summer there is a slight dip but then they catch up as the year goes on.

7.3 Reading

- 7.3.1 The termly assessment advantages outweigh the disadvantages. It leaves checkpoints to re-evaluate and reassess to judge where the next steps are. The school browses through reading assessment papers in class which gives an insight into the objectives that jump out. The intervention groups and booster groups are for children who are working towards. The school can then push the children on once the interventions have helped.
- 7.3.2 In terms of attainment, the current data from KS1 is 63% in both group 1 and group 2. Year 3 is 36%, Year 4 is 46%, Year 5 is 52% and Year 6 is 39%.
- 7.3.3 Downsell is a 3-form entry school, if one class significantly underperforms then it has an impact on the school.
- 7.3.4 Year 3 has 54% attainment as a year group, progress is 57%. There has been a lot of transition with two trainee teachers in the classes. The trainee teachers are getting to grips with the curriculum and executing reading.
- 7.3.5 The school is working with the year group leader to ensure what tweaks need to be made and what needs to be added. There is practice of guided reading to work on.
- 7.3.6 The school are reviewing the planning of guided reading because no teachers have planned for guiding reading before.
- 7.3.7 Year 3 are underperforming. The school are working with the teacher more closely to get them to go out and observe good guided reading practice. They are working closely with the year group leader around how to present guided reading and range of the planning.
- 7.3.8 The trainee teachers are both in year 3. They must go to an alternative placement as part of being a trainee. They have 4 weeks left at their placement and in the interim, trainees are taking over the class and are regarded as a fully-fledged class teacher. Therefore, the same protocol with the markings and the standards apply. They are being supported and guided with guided reading.

- 7.3.9 The teacher may be different, but the children will still be the same. Mark Rasem goes in to support the teacher and the children, guided reading sessions are much more focused.

Q: Results are those of the last 3 months, so the teacher responsible is not in place. The support is being provided to the trainee teacher, but does that address the problem?

A: The teacher is not there but the children are still the same. The expectation should still be the same. Matthew Pallas is working closely with the trainees. Adults need to teach the children exactly what they need to move forward. The school spent 2 weeks only talking about reading, set homework, reading materials about approaches to teachers reading. The school shared old lesson plans on how to structure a reading lesson. The school have had a conversation that reading is a problem and has it as a target for the next 5 weeks. The school will learn as much as possible and get ideas from the other school to bring back to Downsell.

- 7.3.10 Year 4 reached a figure of 36% attainment which is of great concern. They were an unstable year last year because the year group leader was on long term absence which had an impact on where they ended up. Reading was an issue for the year group. 72% is reflective of the consistency and the approach taken up by the more experienced teachers which had a positive impact on the year group. A lot of children are on the verge of crossing the threshold. The Year 4 pupil progress meeting was held which identified the children who are close to working towards ARE and is very much a focus for Year 4. It identified children who need boosters and focused interventions.

- 7.3.11 Year 5 attainment was 40% and the progress was 51%. One class has a proportionate of achieving lower. The classes have had a transition where a new teacher took over halfway through the term. The school are working with the teacher to make sure she is engaged in the school plans. The teacher is a more experienced teacher.

Q: Would you be training the teacher and showing them how it is taught in this school, so it is affective. As the leader for reading what do you do?

A: The teacher will be directed to the go to person to sit down and talk through the reading plans, they would have all the examples and materials readily available to them. Then Mark Rasem will go in and check if they need anymore support. 3 teachers plan together, when the school carried out the restructure the year group leaders take time to support the teachers. There has been a change in staffing and it has had a knock-on effect. If changing teachers has an impact, then we need to plan and be ahead of that.

Q: What about training or induction for new staff?

A: From my understanding, the school does not take on supply teachers. The school have safeguarded the levels that guaranteed quality. The year leaders did the planning and whoever stepped in will deliver the high quality. The planning is done so if the teacher is out then the quality is assured.

Q: Is the issue in the planning or the change of staff?

A: As a teacher you might have the best plan but that does not mean it will be executed well. The year group leaders plan together.

Q: What is happening in other classes?

A: They are taking boosters but not all sign up. The children who do not need the boosters and the ones who parents want them to attend. There are interventions during the school day.

Q: Are the teachers doing enough?

A: I think so having worked across the year groups. People are secure in each other's companies, job of leaders and year group leaders and there is an open forum to share problems.

7.3.12 Year 6 have done more than 1 assessment and are on their second mock sat paper now. One was a sample 2016 paper and the most recent one was the 2016 actual SAT's paper. The reading paper was in the press for making children cry because it was so hard.

7.3.13 The sample test was 39% and the previous test was 62% ARE or above.

Q: What is the national figure?

A: It was the year where everyone's data went down.

Q: You have identified the problems, are you confident things will move in the right direction?

A: Yes, you get a feel for it in the year groups, even though it is a setback to a point, the general feel is confident and should move in the right direction. The school is presenting to the governors the school priority for the year and they have added reading on there for a whole school priority. The school have year group leaders in post, senior leaders in school, if you look at the data the progress measures have not shifted. The data is standing out for those classes. As leaders they are making it a priority to be dipping in and supporting teachers who are new in classes.

7.4 Writing

7.4.1 Writing is something that is very hard to test in an exam format, government scrapped end of year 6 writing tests, children effectively build up a portfolio of writing throughout the year and the teacher must assess that.

7.4.2 The school created their own assessment but stuck closely to the end of KS assessments.

7.4.3 There is a robust system at end of KS. The school is assessing with the same rigger in year 3,4 and 5. The school introduced their own system of writing moderation, pretending to be the local authority coming in and checking ourselves. Every teacher had to submit what they thought every child was working at. Someone came in, picked children from random and checked their books. Some classes are spot on and some have major adjustments. Data is not comparable.

- 7.4.4 Some children struggle to read but write very well. The headline for reading and writing figures are the same. The school scored 47.4 % for writing and 47.5% for reading. Variances should balance each other out.
- 7.4.5 There is a gender gap nationally as well. Girls outperform the boys, it is a gap that is too big and is identical for the gap in reading. There is not a big pupil premium gap. SEND children have low attainment which is to be expected.
- 7.4.6 The nursery is too early in the year to talk about their writing attainment.
- 7.4.7 Year 3 stands out, year 3 are coming up as 31% at expected standard which is a similar situation to the reading data in year 3. The class that did well in reading did bad in writing and the class that did well in writing did bad in reading.
- 7.4.8 Year 4 is lower than expected which is very much related to the disruption that happened last academic year due to long term supplies. The progress is better than last year. The progress is 91.3% progress which is significant.
- 7.4.9 In Year 5 there is a difference between the classes. The school need to dig down and see what the school can do there. They are assessing a portfolio of evidence, teachers will be making sure the children are using their best work and it is what they are capable of.
- 7.4.10 The writing moderations need a greater body of evidence.
- 7.4.11 Year 5 is a good example of embedded learning.

Q: What is the assessment of results in year 1 and 2?

A: Year 1 there is a difference of different classes, which is explained by the intake and some will be about expectations. There is an issue of reminding the children about their full stops, gaps, capital letters etc. In Year 2 the difference is between the classes and who is in that class. There is a high proportion of educational needs will skew the percentages. During the moderation, you get comprehensive feedback about the teachers and that is emailed to them. 65% by spring term, plan is to get to 75% and 80%.

7.5 Maths

- 7.5.1 The school have started a new programme which is called 'inspire maths'. It is modelled on the Shanghai model and is all to do with reasoning. The school is on the second year and they can see a significant increase in the children's reasoning capabilities. Year 1 is still teacher assessment, further on is NFR tests.
- 7.5.2 Attainment for year 1, the whole year group scored 66.7% at and above and 53% below. Really good result because for Autumn Term.
- 7.5.3 Classes are fairly on a level. The children are at 69% progress. London was significantly lower because they started with a lower baseline and may have more SEND children in the classroom.
- 7.5.4 The whole year group attainment overview was 63.1% which is good for this time of the year, 36.9% for below. The progress overview is at 71% which is good for this time of year, year 2 are making significant progress.
- 7.5.5 Year 3 attainment is 74.6%, 25.4% for below.

Q: Is there a reason why the blip has affected others than maths?

A: Maths data dropped completely as a school, reading and writing went up and combined scores came down. The school changed how they are doing maths to focus more on reasoning and gave it all, staff meetings were focused towards maths.

Q: It shows that the hard work has paid off.

A: We are trying to juggle it now as reading is an area of concern. Writing is a process with evidence gathering. Reading is an area of development. Maths is universal, some children who do not speak English can still do maths. There is a very high percentage of children who have English as a second language.

7.5.6 Year 4 attainment is slightly below year 3 and 2 with 55.3% as a year group, 44.7% below. Madrid is significantly below because they have 24% SEN children in class. Even though their starting point was low their progress is significant.

Q: For some of the results, the SEN students make really good progress.

A: They can still make progress but not at age related.

7.5.7 Year 4 have a strong team of teachers and very experienced staff.

7.5.8 Year 5 and Year 6 have the same objectives, from year 4 to 5 there will be a blip. Year 5 has a high proportion of cussing children. There is a high proportion of children who just missed out.

7.5.9 Year 6 attainment is when they hit the end of year 6 test, high proportion of children who have 95% - 100% scale score to pass, attainment was 48.6%. Progress will not look as well because they are measuring against end of year test they did.

7.5.10 The overall impression is that everything is robust, everything is honest and true.

7.5.11 There is a strong team sense from the leadership that everyone knows what they are doing, and they are on top of their job and working effectively as a team. No school is perfect, there is a real focus on where the school needs to go and how to get there.

Q: The next set of results will be in spring term, were there things that surprised you?

A: Our reading data did because we invested so much, the school have taken on many children with limited or no English. If we have Ofsted, we will remove newcomers and EAL and demonstrate this to the inspectors.

Q: Are there any headline messages to go to the parents?

A: Can we revisit this discussion as the school are looking to do termly reports after assessments but manageable for staff.

Q: How are the children coping with doing a lot of exams?

A: The children are resilient, if you do not introduce the test and keep it like that it is a culture shock in year 6. They see it as part of their learning, do not do it class. The guidance is to do it in smaller groups, so it becomes a normal activity. The school wanted some children to retake tests and sat with the teacher in a group of 1 and 2. In year 3 there is a transition from small groups to a more formal assessment, during Pupil Progress meetings some teachers stated that the assessment data did not tally

with what they knew about the child and were given the opportunity to do it again and did it well.

Q: Are Year 2 and 6 tested twice a term?

A: Year 6 are but not year 2. The school keep the momentum going in Year 6. Year 2 is still teacher assessment; the test informs the judgement.

Martin thanked the staff to show how well the children are doing to achieve their goals.

9. DATE AND AGENDA ITEMS FOR THE NEXT MEETING

9.1 Date of next meeting

Monday 4 February 2019 at 5PM

9.2 Agenda items for **February** meeting

Headline Messages to Parents

Headline document (March/May)

The meeting closed at 20:05PM

Chair: (print)

..... (sign)

Date:

Chair's Initials:
