

- Other ethnic

Subject Co-ordinators were responsible for collating and analysing Year Group data to identify key trends. Class Teachers tracked individual pupils' performance. Pupils' attainment levels at the end of KS1 were used as a baseline for progress to be measured for all children currently in KS2. The school set a challenging target of achieving 4 points of progress over an academic year for every child. This exceeded the national expectation for pupils to progress 2 sub-levels, the equivalent of 3 points, in an academic year. The Headteacher used anonymous data for Year 3 to illustrate how pupils' progress was tracked.

The school was implementing an 'Accelerated Learning Programme' for the Spring Term. This was targeting the large number of pupils in year 2 and 4 who made no progress in the autumn and children in year 6 in preparation for their SATs. This consisted of a range of 'interventions':

- Booster classes
- Additional Guided Reading Sessions
- Bright Young Things one to one tuition
- Resident one to one tuition for more able / gifted & talented pupils
- Streaming in Years 6, 4 and 2 with the Deputy Headteacher and an experienced teacher taking classes
- Nurture Group
- Easter school

The school had secured free one to one tuition for 15 Year 6 pupils for twelve weeks from a tuition company called 'Bright Young Things'. Also, a Local Authority (LA) Officer was delivering Writing Workshops on how to move on more able pupils. This was being targeted at Year 4. The Headteacher explained that the Nurture Group was being implemented based on a successful model used at another school. Its target group was pupils who found it challenging being in class and would provide a mechanism for withdrawing them from class every day. Booster classes would be provided to all Year Groups according to their specific needs however the focus would be on Year 6 which had the greatest need.

Whole School Tracker Report for Writing, Autumn 2013:

The Assistant Head led governors through the Whole School Tracker Report for Writing, Autumn 2013. The Headlines derived from analysing the 'whole school data' were:

- Currently 73% of the school cohort were on track to achieve national expectations, with 26% within this group expected to exceed national expectations.
- If the target group reached the next level, (made accelerated progress), then 90% of the school would be at or above national expectations by the end of the year.
- Three out of six classes were already achieving 80% or more pupils on track to achieve national expectations
- The target groups were Years 3, 4 and 6 and these groups were being targeted by the accelerated learning programme.

The significant headlines derived from analysing data by specific groups were:

- Underperformance in Years 2 and 4 was being tackled through the accelerated learning programme.
- White British underachievement was cohort specific.
- Pupil premium attainment and progress was broadly in line with their peers.
- Bangladeshi pupils' attainment was above their peers with 81% working in line or above compared to 73% for all pupils.

Responding to a governor's question, the Headteacher explained that Gifted and Talented pupils were expected to make at least 3 points progress and were challenged to achieve 4 points progress. They were not necessarily expected to make more progress than other pupils however their level of attainment would be higher in comparison because of their assessed starting point.

There was a discussion about whether or not the data being presented to governors indicated a changing trend in pupils' overall performance. Data over the last three years has been variable illustrating neither a constant nor upwards or downwards trend.

Whole School Tracker Report for Maths, Autumn 2013

The Deputy Head led governors through the Whole School Tracker Report for Maths, Autumn 2013. The Headlines derived from analysing the 'whole school data' were:

- 70% of pupils were on track to achieve national expectations, with 26% within this group expected to exceed national expectations.
- Children in target groups to push to the next level would receive additional support via the Accelerated Learning Programme to meet national expectations. In Years 5 and 6 some pupils in the target groups were expected to exceed national expectations.

- If target groups made accelerated progress and met expected standards, 90% of pupils would be on track or above national expectations.
- Three out of six classes were already achieving 70% or more pupils on track to achieve national expectations
- Years 2, 4 and 6 were being targeted with the Accelerated Learning Programme

The significant headlines derived from analysing data by specific groups were:

- Underachievement in Years 2, 4 and 6 was cohort specific
- Insufficient progress in Years 2 and 4 was cohort specific. Both classes were being targeted by the Accelerated Learning Programme. Both classes were being taught by Newly Qualified Teachers (NQTs) who were being supported in a range of ways – planning support, modelled lessons, teach teaching and an NQT Induction Programme.
- Less girls were exceeding age expectations in comparison to boys.
- Attainment and progress for pupil premium children was broadly in line at age expected levels, (except for Years 4 and 6). There was a gap between the number of pupils exceeding age expectations in comparison to peers, particularly in Year 6 where 5% of pupil premium pupils exceeded expectations in comparison to 34% of their peers.
- Underperformance of White British pupils was cohort specific. 50% (5 children) of Year 6 children attained below age expected levels.
- Despite attainment of Bangladeshi pupils being broadly in line with their peers, progress was below expectations in Years 2, 4, 5 and 6.
- With the exception of Years 1 and 3, progress and attainment of Black African pupils was below expectations.

In relation to EYFS data, the Headteacher explained that the movement between pupils' on entry assessment and end of autumn term assessment, (maths number, +9% for 40 to 60 months and maths shape and space, +11% for 40 to 60 months) was small because the pupils were being assessed against end of academic year expected levels of attainment.

The Headteacher added that analysing data for specific groups within the school's population and across the whole school enabled the school to identify whether there were issues specific to a group throughout the school or to a particular cohort. For example, the low performance of White British pupils in the Standardised Assessment Tests had been cohort specific and whilst 2012/13 Year 6 Bangladeshi pupils had underperformed, the trend across the school was that Bangladeshi pupils performed well.

The Headteacher highlighted that the differences between the EYFS curriculum and the National Curriculum and different rates of development depending on the age of pupils, meant that a pupil achieving 9 points at the end of EYFS would not necessarily become a high achiever in KS1.

The Headteacher reminded governors that there had been a discussion at their meeting in November about the challenges the school was facing in relation to teaching and learning. During the 2012/13 academic year, there had been a number of staff on maternity leave. There had been difficulties recruiting to cover these staff and retaining cover staff. Also, the percentage of teaching graded as good and outstanding during the early part of the 2012/13 academic year had been lower than previous years. By the end of the 2012/13 academic year this situation had improved but there had been an impact on standards. The current Year 6 had had issues which the school had been tracking for some time as they progressed through the school.

Whole School Tracker Report for Reading, Autumn 2013

The Headteacher led governors through the Whole School Tracker Report for Reading, Autumn 2013. The Headlines derived from analysing the 'whole school data' were:

- 81% of pupils in school were on track to achieve national expectations, with 29% on track to exceed national expectations.
- Target groups consisted of pupils who would be supported to become in line with age expectations however in Years 5 and 6 there were also target groups to exceed national expectations.
- If target groups made accelerated progress then 92% would be at national expected levels by the end of the year.

The significant headlines derived from analysing data by specific groups were:

- White British underachievement was cohort specific
- Attainment and progress of pupil premium children was broadly in line with their peers. Attainment was below the target of 80% in line or above age expectations with the exception of Year 3 and 5 where attainment was above age expectations and their peers
- Bangladeshi pupils were broadly in line with their peers and age expectations. They were well above in Years 5, 6 and 3 however in Year 1 there was significant under performance.

There was a discussion about the level of support NQTs needed to be given to support them to develop their skills as teachers. Governors could consider the school's strategy in relation to the employment of NQTs. A governor commented that the school usually chose very talented NQTs who flourished with the support provided by the school.

Responding to a governor's question, the Headteacher concurred that the percentage calculations on the summary pages for the three subject specific Whole School Tracker reports had not been presented in a consistent format.

The Headteacher mentioned that there had been two external visitors to provide the school with external validation of Teaching and Learning in the school. A Grow Education Partners Consultant, Helen Ridding, had carried out joint observations with the Headteacher, Assistant Headteacher and the LA Professional Partner, Stephen Fisher. The visit also included work scrutiny and feedback from core subject leaders on end of term 1 achievement for each class and main groups. (*A report of the visit was circulated to governors.*) The written report included the following actions and agreed objectives:

- The LA Professional Partner would visit to review the Requiring Improvement classes.
- The Headteacher and Assistant Headteacher would carry out regular learning walks and would invite would the LA Professional Partner to join them when possible.

The Headteacher had written an action plan (*circulated to governors*) to address areas for improvement that were identified in the Teaching and Learning Report. The action plan was already underway. The Headteacher and two LA Professional Partners had already carried out unannounced visits and had provided developmental feedback to teachers. Also, more peer observations were being organised so teachers would have an opportunity to observe each other in school as well as going to observe teachers in good schools.

In response to a governor's question, the Headteacher explained that as a teacher was not given notice of an unannounced visit it was expected that the standard of teaching would not necessarily be as high as in an observed lesson.

There would be further discussion about the action plan at the next Governing Body meeting.

6. Date of Next Meeting

The next meeting of the Full Governing Body would be held on Monday 24 March 2014, 6pm.

Signed:

Date:

Chair of Governors

On behalf of the Governing Body for St Mary's and St Pancras Church of England Primary School