

# West Cliff Primary School

## Standards and Curriculum Committee

2<sup>nd</sup> December 2015 @ 3.30pm

PRESENT: Chair Diana Jeuda Head Christina Zanelli-Tyler  
 Paul Gildroy Mark Burnett  
 Susan Clough  
 (Meeting Chair)

Clerk Peter Geer  
 Scott Grason

S15/14	<p><b><u>Apologies for Absence</u></b></p> <p>Apologies were received and accepted from Ruth Cockerill, Dot Russell and Jo Shipton.</p>	
S15/15	<p><b><u>Declarations of Interest and Confidentiality</u></b></p> <p>There were no declarations of interest.</p>	
S15/16	<p><b><u>Minutes of the meeting of the 22<sup>nd</sup> April 2015</u></b></p> <p>The Governors discussed the minutes of the Standards and Curriculum Committee on the 22<sup>nd</sup> April 2015.</p>	
S15/16	<p><b><u>Matters arising</u></b></p> <p>DJ to draw up guidelines for use across the Whitby Town Partnership for monitoring the delivery of SEN provision.</p>	DJ
S15/17	<p><b><u>RAISEonline / Data</u></b></p>	
S15/17.1	<p><b><u>EYFS</u></b></p> <p>The Headteacher reported in terms of reaching a Good Level of Development the school was above the National Average – this was despite the fact that the cohort had come in to the school in Reception at below National Average, therefore both attainment and progress were good.</p> <p>The Headteacher explained that going forwards schools will be judged on the progress of pupils from entry to the end of Key Stage 2 – however this will take time to work through and will only take effect fully from 2022.</p>	
S15/17.2	<p><b><u>Year 1 Phonics</u></b></p> <p>The Headteacher reported that the results for the phonics test was disappointing. <i>The Governors asked</i> about the causes of this, the Headteacher explained that there were 18 children in</p>	Holding to account

	<p>the class and three were absent during the test period and therefore count as zero. The Headteacher explained that there were also some pupils who did not perform to expectations.</p> <p><u>The Governors asked</u> what was being done to prevent these problems in phonics in the future, the Headteacher confirmed that there are now systems to pick up any issues sooner. Phonics is now being taught from Year 1 to Year 3 and the children are grouped into six phases to allow more focused teaching. <u>The Governors asked</u> about the who held the responsibility for these phases, the Headteacher explained that there is shared ownership between the three teachers and clear systems of collective responsibility. The progress of these children is also being tracked and monitored. The Headteacher explained that there is a teacher who is doing leadership training and the phonics is part of their project.</p> <p><u>The Governors asked</u> about the progress of the current Year 1, the Headteacher confirmed that she did not have any significant concerns about this cohort.</p>	<p><i>Holding to account</i></p> <p><i>Holding to account</i></p> <p><i>Holding to account</i></p>
<p><b>S15/17.3</b></p>	<p><b><u>Key Stage 1</u></b></p> <p>The Governors considered the Governor Dashboard summary of the Key Stage 1 results. The Governors noted that the Average Points Score was 16.6 which was above the National Average of 16.1. The Governors were pleased to note that the APS has consistently risen since 2011 and from below to above National Average.</p> <p><u>The Governors asked</u> about the progress of this cohort, the Headteacher explained that all of the pupils had made at least average progress from their entry data, although there has been a number of additions to the cohort for which there is no on-entry data. The Headteacher confirmed that the lack of standardised data means that the value added figures on the Governor Dashboard need to be treated with caution. The Headteacher advised that with the new national standardised on-entry test (see EYFS above) will provide a robust baseline in future.</p> <p>The Governors discussed the Key Stage 1 results for individual subjects:</p> <p><u>Reading</u> The Governors noted in Reading the percentage of pupils reaching level 2B+ had remained fairly constant over the previous three years, although the proportion getting level 3+ had increased from 33% to 40%.</p> <p><u>Writing</u> The Governors noted that in Writing the trajectory has been</p>	<p><i>Holding to account</i></p>

upwards over the last three years and the percentage now reaching level 2b+ is now very close to the National Average.

### Maths

The Governors noted that this was a mixed picture with the percentage reaching level 2+ falling from 83% to 75%, however the results were strong for level 3+ with almost 45% of pupils achieving this. The Headteacher explained that there were a number of pupils who arrived at the school shortly before the Key Stage 1 tests and this had an effect on some of the results.

### Science

The Governors asked about Science which had declined from 93% at level 2+ in 2013 to 83% in 2015, the Headteacher explained that there is a strategy in place to improve science. The Governors agreed that this strategy should be included as part of the School Development Plan with appropriate targets.

*Holding to account*

**SG**

### Summary

The Governors were pleased that the attainment was above the National Average and that there is a general upward trend in the results over the last few years. The Headteacher confirmed that she felt the results were solid given that this cohort had started from a low entry point, had a number of late entrants and that there was one pupil with a statement.

**S15/17.4**

### Key Stage 2

The Headteacher explained that the results in Key Stage 2 had been disappointing. The Governors asked why this would be, the Headteacher noted that there were five children who were dis-applied from some or all of the tests and a number of pupils fell just short of level boundaries and underperformed on the day.

*Holding to account*

The Governors noted that the Average Points Score was 26.1 which was significantly below the National Average. The Governors asked about the children who had been dis-applied, the Headteacher outlined that most of these had significant SEN needs and one spoke no English. The Headteacher that they had made good progress but were not at a point where it would have been fair to enter them into the tests.

*Holding to account*

The Headteacher outlined that of the pupils who had been entered to the tests then Level 4 was achieved by 88% in Reading, 83% in Writing, 85% in Maths and 73% in SPAG. All of these other than SPAG would have been in line with the National Average.

### Spelling, Punctuation and Grammar

The Governors asked the reasons for the weakness in SPAG, the

*Holding to*

	<p>Headteacher explained that this cohort was the last year that had not been consistently taught phonics and that this had impacted their spelling. <u>The Governors asked</u> what was being done to tackle this, the Headteacher confirmed that there are interventions in place and daily SPAG work and she is confident that the results next year will be much stronger. The work on SPAG is included in the School Development Plan.</p> <p><u>Progress</u>  <u>The Governors asked</u> about progress figures, the Headteacher noted that 82% made 2 levels of progress in Reading, 96% in Writing and 79% in Maths. The Headteacher explained that there were four pupils who should have made 2 levels of progress in Maths but made mistakes on the day and narrowly missed the boundary.</p> <p>The Governors noted that Pupil Premium children outperformed non-pupil premium children in progress.</p>	<p><i>account</i></p> <p><i>Holding to account</i></p> <p><i>Holding to account</i></p>
<p><b>S15/17.5</b></p>	<p><b><u>Other Years</u></b></p> <p>The Headteacher explained that the school had assessed the other cohorts using the old levels system but there are limitations as the targets have been moved and some new topics have been added.</p> <p>The results from the end of the summer term Year 5 showed that only 68% of pupils were at or above expected progress in Maths. <u>The Governors asked</u> why this was the case, the Headteacher explained that there are a number of reasons – three strong pupils left this cohort last year and there were three new entrants that were behind in progress; only one of the eight pupils below expected is not either in SEN or a new entrant. <u>The Governors asked</u> what was being done for this group, the Headteacher explained that there are lots of interventions being focussed here and that she is herself is now working with this group.</p> <p>The Governors noted that the other cohorts were all making good progress across the subjects.</p>	<p><i>Holding to account</i></p> <p><i>Holding to account</i></p>
<p><b>S15/17.6</b></p>	<p><b><u>Attendance</u></b></p> <p>The Headteacher confirmed that attendance was still an issue and was broadly in line with the National Average. In particular there are unauthorised holidays and, while there have been lots of initiatives which have been tried, they have not been able to shift this. Mrs Cockerill will report to Governors on absence and attendance figures at the next Governing Body Meeting.</p>	<p><b>RC / Clerk</b></p>
<p><b>S15/17.7</b></p>	<p><b><u>National Curriculum</u></b></p>	

S15/17.7	<p>The Headteacher explained that the national expectations are higher than they had been as the goalposts have been moved, so that Year 6 are now expected to reach the previous Year 7 standard.</p> <p><b><u>Tracking system</u></b></p> <p>The Headteacher explained the FROG tracking system. The subjects and levels are broken down into objective, the pupils are then tested to see if they meet their objectives and the results are plotted on a table. This is a useful tool for lesson planning and will ultimately be made accessible so that each child and parent can see their own progress. The advantages of this is that for many children this will be a driver for learning and it will encourage parental engagement and shared ownership.</p>	
S15/18	<p><b><u>Standards in Maths and Literacy</u></b></p> <p>See S15/17 above</p>	
S15/19	<p><b><u>Maintain Quality of Teaching</u></b></p> <p>See S15/17 above</p>	
S15/20	<p><b><u>Nurture and accelerate vulnerable learners</u></b></p> <p>See S15/17 above</p>	
S15/21	<p><b><u>New curriculum and ICT</u></b></p> <p>An ICT monitoring report and list of the apps in use in the school were distributed to MB and DJ.</p>	
S15/22	<p><b><u>Outdoor Learning</u></b></p> <p>The 'Learning outside the Classroom' badge submission had been distributed to DJ who confirmed that it was very strong.</p>	
S15/23	<p><b><u>Prepare Children for Life in Modern Britain.</u></b></p> <p>The Headteacher explained that this was part of the Spiritual, Moral, Social and Cultural (SMCS) studies. It was agreed that this needs to be monitored.</p> <p><b>DECISION: DJ will produce a document to ensure that the Governors take an active role in the strategic monitoring of all key areas of the school.</b></p>	DJ

<b>S15/24</b>	<b><u>Any other business</u></b>	
<b>S15/24.1</b>	<b><u>Change to age range.</u></b> The Headteacher reported that so far the responses have generally been positive, however the consultation period has not yet expired. Once the period has ended the Governors will need to consider the responses and make a decision.	
<b>S15/24.2</b>	<b><u>Co-opted Governors</u></b> DJ confirmed that Mat Brown has resigned as a Co-opted Governor as he no longer lives in Whitby.  The advert for new Co-opted Governors has been written. DJ and SC will meet to work out an application process for any expressions of interest that they receive.	<b>DJ/SC</b>

#### Actions

- \* Draw up guidelines for use across the Whitby Town Partnership for monitoring the delivery of provision (DJ)
- \* Science to be included in School Development Plan with appropriate milestones (SG)
- \* Report to next FGB on attendance (RC)
- \* Document to ensure that Governors take an active role in monitoring (DJ)
- \* Application process for Co-opted Governors (DJ/SC)

**Meeting Closed 17.10pm**