

Pupil Progress Meeting

4 October 2022

3.45 pm

Crosby Ravensworth Primary School

Present: Sylvia Evans-Chair (SE)
Barbara Wallis (BW)
Duncan Priestley (DP)
Susan Pattinson (SP)
Anna Lea (AL)
Clerk (AC)

1. Apologies:

There were none.

2. Approve minutes of last meeting:

The minutes from the last meeting, 24 May 2022, have been approved by the Full Governing Board on 8 June 2022.

3. Matters arising:

BW was pleased to confirm that Anna Lea has agreed to become the Link Governor for Early Years Foundation Stage.

4. Declaration of interest:

There were none.

5. School Development Plan and Self Evaluation Form.

SE thanked DP for his hard work in updating the Self-Evaluation Form. It was a job well done.

SE noted that the School has 6 SEND pupils on roll and asked how the needs of these pupils were identified. DP relayed to the Committee that the class teacher would start the process by recognising areas of difficulties for learning displayed by certain pupils. Further discussions may take place with other teachers and then advice would be sought from the SENCO, Heather Lowthian (HL). HL would then advise whether the pupil in question needed to be added to the SEND Register and liaise with the LA for any funding for intervention. It was noted that HL worked 2 mornings each week for Crosby Ravensworth School and was therefore not always available in school for staff meetings. Whilst every effort was made to include HL as much as possible, it remains difficult to plan for full attendance at meetings as most of the teaching staff are part-time.

However, HL is leading new SEND training for the staff, which started with the recent inset session. She had arranged for a series of NASEN videos to be watched by staff, in their own time. These videos supported various skills including information to assist in identifying needs. A follow up meeting will take place, for all staff, on 9 November, staff will attend via Zoom if necessary, to discuss the relevance of the first 1/3 of these videos. HL will lead the 1 hour session.

SE questioned DP about Attendance and what provisions were being made to help improve attendance. DP confirmed that, unfortunately, the patterns of attendance had continued from last year. DP had already written to parents to relay his concerns. He felt a similar group of pupils were absent for similar reasons but had to accept that the absences seemed genuine. Whilst DP agreed that there was no question that poor attendance was a barrier to learning, it was very difficult to put in place a procedure to promote better attendance. An incentive based procedure was preferred but it is far more complex than it may seem: If you have a termly target for a reward, once a pupil has had a day absent, for genuine reasons or otherwise, they are excluded from the incentive. If pupils are rewarded, you are in danger of making those who are not rewarded feeling punished. DP confirmed that every effort was being made to improve attendance and he would note comments made and continue to try to find a procedure to reward attendance without causing issues with those who had been absent.

SE asked if E-Safety was discussed. DP suggested that Governors read the Pupil Progress Element of the Self-Evaluation Form under Quality of Education.

BW thanked DP for his very good work.

6. Pupil Progress: current attainment and progress data:

DP passed out copies of the Summer 2022 Assessment Data. This is produced with colour coding to denote varying degrees of attainment and progress. Each pupil is allocated a number, so pupils are not identifiable. The Governors all confirmed that they were now familiar with the way the data is presented.

DP began with detailing the results for the three Year 6 pupils who took their SATs at the end of last academic year.

Writing:	2 out of 3 had achieved the expected level.
Maths:	3 out of 3 had achieved the expected level.
Spelling:	2 out of 3 had achieved the expected level.
Reading:	1 out of 3 had achieved the expected level.

DP had asked for one pupils Reading Paper to be remarked as he felt some marks had been missed and, as the result was close to achieving the required target, a few marks would have allowed for a further pupil to have reached the standard required. Unfortunately, after the remark the result was not improved. The small number of pupils in the cohort means that this one result alters the overall achievement to 33% but the single pupil achieving the target would have boosted it to 67%.

Overall, DP was pleased with the results.

BW asked if any feedback was received from secondary schools. DP confirmed that Ian Noble, SENCO and Transition Coordinator from Appleby Grammar School, had been very helpful. Mr Noble had liaised with the School regarding the needs of the pupils moving on to the secondary school and he had met pupils from their bus on their first day to ensure the transition was not so daunting. He then, reportedly, supported pupils to ensure they were comfortable in their new school and that they were happy and included in activities that would be of interest to them.

DP told the Governors that one pupil was reluctant to read in Class 2 and this reluctance to engage had been reflected in the reading score, which was just below the standard expected at that stage. Teaching staff and parents had tried to help. The pupil was now reading at the beginning of lessons,

reading to a volunteer on a weekly basis and using the Lexia program to support improvement. BW asked if it would be possible for the Reading Volunteers to have some guidance of what would help such pupils. It was agreed that BW would organise a short meeting of the volunteers after the November online session on Phonics for Governors, to which volunteers have been invited, to share good practice supporting readers. (Since the meeting the TA in charge of the volunteers has offered to meet BW, to share prompt sheets of questions for readers at all levels.)

SP reported that she was pleased with the progress on the two Year 3 pupils in Class1. Although the level of achievement was below that expected at the current stage, they were making good progress. However, she did have continued concerns as poor attendance meant that some intervention was being missed and this was hindering progress.

SP confirmed that the Baseline Assessment of one pupil had been completed and the results were expected soon.

Looked After Children

DP confirmed that there were no Looked After Children in School at present.

Pupil Premium

DP noted that although it stated that there were two Pupil Premium pupils on roll, the process for one of them had not been completed and no extra funding had been received as yet. BW asked if, bearing in mind the Cost of Living Crisis at present, if DP expected that any further pupils would be eligible for Pupil Premium. DP thought it was unlikely but he could not be certain.

More Able Pupils

The Governors noted the More Able pupils from the grid and it could be seen that they were making good progress.

Early Years Foundation Stage

Prior to the meeting commencing, the Governors had visited the improved Outside Area and seen how the area was to be used. Although not all of the equipment had been built or organised, it was clear that the area would be great resource to help stimulate the young minds of the pupils. There were challenges for Maths and Literacy in the area and, earlier that day, the pupils had been building a Sukkah (a Hebrew shelter covered in natural materials) and enjoying listening to the rain whilst staying dry.

SP confirmed that a pupil who had left had exceeded expectations in their assessment and another pupil had achieved results in line with expectations.

7. Intervention Strategies

DP explained that specific needs to support learning were identified by the class teacher. They would then look for resources to support those needs and discuss with others how best to meet the needs. In some cases, when support was required on a regular basis, a Pupil Support Plan would be put in place. This would outline the support that was to be provided and set specific targets. This PSP would be reviewed annually with input from teacher and parents. It was noted that the current timetable for support was working well and changes were made in line with ongoing assessments.

8. Send: The Big Picture

BW had met with HL who had explained the progress that was being made by the Cumbrian initiative to review SEND using Triads. The Triad for Crosby Ravensworth included Bolton Primary School and Culgaith Primary School. However, as HL also worked part-time for Bolton Primary School, this reduced the inputs to just two days. It was understood that Ofsted had highlighted areas for improvement for Cumbria County Council in reviewing SEND. It was felt that the process was a very positive one and had been led effectively by the Local Authority.

It was intended to streamline SEND reviewing by using: SEND in a Nutshell. This was exactly what the name suggests. BW explained that HL's intention for all staff to watch a series of videos, mentioned earlier, was to improve identification of specific needs. There will be 5 or 6 different reasons for pupils to be put on the SEND Register, Specific learning Difficulties or Moderate Learning Difficulties for example, and the videos were intended to help staff identify needs but also be more detailed about the specific categories for each pupil. This would help target support.

The SEND in a Nutshell initiative also intended for it to be possible to compare effectiveness of provision by creating a single sheet of paper that allowed schools to compare themselves to the "Local Picture" and then against the "National Picture". This would be amended at the end of each academic year taking into account what had happened in the previous year.

HL has good links with the Local Authority and is in an excellent position to guide the School through this new initiative.

9. Safeguarding:

DP confirmed that a Safeguarding Audit was taking place on 5 October, tomorrow, in school with a representative from Kym Allen. SE would attend throughout the audit and BW would attend from 9.30am until 11.00am. DP confirmed an audit was not mandatory but it was an excellent opportunity to get the latest information from an expert in this field. All aspects of Safeguarding would be looked at and there would be feedback from the audit and a report detailing action points for the School would be produced. DP felt it was important to ensure the School was doing well in safeguarding.

10. Online Safety

SE asked what was being done to ensure parents and pupils were aware of Online Safety issues. SP confirmed that the weekly School Bulletin was used to advise parents about Online Safety. Also, there is a section on the School Website specifically related to information about Online Safety. This included numerous fact sheets on specific topics as well as a video on Teenage Cyber Crime, helping parents help their children to make the right choices. SP also confirmed that 3 Assemblies each year had Online Safety as a main focus and Online Safety was also taught within the Computing and PSHE provisions. SP offered to highlight the assemblies in the Friday bulletin one they had happened.

SE questioned if the current Online Safety Policy was suitable as it is 57 pages long and includes elements that seem specifically for Secondary Schools. DP confirmed that the Policy was prepared by Kym Allen and, whilst recognising it was quite a substantial document, it was all required.

It was discussed if Governors needed to sign a User Agreement. It was stated that Governors did not use the School System and the only possible issue could be if they used electronic communications to bring the School into disrepute. It was noted that this element was probably covered in the Governors Code of Conduct document. AC would check that this was the case.

It was suggested that all Governors should have, and use, their own personal School email address. It was appreciated that it could be difficult to keep tabs on an extra email address but others in the meeting confirmed that they had managed it and felt it was useful to separate personal emails from School or Governors emails. It was agreed that all Governors should have Crosby Ravensworth email addresses.

11. Governor Monitoring Visits:

DP reminded the Committee that it was important to ensure pupils were not identified within the Monitoring Visit Report. He also confirmed that contact with the teacher to agree when the visit would take place was important and it was essential to ensure that Governors saw teaching taking place as part of these visits.

Governor Monitoring visits would be discussed further at the forthcoming Full Board Meeting to allocate subject areas to monitor and allocate Governors to visits.

DP asked that Governors utilised the prompts contained within the pro-forma for Monitoring Visits to guide them during the visits. This would ensure consistency. DP also confirmed that he felt that these visits allowed the Governors to get a “flavour” of what happened within those subject lessons. It was agreed that checks should be made to see which visits had not taken place and AC agreed to do this. Also, it was requested that a table of the visits was made available, easy to view, on the School Website. Along with this, it was hoped that all visit reports could be accessed. It was agreed that it was important to have a consistency of titling for these reports with Governor, Subject and Date as part of the title. AC agreed to initiate this and ask DP for assistance, if required.

12. Policies to ratify:

Child Protection Policy.

This policy was new and was ready to be adopted by Governors. All Governors agreed to adopt this policy.

Special Educational Needs and Disability Policy.

HL had read the policy and confirmed that it was fit for purpose but a full review was planned for the Summer Meeting 2023. All Governors agreed to adopt this policy.

13. AOB

There was none.

14. Dates for the next meeting:

Spring Term 2022-2023

Pupil Progress Committee Tuesday 31 January 2023 at 3.45pm

To check that this date was acceptable, the meeting noted when the other meetings were likely to take place should this date be suitable. The following dates were suggested as likely but it was made clear that these would need to be confirmed by the appropriate committees. The possible dates were:

Resources Committee Friday 3 February 2023 at 1.15pm

Full Governing Board

Wednesday 15 February 2023 at 4.00pm

The meeting closed at 5.29pm