

Pupil Progress Meeting

11 June 2024

3.45 pm

Crosby Ravensworth CE Primary School

Present:

Sylvia Evans (SE) - Chair

Barbara Wallis (BW)

Duncan Priestley (DP) - Head

Susan Pattinson (SP)

George Griffiths (GG)

Anna Lea (AL)

Clerk (AC)

1. Apologies: There were none.

2. Minutes from last meeting: The minutes of the meeting of 30 January 2024 have been accepted.

3. Matters arising: None

4. Declarations of interest:

AL declared that she has now taken up a role as Education Office Administrator at the Carlisle Diocesan Board of Education.

5. School Development Plan and School Self-Evaluation:

DP reported that he would be reviewing the School Development Plan in the coming weeks. He reported that he was mentoring a new Primary Headteacher from one of the schools within the local cluster of schools and he would be reviewing the SDP as part of this process.

DP noted that very few changes were made to the School Self-Evaluation document during the school year but it was overhauled during the summer ready for the new school year.

6. Pupil Progress:

DP displayed the current data for Pupil Progress was shown to Governors present. DP explained that the system gave each student a grade. The grade, 5 : 4 for example, would show that the pupil was working at a level equivalent to a Year 5 Pupil at the 4th half-term in the school year, i.e. at the end of the Spring Term. The first number is the school year and the second is the assessment time. Assessments are recorded every half-term, so a grade of 3 : 6, would represent a pupil achieving the equivalent of a Year 3 pupil at the end of Year 3. This would indicate a pupil performing as expected.

SP reported that there were 8 pupils in EYFS and all but one of them were on track with regard to the expected outcomes for pre-school. The other pupil was younger and had not quite achieved the required level for pre-school pupils. It was pointed out by GG that the pre-school assessment was applicable to pupils in the last three terms of the pre-school class. The pupil in question being younger and had not commenced the three terms prior to Reception: The pre-school assessment was, therefore, not appropriate.

SP commented that 2 of the pupils in Class1 had grades which were less than expected for their age. She explained that each of these pupils had Special Educational Needs and advice had been sought from the Local Authority Educational Psychologist and Pupil Support Plans were now in place to assist these pupils in their learning. Although their attainment was below that expected, the information shown indicated that they were making some progress.

SP and DP both praised the support and advice provided by a Behaviour Emotional Wellbeing Officer who had been provided by the Local Authority on the recommendation of the Educational Psychologist. The BEWO had visited the School weekly and the sessions had with pupils had proven to be very successful. DP and SP were both very impressed by their work.

SP stated that a Phonics Screening Check was due to take place for pupils in Class 1. Of the 3 pupils in Year 1, 1 was new to the School and she was unsure if the other 2 would pass the screening test. The pupils in question had Pupil Support Plans in place. A Year 2 pupils was expected resit this test and a pass was expected. SP commented on another 2 pupils in Class 1, noting that they were achieving results that were broadly in line with expectations.

DP explained to the Governors present that the Year 6 pupils had taken their SATs Exams. He also explained that several of the pupils had achieved Teacher Assessment Levels of 6:4. The 6 represents a pupil in Year 6 and the 4 represents 4 levels of progress within the year. As this assessment was taken at the end of the Spring Term, this showed these pupils were on track. The assessment has 6 levels for each year split into 2 levels per term or 1 level each half-term. Although these pupils were on track, DP could not be sure they would gain the corresponding level in the SATs exams. This was because, being just on track, it was possible they could dip below this level if they did not perform to their best on the day of the exam.

There had been some consternation when the possibility that a number of Year 6 pupils may not achieve their expected SATs results but this explanation allayed any concerns. The SATs results would be available early in July and this may well allow for the results to be discussed at the forthcoming FGB Meeting.

DP mentioned 2 pupils who were in Class 2, who were working at a level below that expected for their age. DP pointed out that these pupils had Special Educational Needs and were being supported in their learning. In particular, volunteer readers had been invaluable in giving students the time to have adults listen to their reading. The pupils in question had made good progress albeit from a level lower than would have been hoped for. DP thanked the volunteers who visited School to listen to the pupils read.

BW asked DP if the Student Teacher, had made a difference to how DP had been able to support the Year 6 pupils in the preparation for the SATs exams. DP confirmed that the Student Teacher had allowed him to focus on assisting the Year 6 pupils whilst ensuring the other pupils were getting the education that was required. DP noted that with fewer numbers in Class 2 next years, it was unclear if the School would benefit from a Student Teacher as a minimum of 8 pupils were required in a class.

The Governors were shown information from previous years showing the current Year 6's Key Stage 1 results. It was noted that they had not taken the KS1 SATs as they had been disrupted by the Lockdown due to Covid. GG questioned if the Teacher Assessments were available for pupils at this time to use instead of the SATs results. DP reported that the attendance at the time had been sporadic and any information from this would be unreliable because of the significant disruption caused.

SEND:

SEND pupils had already been discussed.

Looked After:

There are currently no Looked After pupils.

More able:

DP noted that some Year 6 pupils had achieved assessments of 7:2, showing they were working at a level expected by Year 7 pupils after 1 term, which was an indicator that they were clearly more able than most. However, he pointed out what he felt was more important, that they were continuing to make several levels of progress. He explained that it was all very well having able pupils but what was important was to ensure they were challenged and continued to make progress.

7. SEND Update:

BW confirmed that she was aware of constructive meetings for School Staff with the Educational Psychologist and this had resulted in the BEWO coming to school.

It was noted that work with Appleby Grammar School was in progress to assist pupils in Year 6 with the transition to Secondary School. The Head of Year 7 from AGS, Kristian Moore, would be visiting the school soon.

8. Safeguarding:

SE reported that there was very little to relay to Governors at present but that she was meeting DP in the following week to discuss Safeguarding in preparation for the forthcoming FGB meeting. A comprehensive update would be available then.

SE confirmed that she had checked Single Central Record and that it was all up to date.

9. Policies to Ratify:

Behaviour Principles:

Whole School Behaviour Policy.

Exclusions Policy

Relationship and Sex Education Policy

It was agreed to leave ratification of these policies until Governors could read through and check. It was mentioned that the School should have a list of banned items and it was unclear if this was the case. Governors would email the Clerk by Friday 15 June 12pm to confirm their acceptance of these policies, or otherwise.

Religious Education

GG questioned if the EYFS pupils were mentioned in this policy. It was noted that the EYFS had areas of education linked to this policy and that these items should be part of the policy. SP agreed to review this and add elements as appropriate. DP mentioned that ST had looked at the policy and was happy that it met the School's needs.

10. Governor Book Monitoring:

It was questioned if there was a need for Governor's to check pupil's books. It was thought that DP, as Headteacher, would have responsibility to monitor pupil's books and that it was not necessarily the role of Governors to monitor books. It was felt that the Governors need to monitor that the books were being checked and this could be done as part of the Governor Monitoring Visits. It was agreed to drop this item from future agendas and make sure book checks were carried out during monitoring visits, as required. It was agreed that a book check element would be added to the Monitoring Visit pro forma.

11. Governor Monitoring Visits:

BW registered concerns that the current system for organising Monitoring visits was not as effective as it could be. She proposed that, rather than Governors volunteering for a subject and a half-termly slot, they should choose what and when they visited. BW proposed to provide a grid with options for Governors to choose their subjects and their own times for the visits. It was hoped that this would ensure Governors made the visits when they said they would. This new system, involving a grid of choices, would be put forward to all Governors at the FGB meeting.

AL questioned if Governors should be making an attempt to focus on specific areas whilst visiting. DP said that this was not necessary as this was the purpose of observation visits. Monitoring visits did not need to make judgements regarding the quality of teaching but more to ensure that things that were said to be taking place, were taking place. DP recognised that this type of observation could prove difficult as, although many of the current Governors were teachers, not all of them were and they would not necessarily have the knowledge to judge specific items.

It was noted that discussions with teachers after Monitoring visits need not be extensive. A quick 10-15 minute chat was acceptable and GG asked if this needed to be made clear on the visit pro forma.

DP showed those present the new and improved Curriculum section of the School Website. There is extensive information showing expectations for all subject areas. It was very clear that this represented a huge amount of planning and hard work to complete.

The Long Term Planning area details the timetable for long term planning including the 2 Year Cycle for Class 1 and the 4 Year Cycle for Class 2. The timetable for lessons for this year is also available [here](#).

There is a separate section for EYFS detailing the School's Statement of Intent, Implementation & Impact for EYFS.

Each subject area then has a section detailing the specific curriculum for that subject. As above with the EYFS, each subject has three sections: Intent, Implementation and Impact. The topic areas also have long term planning documents and further relevant information. The documents below are from the maths area as an example:

Maths Calculation Policy Feb 2023
Long Term Planning Maths Key Stage 2
Long Term Planning Key Stage 1
Year 1 Mastery of Number overview
Year 2 Mastery of Number Overview
Progression of skills (FAGS) Y1 - Y6 Maths

To access this area of the website, use the link below or follow the link to Curriculum on the Key Information tab of the website.

[Curriculum | Crosby Ravensworth CE School](#)

It is recommended that all Governors have a look at this area. It is also hoped that looking at the relevant subject area before a Monitoring Visit would be helpful to Governors.

12. AOB:

BW suggested that thoughts for who should sit on the Interview Panel for the new EYFS teacher should be put forward. She felt that AL and GG would be useful to have on the panel in view of their experience with EYFS education. DP would be on the panel and BW suggested a member of the Resources Committee may be an option. DP felt that it was not necessary to have a member of Resources on the panel as, although they had agreed the funding element, they may not know who was the best candidate for the role. BW confirmed that she would be happy to make up the panel and DP suggested, and BW agreed, that ST may also be a good option.

SP asked that the RE SIAMs Inspection was added to the Agenda for the FGB. It was hoped the outcome of the recent visit would be available soon. AC agreed to add this to the Agenda.

13. Dates for next meetings:

Possible dates for all meetings:

Resource Committee:	Friday 27 September 2024
Pupil Progress Committee:	Tuesday 1 October 2024
Full Governing Board:	Wednesday 16 October 2024

No issues were raised regarding these dates. They would be put forward at the FGB meeting to be finalised and times agreed.

Meeting Closed at 5.28pm

Signed on behalf of the Governing Body:

A handwritten signature in black ink, appearing to read 'B Wallis', with a long, sweeping horizontal stroke extending to the right.

Barbara Wallis

3 July 2024