

## **Pupil Progress Meeting**

**24<sup>th</sup> May 2022**

**3.30 pm**

### **Crosby Ravensworth Primary School**

Present: Sylvia Evans (SE)  
Barbara Wallis (BW)  
Duncan Priestley (DP)  
Susan Pattinson (SP)  
Clerk (AC)

**1. Apologies:**

Apologies were received from AL and accepted.

**2. Approve minutes of last meeting:**

The minutes from the last meeting, 18 January 2022, have been approved by the Full Governing Board on 9 February 2022.

**3. Matters arising:**

There were none.

**4. Declaration of interest:**

SP confirmed that her husband was to carry out work installing strip lighting and her brother-in-law had submitted quotes for work on the canopy extension for Class 1. It was unclear if these items were to be discussed but the declaration was made in case they were discussed.

**5. School development Plan and Self Evaluation Form.**

DP told the meeting that the SDP had not been updated. It was to be worked upon during the summer.

**6. Pupil Progress: current attainment and progress data:**

DP passed out copies of the Easter 2022 Assessment Data. This is produced with colour coding to denote varying degrees of attainment and progress. DP noted that the last two weeks of the Spring Term were impacted by absences due to Covid-19 and this had resulted in a negative impact on the results of the assessment.

BW questioned why the information compared recent results with results from the end of the summer 2021. DP confirmed that this was to make comparisons for the full year. At the end of this summer, the information would show attainment and progress for the full academic year.

SE asked why the School had so many SEND pupils. It was noted that 6 out of 25 pupils were shown as SEND. DP stated that with such a small number of pupils, the data could be easily skewed. In the past the School had less SEND pupils than at present but it was just circumstances that lead to this perceived high percentage at present. Several SEND students had recently joined the School.

It was noted, from the assessment data that Writing attainment and progress was less than the other areas. DP and SP felt that this was because, whilst throughout the lockdown period parents

had been very supportive in ensuring pupils completed the work set, it was more difficult to teach writing remotely.

BW asked how the data was obtained. The Committee was told that this was through a combination of end of unit tasks and teacher assessment. The tasks were used to guide the teacher's assessment. Reading was assessed through Activ-Learn comprehension tasks which were printed and pupils answered questions on what they had read. Phonetics was assessed on an ongoing basis as each pupil was read with twice a week. Maths, in Class 1, followed the White Rose scheme of work and this included end of unit assessments at 3 – 6 week intervals. Class 2 were given Target assessments which DP had purchased some time ago. These assessment had tests for Years 3, 4, 5 and 6.

SP relayed information relating to a confidential issue.

The meeting looked at a particular pupils results as they had achieved a 7.1 in reading. This denotes that they had been shown to be working above the Year 6 Curriculum as the expectation at the end of Year 6 would be 6.6.

The Educational Psychologist was now more accessible for the Special Educational Needs Coordinator, SENCO, to call upon of advice and assistance. However, the Committee were told, that the Educational Psychologist would only visit the School once each year for an in-depth evaluation of a particular child's needs. The Educational Psychologist had made one such visit and spent time to diagnose how that child would learn best.

DP was asked about target setting for pupils. DP reported that he felt targets for reading and maths were difficult as it could be seen as a failure if a target was not met. He did feel that targets in writing could be more beneficial and, for example, a target of asking a pupil to vary the way they started sentences was valuable and achievable. He felt that it was more important to ensure that all pupils knew what they needed to do to improve in any particular area of learning and he was hopeful that if a pupils was asked what they need to do to progress, they would be able to tell you.

Targets are, however, set clearly in Pupil Support Plans, PSPs, for SEND pupils. These targets are quite specific and can vary between Academic Targets and Personal and Social elements, such as improving social interaction. These targets were set and monitored by the SENCO.

BW told the meeting about information in a Government Green Paper that indicated that was proposed to extend investigation into Special Needs into early years. It was hoped that this could identify issues more quickly and this early recognition would allow for early intervention and support. It was noted that, at present, most learning difficulties are not identified until Year 2.

SP relayed back to the Committee how the changes in the curriculum had led to a reduced requirement for gathering evidence to show progression for Early Years Foundation Stage. Previously, a comment of "Emerging" or "Expected" would be noted for each pupil but this was no longer required and this was an improvement.

## **7. Safeguarding:**

SE explained that circumstances had meant that planned a walk-round had been cancelled. A new date for a further walk-round School in the future would be arranged.

Keeping Children Safe in Education, KCSiE, a key document for working with children, has been updated for 2022. It was confirmed that Kym Allen was rewriting policies in response to these changes. An appointment would be arranged in the future for Kym Allen to visit to ensure the School was compliant.

## **8. Policies to ratify:**

### **Recruitment and Pre-employment vetting:**

Clerk to check School details have been correctly added to this policy.

### **School attendance:**

Although full review was scheduled for May 2024, the DFE has just put out guidance which is currently advisory but expects to become statutory from Sept 2023. Full policy review should therefore take place May 2023. In the meantime, DP asked that Governors should be aware of the document - 'Working together to improve school attendance'. Any points of reference in that 67 page document that differ from our policy will be given precedence.

### **Relationships and Sex Education:**

No changes proposed.

### **Behaviour Principles:**

No changes proposed. Clerk to amend title of document on website to match Policy Schedule and Planner. Also to amend next review from January to May 2024.

### **Exclusions Policy (and Addendum):**

COVID addendum to be deleted. It was proposed that the new version of this policy, Kym Allan model policy, version 3 April 2022 should be adopted.

### **Whole School Behaviour:**

No changes proposed.

The Committee agreed that all policies should be adopted as recommended.

## **9. Rolling Agenda:**

A number of Agenda Templates were printed and the Governors were given the opportunity to look at them. The Templates were for the three yearly meetings for the Pupil Progress Committee and were based around information produced by BW. It was agreed that they were a suitable starting point. Safeguarding, Online Safety and SEND were to be added as Standing Items for all meetings. To differentiate between the SEND reports from DP, it was agreed that the Standing Item element would be referred to as SEND – Big Picture, to reflect the intention to discuss National Issues rather than specific pupils. It was also agreed that the SENCO Report would be added to the September Meeting Template, just before SEND – Big Picture. AC agreed to action these requests.

## **10. Governor Monitoring Visits:**

DP asked that Governors utilised the prompts contain 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.

**11. Complaint:**

A confidential issue was discussed.

**12. Early Help**

A confidential issue was discussed.

**13. AOB**

**Academisation:**

DP reported that he had attended an Eden Rural Alliance Head Teachers Meeting and had discussed Academisation. He explained that a recent White paper produced by the Government indicated that all schools would have to be part of an Academy by 2030. The academisation of schools would have a great impact on how schools are run in future. It was of some concern as to how this may affect smaller schools and that a difficult decision of whether any school should be making positive moves to become an academy, or not. DP felt this was a very important issue and wanted Governors to be aware of this as early as possible. It will be a topic for discussion in future and Governors, in the meantime, could seek further information to become better informed.

**14. Dates for the next meeting:**

**Summer Term 2021-2022**

**Resources Committee**

**Pupil Progress Committee**

**Full Governing Board**

Tuesday, 27th September 2022 at 3.45pm

**The meeting closed at 4.50pm**