

**Minutes of the Pupils Progress Committee Meeting held on Wednesday 24th
January 2018 3.30pm at Crosby Ravensworth School.**

Pupil Progress Update

EYFS

A new pupil started after October half term, in Class One, and began on morning classes only so there was not a baseline assessment to review, however SP advises that an assessment, has now been completed, so going forward the child can now be assessed against this criteria. It is expected to see substantial progress from child 6 in the Easter assessment. All children in EYFS are making good progress, SP and JC are pleased with the level they are working at. JC and SP have however assessed Pupil 5 and raised possible concerns about progress in literacy have been noted, staff will continue to monitor this.

Class One

In Class One all children are working at the expected level or very near to it at phonics, maths, reading and writing, with one pupil exceeding at maths. The results positively show the good standard the children are working at.

Class Two

It was also noted that in Class 2 Maths is showing good solid progress, from pupils, including SEN pupils. However, there is a notable slow down in progression from 3 pupils in year 4, in reading, DP had advised that the new TA will complete targeted work with these children to bring them up to expected levels. Also, Class 2 writing has had little progress, again this will be targeted work in the future as will extra support be offered to the pupils that have SEN. When questioned, DP remarked that the children in Class Two have had some big projects which have taken the emphasis away from the writing and measures are in place to combat this.

It is very positive to note that Year 6 SAT's 2017, results for last year, show that Crosby students are above the national average in Cumbria.

Curriculum Focus Update

DP advised that a new method of assessing Curriculum Areas was agreed at a staff meeting, in order to assist with covering all aspects during planning and tracking progression. This has been put in place to in response to the Ofsted inspection and is thought that it will help achieve Ofsted Action Points. For example in Art, staff have identified a comprehensive skills list which has been produced for each year group, with the aim of making planning more effective and efficient.

SEN & gifted/talented

SEN

Five pupils progress was discussed in terms of SEN and the results are below:

Pupil 3 returned to reception instead of advancing as a year one pupil and consequently staff advise he is showing good progress in all subjects.

Pupil 11: Was already finding the studies challenging, that child has now been diagnosed with type one diabetes as a consequence has had six weeks off school, which has not helped with their progression. However, staff highlight that that pupil has still made progress despite the difficulties that the child has faced, they were also keen to highlight that in their experience diabetes can affect how well children can function in lessons. Support is being given to the child to help the child continue to develop further.

Pupil 12: Whilst the child has made limited progress in some respects the child does have a difficult medical condition to deal with and the slow progress has been noted by staff and we are advised that this child is making good progress this term and has moved up a book band. Extra support will be given to the child as and when it is necessary, staff continue to monitor the child's progress.

Pupil 17: This child currently has an IEP in place, and is already making improvements recently, DP believes the child should catch up, also there is new provision mapping in place. Maths has made good progress and reading shows some progress but DP advises pupil is doing well and almost ready to move on. This child is targeted to read every week to monitor and help with progression.

Pupil 19: Has made good progress and no longer has an IEP in place, the child has been really working hard and it is hoped could achieve expected YR6 SAT's

Action: DP to check the coding for pupils is correct on the system, as some information in the aspects column may have been outdated.

Gifted and Talented

It has been agreed previously that the use of the term gifted and talented may not be entirely appropriate as we as a school recognise progress made by pupils and also record which children are exceeding the expected levels.

Pupil Premium

Child A with pupil premium was receiving extra help for 1hr a week extra maths with the previous teaching assistant. After discussion with the child's mother it was agreed that the funds that are left before the end of financial year, would be used for tuition if that is deemed the most appropriate course of action, talks will continue with the parents to assess what is most appropriate for the child.

Child B receiving pupil premium has no academic issues identified, but it has been identified that they need PSD help. A comprehensive plan has been drafted, which includes strategies

to help the child interact with other children and progress their group behaviour, it was thought that the most appropriate action would be to have new teaching assistant doing 40 mins a week doing one to one and circle time centered around PSD, this will be discussed with the child's parent. DP advised that the comprehensive new strategy for the pupil premium for Child B is to make sure the money is spent in the best interests of the child and that there are measurable outcomes for the child personally.

ICT Update

No update other than ICT came from Appleby Grammar to show staff how to buy apps.

Policy Reviews

Actions: Check with Chloe if the SEN policy is every three years? The "Sex and Relationships Policy" will need updating and has been noted. The "Early Years Foundation Stage Policy" needs reviewing February date – noted on staff meeting board.