

Work on this has been supported by a Hackney Learning Trust review that took place yesterday, with a focus on Year 2 maths. The draft report has been sent and it is very positive. One area of focus was maths in KS1 and achievement of more able and disadvantaged children. After the data collection Year 3 girls in reading and writing has also been looked at but this was found to involve 3 children who are either CIN and/or have an EHCP. The focus has been supporting the teachers with planning, the girls now have a better stamina for writing and also write accurately. AK asked what the data looked like without those 3 children, RA said it was significantly better, one of the girls has recently been given an EHCP and is making better progress. SF said that as the class is small 3 children would affect the data. This is now less of a concern.

There has been an Art & DT cross site Heads Learning Walk which went very well, there is much more evidence in the books of the children going through the process of design skills, practising skills and the final outcome is very evident, this is being led by a year 5 teacher who has the passion and drive for the subject.

4.2 Teaching profile and strategic CPD actions

The teacher profile is typically good or better, 2 teachers have moved to outstanding. SF said that this has now moved from 23% to 40% but in the SIP report it is still showed at 23%. RA said that at the time of the SIP visit in January it was 23% but there has been another round of observations which has moved it to 40%.

4.3 Review of impact of current attendance strategies

The school now has an additional class in Year 4, Carnation class has an apprentice teacher who is supported by the AHT and she is doing well and making good progress. The writing books have been moderated recently and her judgements are accurate, she is being supported with the moderation.

VC asked how many new children has the school had to enable them to open an additional class. RA said there have been 15 new children, originally there were 3 vertically grouped years 3- 4 classes so they have separated a vertically grouped year 3-4 class.

HL asked is there a discernible reason for the mobility in the school, and do we expect this to continue, the 3rd question is where data outcomes are skewed by individual children would it be worth having a modal distribution. SH explained that progress is measured by mean, the check and balance is the % at age expected. RA said the school expects the mobility to continue as that is the nature of the Borough and the demographics of the area. There have been 2 or 3 more children in the last few weeks. VC asked do other schools have the same issue? SH said that Hackney has typically high mobility. SF said that the area around Orchard is more settled. SH said a number of factors including the costs of housing locally have impacted on this.

4.4 Headline data presented in comparison to National position and progress towards end of year targets

The highlights of the HLT review was a focus on KS1 maths, particularly middle to higher and disadvantaged children. There was much evidence of reason and problem solving in the books challenging all groups of pupils and linking that to their prior knowledge. They are making very good progress. SF asked is the new maths curriculum more effective, RA said that that it is, as it is challenging the children, there is a lot of evidence to support this.

The middle to higher level children in KS2 reading were looked at and it was identified that there is precise teaching in most classes, with the high and middle learners being well supported and developing skills to become capable readers. The review also looked at KS2 writing with the same group of children, there was evidence of a wider range of writing opportunities covering a range of genres. Precise teaching was observed and teachers have high expectations of all pupils and children are making substantial and sustained progress in most classes.

RA asked for phonics to be looked at during the HLT review, it is a concern as there is a dip from the previous year and it has dipped to just below national average. RA said that this is due to the high proportion of SEN children and smaller cohort. They are making progress but not meeting the expected level. Phonics sessions that were observed were highly consistent and the subject knowledge is secure, the sessions are fast paced and engaging.

There are high expectations in writing. Year 2 and year 6 show outstanding in progress for the children. Reception was also looked at and the progress children make in their books was very evident. There are areas for development and SLT have an associated action plan.

Action - SH to put a copy of the HLT report in the next Governors pack.

5. Consideration of SIP report

The SIP report follows the same things that the school have been looking at, Phonics, KS1 and particularly higher prior attaining children, greater depth in reading, but also looking at the wider curriculum. The SIP report supports the HLT review and what the schools next steps are going to be. The school is happy, secure and highly focused, behaviour is very consistent and progress in the books is sustained.

AK asked about the fixed term exclusions and noted they seemed higher. RA said that this is related to two children, one child's behaviour dipped after the mother was site banned for a third time for aggressive behaviour towards another parent. The schools relationship with the mother declined and the mother decided to move her child to another school before the school could work on repairing the relationship. AK asked is it the same parent involved in the incidents, RA said that it is different parents for different reasons. This case involved Facebook and a theft and the police were involved. The school arranged for a particular child to be dropped off and picked up at different times to avoid confrontation but it did not work. AK asked will the child's prospects be better at another school, RA said it is hard to tell but maybe a fresh start is what is needed.

The second child presents complex social and behavioural issues. AK asked is it just the school that is in contact with the family, RA said yes it is only the school at the moment. Hackney Children Services have been involved with the family previously the school has reported this situation to them. There has been a lot of support given to the family but they chose to take the child abroad.

AK asked if it is 5 pupils or 2 pupils with more than one exclusion, RA confirmed that it is only 2 pupils. VC asked about the value added scores some seem low, RA said they have made progress but not significant progress, Year 3 are the girls that have already been discussed. Year 2 is in maths but since then the maths curriculum has been a focus, with the HLT review yesterday it shows they are making progress. The school will be doing another round of data collection in May.

SH said that the school does the midpoint data review so that they can highlight any areas that are not quite working. There is a Year 2 maths focus group that is taken by the SENCO.

6. Consideration of provision for SEN/PPG & vulnerable pupils

SF queried – MAP – Multi Agency Panel.

ACTION: To be added to the governor glossary

SH said that SEND comes up on the Governors calendar regularly to discuss but was also a focus at the Governors visit morning. The school has a high % of SEND children, the document presented is produced by the Inclusion Deputy to report back on the impact of the different interventions that are in place for these children.

HL asked about the IEP tracker section, and what the wave sections relate to. RA said that wave 1 children do not have IEP's they are supported in class by the teacher and the school tracks their progress. Wave 2 children start to have interventions and support and are given targets, wave 3 are EHCP children. The organisation has created this terminology to classify the support and to put in place a protocol for when children move. SF asked if wave 3 is the highest level, SH replied that this is when the school looks for funding for 1-1 support. The school currently has 11 children with an EHCP and a further 4 children are pending.

SF asked how many children that apply for an EHCP get funded or get rejected, SH said that the organisation has a good track record at successfully gaining EHC's as staff have attended the EHCP panel and know how to write the reports, but that at times they need to be re-submitted. The school will continue to re-apply until the outcome is what the child needs. SH said that there are significant challenges currently facing local authorities related to SEND funding.

HL asked how supportive the parents are when the school is applying for an EHCP, RA said most parents are supportive as they are generally aware of a need, they are sometimes shocked at the content of the reports, they need to be worded properly and this is explained to the parents.

Some of the interventions include tracking the lowest 10% of readers, there is daily precision teaching of high frequency words. Symphony maths is an online maths programme which adjusts to the child's ability, and Lexia is an online literacy phonics programme. Over the years they have proved to be effective.

7. Evaluation of outcomes from parent survey

SH said that this is the highest response rate, this year it was done on parents evening and was paper based, it was around 40% response. SF said that the school should be pleased with a 40% response. HL agreed that it was a very good response rate, it is a third of the school parents. The Governors also like some of the comments that parents wrote and were overall very pleased with the survey outcome.

HL asked about child protection when parents collect them from stay and play. RA said that when the office is closed they buzz the stay and play staff. The staff that work in stay and play are very experienced and know the children and the families, they would not allow a child to go with someone that the school does not know. The children are walked through to the office and given to the adult that is collecting them.

8. Any other business

SF said that she was re-reading the minutes of the last meeting and noted the high % of African children and thought about FGM. SF would like to confirm that all staff are trained in this field. RA confirmed that this training is given to all staff at the start of the year and how to recognise the signs of this and are very aware of the problem.

HL said that Hackney was the first Borough to introduce FGM training for staff, SH said this is in the safeguarding policy.

SH asked the Governors to complete the skills audit as soon as possible, it should take about 8-10 minutes.

Meeting closed at 5.50pm