



Action points:

SH to email Governors when the website was live, this was completed.

The PPG action was to be updated, this is in the current Governors pack and will be discussed further down the agenda.

#### **4. Headteacher's Report including Self-Evaluation and SIP Annual Report 2017-2018**

#### **5. Headline Data presented in comparison to National position**

Pg.19: Table 1 KS2, children have done very well and are well above national average, 84% in reading which, although above national averages was a little disappointing for the school, the focus this year is to raise this percentage so that it is in line with writing, maths and grammar, spelling and punctuation, which in 2018 were 97%. In terms of combined reading, writing and maths it is at 84%, which is 20% above National averages.

Disadvantaged children did particularly well. 68% of the cohort were disadvantaged which is high. The scaled scores were also above national averages and in terms of greater depth the children also did very well. Reading was 26%, and much higher for disadvantaged children at 35%, writing 23%, disadvantaged at 30%. Maths was slightly lower and is a focus for this year, 16% of children achieved greater depth, nationally it was 23%. Combined reading, writing and maths in terms of greater depth is above national.

There are two key actions for the school arising from these results, further increasing the number of children attaining the expected standard in reading, and at greater depth in maths.

The school had a high level of mobility last year around 25%, which suggests significant movement. AK asked has it always been that high? RA said that it tends to be higher in KS1 but that this figure is high and presents challenges.

This year there has been an increase in the number of children joining the school in years 3 and 4. SF said that it is great that the roll has increased by 25 pupils, RA has been doing a lot of parent tours for the new reception intake next year, the school has good connections with Comet Nursery as a feeder nursery and also using Twitter to broadcast what the school does. The school hopes to be able to again open two Reception classes in 2019.

KS1 outcomes are broadly in line with national averages, writing was slightly better at 74%, the number of children working at greater depth is slightly less than national, with the biggest gap in maths. This is a focus for the coming year. AK asked what the percentage of disadvantaged pupils was and this was shared in the data pack.

EYFS outcomes were broadly in line with national and slightly higher for disadvantaged pupils, the school are pleased with the results which suggest good progress from low baselines.

This year's teaching profile includes a new SENCo who started just before half term. This was an internal promotion. The school also has a new Assistant Head who is working in year 6. The second Year 6 teacher moved from Southwold and is also the upper school Phase Leader. Staffing is stable and includes three NQT's and 1 apprentice teacher. The first round of observations has taken place and the quality of teaching is typically good. The school has some teachers that also have individualised CPD to develop typically outstanding practice. Weekly CPD is continuing with in house CPD which is joint with the partner schools. SF said that the schedule is very comprehensive, RA said that it is well thought out but it needs to be flexible to reflect the needs of the school. It is reviewed every half term to ensure that it is meeting the needs of the staff and children.

A new maths curriculum was introduced in September. SLT have evaluated the structure and looked at books and how it is being implemented to evaluate how it is working and the next steps. All three schools are now delivering CPD around this. The aim is that this maths curriculum will help support the greater depth children. There is a big focus on reasoning and problem solving. VC asked if there are any specific problems within maths, RA said the children are very good at quick recall questions, a lot of the children are EAL so reading the questions can sometimes be a problem. This also ties in with challenges with reading. SH said that the new curriculum has problem solving threaded through it starting with year 1, and that there is a lot more of it in pupil workbooks as a result.

The school has had one fixed term exclusion totalling 2 days. This is a year 5 child who is receiving additional support, the school has brought into some services to support the child with wrap around care. The individual issues and challenges around this were discussed.

There have been no reported incidents of bullying. In terms of pupil voice, the pupils have elected new school council members, digital leaders, peer mediators, PE & Art Ambassadors and language captains. These pupils are very active around the school. SH suggested that Governors look at the Pupil Voice page on the website as there is lots of information. Some Governors follow the school's Twitter page which also contains lots of information.

Attendance is improving. SF asked if the unauthorised absence of 2.6% is one or two children who are persistently not attending. RA said there are a number of pupils who are persistently absent and the school has refined their procedures. The unauthorised absences are based around a number of child in need children and the school continues to work with external agencies to address that. RA and staff have been and collected children from their home recently. SH said the school had become concerned as attendance had dropped below national averages, that the school team have been working hard and attendance is improving week on week.

## **6. Target Setting**

The targets are sent to the local authority that will check they are suitably challenging and these have also been discussed with the SIP. It had been agreed that the targets set were challenging and demonstrated ambition.

## **7. School Development Plan – Key areas for improvement**

Outcomes for pupils – The school is looking at the expected standard of reading at KS2 and greater depth in maths, and greater depth at KS1.

SF asked about Teaching Learning Standards – To prepare for the accreditation and reaccreditation of identified awards to ensure reflection of the school provision. RA said that the school applies for and reapply for a number of quality marks, anti-bullying, this means the school reapplies for the awards which help benchmark the school against external standards using external assessors.

AK asked is the maths in KS2 anything to do with the high levels of mobility, most mobility is in KS1, this means that the school has to do catch up KS2. The school is getting extra children in years 3 and 4 who have EAL so they need additional support. SH said that some of the children come in very low and the progress is good. Some of this is down to subject knowledge as not all teachers have a maths degree which makes it more difficult to teach greater depth. The new curriculum makes it easier to teach and is designed to support this.

RA presented the performance data for last year, SF noted that there is a high level of Black African children across the whole school. The government's data set is due to be published this week. SEN is

shown as 22% but is actually about 25%. The context of the school is a high number of disadvantaged, EAL and SEN children.

In terms of pupil premium for last year's year 6, 68% of the children were disadvantaged, the children did well and all disadvantaged pupils passed for writing, maths, SPAG. The school was above national for greater depth, all children made very good progress.

Seven SEN children from last year's cohort did very well above national average and 84% of children have English as an additional language. SF said that 1-1 attention makes a big difference to the children, the school invests a lot in the very needy children. RA said that some of the needier groups are taught by Deputies. SF asked about the mobility category, RA said it counts the children that come in and out, 5 children have come into the year group and stayed with us, most mobility is in KS1. Compared to Hackney and national the school is above that.

Last year's year 2 classes, 49% of the children are disadvantaged, significantly lower than year 6, they are broadly in line with national so this is another focus for the school. 56% of this group are EAL, SF said that is interesting that is quite a bit lower in KS1, is the school attracting a different demographic now, RA said that the area is changing. SH explained that this may be due to 'Ever 6' pupils - if children are entitled to FSM at any point they keep the pupil premium up to year 6 as they are classed as disadvantaged even if they are no longer entitled to FSM. For KS1 children families do not need to register for FSM as they receive universal free school meals. The school has to push the families to register for FSM in KS1.

SF asked what expectation of 'mini me's to pitch learning opportunities across the environment in all reception classes' meant. RA explained that all children in reception have a picture of themselves and they are put onto tables, the children find their mini me, this encourages the children to access all of the different activities and not go the same activity all of the time.

#### **8. Impact Statements for PPG, Sports Premium and CLA**

Pupil premium and disadvantaged children typically do exceptionally well in the school. The money the school spends is money well spent, the maths deficit is less among the PPG pupils than across the school as a whole. The class teachers are aware of who the PPG children are and they are monitored and tracked to ensure they are doing as well as the other children. SH explained that there is such a high number of PPG children the school is spending much more than they are allocated. SF noted that a lot of the activities that are funded are after school activities which means the children are in school longer.

The sports premium grant is approximately £20,000 this is an Olympic legacy, the school has to justify how this is spent. The school is spending the money on specialist teaching to support the teachers in how to teach effective PE. The school also spends money on cycling, this is really popular and the school receives additional funding for this from TFL.

SF said it is good that year 5 is receiving swimming lessons. The school is supposed to submit data about how many children can swim 25 metres at the end of year 6. Unfortunately the sports centre does not currently collect this data, they have given incorrect data in the past. The school are speaking to the sports centre that they currently use, the school is also looking at other pools.

VC asked if the school gets Capital Funding? SH said that the school receives a very small amount each year, around £9K.

#### **9. Anti-Bullying Quality Mark & schools actions related to bullying**

The school is in the process for applying for an award for Anti Bullying Quality Award Mark across all 3 schools. A steering group will be formed made up of children, staff and a Governor. The group will look at effective ways to ensure the children are not bullied and feel safe, and strategies to make sure that children are aware of what bullying is. The schools do not have a big bullying problem but children need to be made aware of those issues, this also helps when they are in secondary school. The next step is

for a silver award, there a lot of things to prove, an outside assessor will come to the schools to evaluate them.

AK asked when the assessment is. SH replied that the assessor has made the first visit, the expectation is that it will be by the end of the academic year.

**10. Consideration of communication strategies with parents, website and yearly calendar of events**

The staff development and training timetable contains a column with all of the planned events. Governors are emailed the regular newsletters and they are aware of the events. The website is also updated regularly. SF asked if there is good attendance at the events, RA said they coffee mornings, parent reading and events are well attended, the school has several parent volunteers.

SF asked does the school have a PTA, RA said there is an association and they are currently working on the Winter Fayre. SF likes the across site activities, it benefits the teaching staff as they are all aware of what happens on the other sites. SH said that there is a collaborative staff meeting every week and this supports staff.

**11. Any other business**

None

**12. Glossary of Common Terms**

SF queried IEP – Individual Education Plan – LI/SC – Learning Intention / Success Criteria, DEPP – developing excellent plans, ABQM – Anti Bullying Quality Mark, HCS – Hackney Children’s Services, CT’s – Class Teachers,

**ACTION** – SH to update glossary of common terms

Meeting closed at 17.55pm