



Working and learning together for success

**SARISBURY CHURCH OF ENGLAND JUNIOR SCHOOL**

**YEAR LEADERS' PRESENTATION TO THE GOVERNING BODY**

**28 JUNE 2017 at 5pm**

<b>Present:</b>	Robert Rees (Chair)	LA Governor
	Andrew Stockton (HT)	Headteacher
	Sharon Hamblin (SH)	Co-opted Governor
	Ken Cordner (KC)	Foundation Governor
	Janet Dulleddge (JD)	Foundation Governor
	Tanya Culley (TC)	Parent Governor
	Nichola Dunning (ND)	Parent Governor
<b>In Attendance:</b>	Charlotte Hartley (CH)	Year 3 Leader
	Lynn Hart (LH)	Year 4 Leader
	Sue Curran (SC)	Year 5 Leader
	Simon Munsie (SM)	Year 6 Leader
	Kelly Reid (Clerk)	Local Authority Clerk
<b>Apologies:</b>	Sandy Matheson (SM)	Foundation Governor
	Marisa Lamb (ML)	Parent Governor
<b>Quorate:</b>	Yes	

Item	
1.	<p><b>Welcome and Apologies</b></p> <p>The chair opened the meeting at 5.03pm and welcomed all. Apologies were received and accepted from SM and ML.</p> <p>The chair explained this meeting would take the format of an end of year report presentation from each Year Leader. This was an opportunity for governors to gain understanding of the assessment process and scrutiny work at the end of year. The headteacher commented that this is a current snapshot of data. There is three weeks until the end of term so data can change.</p> <p><b>Governor question – When is the deadline for submitting data?</b></p> <p>The headteacher replied the only statutory deadline for submission of data was 29 June for Year 6. The data will also inform school reports, sent to parents by 10 July.</p>

2.

**Year 3 Leader Presentation**

CH presented the end of year report for Year 3. She commented the rich and varied curriculum had ensured the engagement and motivation of children. The children had enjoyed several topics. There were trips to Winchester and Butser Ancient Farm, with literacy and numeracy linked into both.

The end of year data was positive. A key point was the percentage of children 'below' Age Related Expectations (ARE) on entry to Year 3 had decreased at the end of Year 3 for Reading, Writing and Maths.

The percentage of children who were 'greater depth' than ARE on entry had decreased by end of year for Reading and Writing. This has been discussed in leadership meetings. The staff are growing more confident in assessing 'greater depth', which will see consistency develop in the future.

The headteacher commented that the curriculum was different from Year 2.

In Maths, the number of children on target for ARE and 'greater depth' increased. The year 2 cohort did have a Maths weakness. A whole school Maths focus raised attainment which will be evident from a Maths workbook scrutiny.

**Governor question – Where was the on-entry data from?**

The data was from the infant school. It was not externally moderated.

**Governor question – Does the school work with the infant school to work out levels?**

We have done in the past, but it has not always helped.

The headteacher commented that assessment at the end of Key Stage 1 (KS1) was different to the assessment undertaken in Year 3. KS1 is a tick list against evidence. In Year 3 to be competent in an area a child must also be independent.

This is the first year there have not been levels. The school did baseline assessment which informed the cohort focus intervention groups.

There were no particular discrepancies for the gender breakdown of data.

In the class breakdown for Reading there was a slight inconsistency in 3ET. Reading may need to be moderated across the year group.

There are nine children with Special Educational Needs and Disability (SEND), eight of whom are 'below' ARE. Interventions are in place for these children, and progress can be seen.

There are 13 children receiving Pupil Premium, four of the children have SEND. There are children who have the capacity to achieve but are 'below' ARE due to

	<p>issues such as attendance. Effective interventions are in place, run by the Learning Support Assistants (LSA).</p>
<p><b>3.</b></p>	<p><b>Year 4 Leader Presentation</b></p> <p>LH presented the end of year report for Year 4. She commented on the breadth and balance of the curriculum the children enjoyed. There were theme days the children are still talking about. There was a visit to a living rainforest to explore biomes and climates which formed Geography and English topics. The children were great ambassadors for the school when out on trips.</p> <p>There has been a transient LSA workforce on Year 4, which has had some impact on children. Strong staff have now been secured.</p> <p>The shift in curriculum means this cohort have not had the previous years of experience of the new curriculum. They are the last year group to have been assessed with levels. These are not compatible with the current assessment system. An assessment of level 3 does not translate into working at 'greater depth' than ARE. The headteacher commented that children working at level 3 on entry to Year 4 have entitlement to be working at 'greater depth' by the end of Year 4.</p> <p>A governor commented that a snapshot of progress is viewed but children are on a journey. Children on the cusp of attainment can be moved, with focused intervention.</p> <p>A breakdown of data by gender shows a drop in attainment for girls. LH explained the school is not allowed to assess at 'close to' competency as Key Performance Indicators (KPI) must be proven. Confidence is an issue.</p> <p>Targeted reading interventions had success stories. Children assessed as 'below' ARE are making progress.</p> <p>The headteacher commented that the current guided reading will be examined to assess if it allows for 'greater depth' to be reached.</p> <p>In Writing it has been easier to pinpoint evidence. Variance in task design is provided for children entitled to work at 'greater depth'. Writing is consistent across the year. LH commented that children assessed as 'below' ARE had an individual narrative that impacted on their learning.</p> <p>The headteacher commented the new Year 4 curriculum for Writing was pitched too high for some children, especially if they had gaps in learning due to a secure foundation not being set.</p> <p><b>Governor question – Has the issue of gaps in learning been fed back to the infant</b></p>

	<p><b>school?</b></p> <p>No. These children have crossed over from the old curriculum to the new. They did not have the previous years of experience of this curriculum. We will be mindful of the gaps in learning. We will see stronger children from Year 2.</p> <p>The headteacher commented there was a five-year transition period from the old curriculum to the new one.</p> <p>In Maths it was noted that several of the children assessed as 'below' ARE would previously have been 'close to' ARE. There was focus on reasoning using diagrams and mathematical language.</p> <p>The four children with SEND are working 'below' ARE. There is potential for learning to develop within this group.</p> <p>There is a strategic group focused on the ten children eligible for pupil premium.</p> <p><b>Governor question – Has the school been approached by any parents of children working at level 3 on entry to Year 4 who are not working at 'greater depth' at the end of Year 4?</b></p> <p>There have been difficult conversations. We have gone over work to show what is expected to be 'greater depth' This has shown how the goal posts have moved.</p> <p><b>Governor question – Is it possible to anticipate gaps in learning?</b></p> <p>Every cohort is different so it is difficult to anticipate. Teachers are more skilled at recognising gaps and getting intervention in place.</p> <p><b>Governor question – Do new teachers identify gaps in learning so quickly?</b></p> <p>Yes. Staff work closely and discuss. We are always talking about learning. Work is moderated across the year group.</p>
<p><b>4.</b></p>	<p><b>Year 5 Leader Presentation</b></p> <p>SC presented the end of year report for Year 5. There were rich and immersive topics covered in Year 5. Some, such as Ancient Egypt, were particularly enjoyed by the boys. All children were motivated and engaged. The topics were linked across the curriculum.</p> <p>The data from entry to Year 5 showed a good percentage of 'below' children were moved to meeting ARE at the end of Year 5 in Reading and Writing.</p> <p>12% of children started the year at 'below' ARE for Maths and this had increased to 18% at the end of Year 5. Confidence is the key to achieving in Maths. Maths was a Focus in the Summer Term. There was also a Maths intervention group. An extra LSA in the Summer Term was also used for interventions. The issue of children not having a solid foundation impacted on Maths attainment.</p> <p>It was pleasing to see children move to 'greater depth' than ARE for Writing. The</p>

	<p>headteacher commented that only two percent, which equated to two children, were level 3 for writing on entry to Year 5. The assessment of levels had been moderated.</p> <p>Children with SEND were making good, personal progress.</p>
<p><b>5.</b></p>	<p><b>Year 6 Leader Presentation</b></p> <p>SM presented the end of year report for Year 6. Year 6 was a good year with great experiences. The Greek projects linked across the curriculum and hooked children straight away. Children also enjoyed a Harry Potter topic and a residential in Devon.</p> <p>The data from entry to end of Year 6 was positive. Data is based on teacher assessment. The SATS taken during Year 6 are a separate set of data.</p> <p>The cohort was a mixed group with some challenging behaviour. A new teacher to the school and a newly qualified teacher joined the Year 6 team.</p> <p>There is confidence in judgement. Writing was externally moderated, with all judgements validated and upheld. Only two percent of children are 'below' ARE in Writing, which is a validation of the learning journey undertaken and interventions in place.</p> <p>A good proportion made progress in Reading.</p> <p>57% of the seven children with SEND are on track for their personal journey in Maths.</p> <p>SM commented there are two systems to submit data to. The percentage of attainment is stronger than last year. The headteacher commented the value added was also stronger than last year.</p> <p>This is the fourth-year data has improved. The headteacher commented the school takes a risk with the breadth of curriculum offered to ensure it is an engaging and rich curriculum. The school is proud of the range of experiences offered that foster a love of learning on the children. Excellent learning behaviour seen at the end of Year 6 show it is consistent and embedded throughout the school. Scaffolding was built to allow the children to accelerate on their learning journey.</p> <p><b>Governor question – How did teachers deal with teaching to the 'below' and 'greater depth' children?</b></p> <p>Variance in task design was provided. There may be one objective but the task can be presented very differently. We have provided every possible opportunity for the children to catch up.</p> <p>A governor commented that it was not just about learning. The school offers lots of activities such as drama, dance and sports. The headteacher commented the</p>

	<p>ethos of the school is value driven.</p> <p>The headteacher commented that an increasing number of children are presenting challenges on entry. Success for these children can't be measured in data but teachers see evidence of change and progression.</p> <p>The headteacher commented that a positive progress profile was seen across the school.</p>
<p><b>6.</b></p>	<p><b>Work Book Scrutiny</b></p> <p>The headteacher invited governors to examine work books with Year Leaders and then feedback to the meeting.</p> <p>Governors commented:</p> <p>'Our teachers are professionals, they can identify data. They know their classes and know their pupils.'</p> <p>'There is great enthusiasm and support given to the children.'</p> <p>'Governors don't appreciate the depth of the curriculum, it flows into all the topics.'</p> <p>'I am impressed and privileged to find out how conscientious teachers are. The job is done with hand and heart. A good grounding is set.'</p> <p>'Children are engaged and want to be involved. A can-do attitude comes over and ensures children have the tools to overcome hurdles.'</p> <p>The headteacher commented that the new curriculum means teachers must be more skilled and more creative. The classroom environment needs to be disciplined and focused. Children require more stamina in lessons. The headteacher has seen a change in how staff interact with children. The teaching and learning in the school is engaging.</p> <p>A governor commented that the difference in children from when they arrive at school is massive. They have been on a journey that is not just academic.</p> <p>A teacher commented that the school ethos was totally embedded and front-led by the headteacher.</p>
<p><b>7.</b></p>	<p><b>Presentation to Departing Governor Tanya Culley</b></p> <p>TC's term of office as a governor has come to an end. The headteacher thanked TC on behalf of staff and governors for her support and expertise.</p> <p>The headteacher thanked all Year Leaders for their presentations.</p>

	The meeting closed 7.10pm
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