

**Meeting of Standards Committee**

**GEMS LEARNING TRUST**

**31<sup>st</sup> January 2018**

**11:00 am.**

**GEMS Twickenham Primary Academy, Colne Road, Twickenham, TW2 6QF**

**ATTENDEES**

**Directors**

<b>Dr Harry Ziman (Chair)</b> <b>(HZ)</b>	Chair of Trust Board	Dialled in by phone
<b>Terri de Quincey</b> <b>(TdQ)</b>	Education, SEND, Safeguarding and Child Protection lead	Present

**Others Present**

<b>Alison Ashcroft</b> <b>(AA)</b>	Principal Didcot Primary Academy	Present
<b>Karen Surey</b> <b>(KS)</b>	Clerk	Present
<b>John Smith</b> <b>(JS)</b>	Principal Twickenham Primary Academy	Present

**Absent**

<b>Hannah Wilson</b> <b>(HW)</b>	Principal of St Aureus Academy	Apologies
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## 1. Approval of Minutes

1.1 Minutes of previous meeting approved.

## 2. Actions arising from previous meeting.

2.1 Health & Safety compliancy of both schools was discussed in detail – AA confirmed that at Didcot all H&S is managed by OCC. JS confirmed that TPA is compliant after conducting internal H&S Audit and procuring a maintenance schedule. The committee were pleased at the efficient follow up by the schools.

2.2 No other items arising.

## 3. DPA School Information Dashboard - outcomes of pupils all year groups.

3.1 AA presented dashboard figures. It was noted that AA was referring to updated figures rather than historic. DPA is oversubscribed in every year group and now up to 32 in year 3. They have recently taken a child with a severe SEN issues.

3.2

HZ questioned, due to the demand on places in Year 3, whether the school has enough capacity with regards to support? AA confirmed that DPA do not have sufficient funding yet to increase the amount of support required by the new pupil. AA confirmed there may be a need to have an additional intervention teacher to support the new child as well as additional equipment/ resources.

3.3 HZ asked that if the need is there for additional places locally and if we had an additional 8 pupils would this warrant an additional Year 3 class? Would this need to be discussed with JC? The year group started with 14 children and is now up to 32 and this number is the limit for class size in KS2. TdQ questioned whether DPA would have to admit additional pupils over 32 if a family named the school on a statement. AA confirmed that she would be able to prove that a class of 32 was at capacity.

31/01/18 - Consideration as a trust should be made whether the actual maximum class size in KS2 should be 30 and whether this needs be discussed with regards to the advantages and disadvantages of adopting this policy. TdQ to take the discussion forward.
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3.4 Didcot's overall attendance is still 96%, FSM 97% and 9.4% persistent absence, mainly due to block holidays which is choice of some families. HZ asked what actions were being taken to improve attendance? AA confirmed that DPA send a strong persistent message regarding absenteeism and its impact on learning to all parents and that no holidays are authorised. The local authority does not fine.

### **3.5 Pupil outcomes from Didcot Primary Academy – Nursery**

- 3.5.1 A high proportion of pupils are within 22-36 band – children that were new to the school in September. The majority of the children are in the 30-50-month band, which is in line with expectations.
- 3.5.2 AA commented that attendance in the nursery is a little low – children are under 5 and some parents seem to look at it as a childcare facility rather than Nursery to learn. **TDQ asked how AA is tackling this issue.** AA does communicate with parents on a regular basis and advises that bad attendance does hinder progress. The teachers also speak with parents regularly and flag up this issue and the impact on learning at meetings. The children are generally engaged and creative and have good routines and like being at school. AA will continue to focus on these parents to improve attendance in Nursery.

### **3.6 Pupil outcomes from Didcot Primary Academy – Reception**

- 3.6.1 60 pupils in total with a high number of EAL – 12. Good outcomes, 68% currently on track to reach GLD and this outcome is expected to improve and to be in line or above national expectations by July.
- 3.6.2 The main area for development is speech and language and this is expected to accelerate with a school wide focus and training. Mathematics is particularly strong with 90% pupils on track for GLD.
- 3.6.3 TDQ noted that speech and language is having an impact on the percentage on track for GLD, however this should be able to be remedied with focused strategies during the year. Maths is good with a slight difference between girls and boys showing that boys are more secure in Mathematics. All agreed that the maths mastery approach is having impact. There is a small FSM in this year. EAL is 20% of cohort of which 66% on track for reading, targeted children are assessed every 6 weeks. 75% of children are on track for writing and the EAL group is presenting as an able group.

### **3.7 Pupil outcomes Didcot Primary Academy – Year 1**

- 3.7.1 73% of children are on track for Maths, the vast majority have made progress but there is a small group that look like they have made no progress who are being monitored and P scales are being developed for a small number of SEN pupils.
- 3.7.2 EAL is 20% of cohort. 66% on track for reading, targeted children are assessed every 6 weeks 75% on track for writing and EAL group is presenting as an able group.
- 3.7.3 **HZ – is AA satisfied that they are receiving appropriate provision?** AA, yes they are making steps but just slowly. There is a huge range of ability in Year 1 and all those with slow progress are on the SEN register. There are targeted intervention programmes for each underperforming group.
- 3.7.4 **TDQ-why is there a gap between the achievement of boys and girls?** There appears to be a difference between boys and girls in year 1 mainly because the majority of

SEN children are boys. This distorts figures 60% boys vs 78% girls which in turn effects the data. AA confident that transferring GLD into meeting the year 1 Phonics target which is above national expectations is on track.

### 3.8 Pupil outcomes Didcot Primary Academy – Year 2

- 3.8.1** 30 children- (66%) are on track at the moment. It was acknowledged that this needs to increase. A number of children are below expected outcomes: 9 in reading, 10 in writing and 7 in maths. However, all have made progress. 64% on track for boys compared to 77% girls in reading, this is a reflection of their attainment at the end of Year 1. For those children that find reading difficult AA is confident that teaching is efficiently differentiated and that targeted interventions will produce results in the next monitoring period. There is also a small group who are still working well below the lowest phonics group.
- 3.8.2** **TdQ questioned whether those children will be retaking phonics this year?** AA confirmed they will be. For the children who are not on track and where their reading is poor, DPA is using Read Write Inc. as the intervention strategy. 1 child attends a nurture centre to improve his learning and attitude to learning.
- 3.8.3** **HZ questioned whether those children that are exceeding are being identified and are we supporting them effectively?** AA confirmed that there are 6 children exceeding in all subjects and 2 children significantly above in reading. These children are stretched as all teaching is fluid and is pitched at a high level in the first instance. We should be able to see at Easter and also at the end of the year the convert from lower into middle and middle into higher attainment groups. AA commented that it is too early in the year with regard to curriculum coverage to securely predict movement between attainment groups.

### 3.9 Pupil outcomes Didcot Primary Academy Year 3

- 3.9.1** AA identified this year as an interesting group, originally 30 now up to 32 children with recent joiners coming from South Africa and Hong Kong. AA has been tracking the children individually to confirm that they are on track due to the different education that they have received.
- 3.9.2** There is a gap in outcomes for boys and girls. SEND is more prevalent in boys. AA feels that maths is harder to assess throughout the year on target tracker because of the curriculum coverage in Maths Mastery against the NC units of work. **Tdq asked when the two systems will align? End of year 2/3? What are the implications for year 2 SATs and maths coverage?** This will need mapping out as part of AAs maths analysis and review of maths mastery.
- 3.9.3** The figures for accelerated progress have been analysed for this group. 19 have made accelerated progress within year 3 reading, 12 have made it for writing and 7 for maths in the autumn term with regards to progress. Maths progress appears is

lower due to coverage in Maths Mastery recorded in Target Tracker as explained above.

Consider the full impact of curriculum coverage in maths and results in Year 2 and 6.

### **3.10 AOB - Didcot**

**3.10.1** No changes to staff currently. SEF rating is good across all areas.

**3.10.2** CPD AA confirmed that DPA have a 'Growing Future Leaders' programme in place looking at English and Maths and staff have been looking at these subjects across 4 schools. Staff members also attended a behaviour management course.

**3.10.3** TDQ asked -Teaching, learning and assessment how would AA grade this area of the school? – AA confirmed that all year groups are good.

**3.11** After scrutiny of the data the committee are confident that all pupils are being developed to their potential and that school targets are likely to be met at the end of the year. The committee agree that outcomes are good. HZ thanked AA and asked to pass on his thanks to all staff.

TDQ will look at the DPA maths curriculum plotted against Maths Mastery.

### **4. TPA School Information Dashboard - outcomes of pupils all year groups.**

**4.1** JS confirmed that 125 on roll now with 2 FSM added into Reception class. Currently, attendance is at 96% for the school with FSM attendance at 90%, a slight drop from last term. There is 1 child's attendance specifically that needs monitoring and is skewing the figures. JS is addressing this. Attendance overall is up on last year. JS is ambitious for all groups attendance to be at 96+%. However, it was noted that this was an improvement on last year's statistics.

**4.2** Persistence absence - 7 pupils. JS confirmed that these are always unauthorised. JS has meetings with the school's EWO regarding absence and with the parents but is difficult to enforce as there is no fining from local authority.

**4.3** HZ questioned for both schools is it the school's decision to fine or the local authority? HZ commented that fining is the decision of the Principal. The committee agreed that educating parents is the best way forward and ensure that the parents understand what work their child will be missing. The improvement of TPA attendance since JS started is very encouraging.

#### 4.4 Pupil outcomes Twickenham Primary Academy – Reception

- 4.4.1 GLD 89% on track. JS commented that 4 children will not attain GLD, however it is expected that they will catch up in the later years if targeted effectively. Girls are currently out performing boys. 2 FSM within cohort of which both on track. JS stated that writing outcomes, although good, are an area of focus. Model writing and shared writing is being used to support achievement.
- 4.4.2 TdQ questioned whether generally some families may not support boys as much as a girls and should this be addressed with parents to perhaps encourage them more and connect learning and writing tasks and their interests as much as possible. JS confirmed that books which appeal to both boys and girls are used and that opportunities to link writing with individual interests will be explored further.
- 4.4.3 Maths - girls are out performing boys. 88% all pupils score. 1 FSM at level in all areas and 1 above. No pupils are achieving below. EAL – 6 girls and 4 boys - one is also FSM. All are achieving above expected in all areas.
- 4.4.4 Kizzie Elliott (SENCO) is conducting training in spring 2 on colourful semantics to support with scaffolding and developing the use of resources within the classroom regarding writing.

#### 4.5 Pupil outcomes Twickenham Primary Academy – Year 1

- 4.5.1 75% on track for reading, 70% on track for all subjects and 62.5% making good progress. Boys are out performing girls in reading. 2 FSM within year group, 1 below in reading and 1 above in reading.
- 4.5.2. AA asked- how does that relate with last year's GLD scores? 8 children didn't get GLD. JS will investigate what those pupils achieved in reading, writing and mathematics in EYFS.
- 4.5.3 84% for reading, 70% for Maths, Writing 67% - on track. Writing is the lowest of the three subjects, and this is a whole school trend. 1 FSM is below. Boys outperform girls in Maths.
- 4.5.4 No pupils achieving significantly above at the moment but this should change at Easter.
- 4.5.5 Quality of teaching in year 1 is good – books are consistent especially in Maths. Again it was discussed that the data will improve because of coverage in relation to Target Tracker. JS feels that the teachers are being cautious with regards to assessment.
- 4.5.6 HZ questioned whether this is due to caution or is it a training issue? JS confirmed this is due to caution and will address with staff at next the data drop.
- 4.5.7 TdQ questioned whether it is worth a member of the SLT sitting with Teaching Staff to assess one child to see support the teacher. JS agreed and stated that had

already been conducted with Year 1 writing but that he would extend this to all staff.

- 4.5.8** EAL – 11 pupils altogether, 6 boys and 5 girls. 55% on track. EAL focus is in achieving writing across the school and staff training has been focused on this area. No EAL performing significantly above, only 1 girl achieving over in 1 subject.

#### **4.6 Pupil outcomes Twickenham Primary Academy – Year 2**

- 4.6.1** 80% above for reading, 67% for writing and 82% in Mathematics. Writing again could be down to caution regarding assessment.

- 4.6.2** For some pupils the level of challenge that they are receiving is being monitored and probably some are ready to go onto a year 3 curriculum. JS commented that school needs to ensure that it is challenging able pupils enough. There are some children being assessed as year 1 level (S+). AA asked what stretch was being provided for 10 children reading, 16 in writing and maths in year 2?

- 4.6.3** AA asked whether this cohort was more able at year 1 level rather than year 2?

JS to analyse GLD from reception to year 1 and year 2. Plot who and where they are now regarding progress and achievement and put plans in place to ensure optimum attainment is secured.

JS will ensure SLT support teachers at the next data drop to confirm accuracy of assessment.

- 4.6.4** JS stated that reading is a real strength in Year 2. SEND reading: 1 below and 1 above with the students. JS stated that the 1 SEND child who is below most likely will not be ARE at Year 6. However, we can show that he is making progress from his starting point.

- 4.6.5** TdQ questioned whether this child should be assessed on a P scale? JS confirmed that the work just has to be differentiated to meet his needs. JS does not believe he is low enough to be assessed on a P scale.

#### **4.8 SEF/SDP**

HZ questioned whether the school development plan is having the intended impact on the school, is it the right plan as we are half way through the year? JS stated that he felt this was the right plan as this is evaluated each term and JS is confident that we are meeting all our targets.

TDQ questioned whether JS had updated anything on the SEF that quantifies that we are good and have the capacity to be outstanding? JS commented that he has added in a section which states what the school is doing to meet outstanding.

#### 4.9 CPD Programme

JS commented that CPD was developing across the school. Teachers have been identified for middle leadership training. There has been a range of moderation as well as training around ensuring the foundation subjects and the core subjects are at the same standard.

#### 5. Safeguarding

- 5.1 **Didcot Primary Academy** –AA confirmed that DPA have had no pupil behaviour problems with no racists, bullying or homophobic incidents
- 5.2 **Twickenham Primary Academy** - JS confirmed that DPA have had no pupil behaviour problems with no racists, bullying or homophobic incidents
- 5.3 **HZ queried safeguarding and the processes that are in place in each school. Does this lie totally with the Principal?** AA and JS confirmed that there is a deputy safeguarding lead at each school should the principals not be available plus an additional 2 further members of staff that are trained. AA confirmed that a new appointment of SENCO in September will mean that there is an additional adult for Safeguarding. AA still retains the safeguarding training that is required.
- 5.4 **Fire Drill Times - 1 minute 43 seconds for DPA and 2 minutes and 40 seconds for TPA. TDQ asked why TPA exit time was almost a minute longer than DPA?** JS confirmed that it was the building's structure and 3 levels of staircase that explains the difference in exit time but that the time was efficient.

JS and AA to report to the Standards Committee on the exit time deemed as efficient and appropriate according to the fire risk assessment or other body.

#### 6. Curriculum and extra curriculum provision.

- 6.1 AA stated that Didcot already has a full and enriched curriculum, including plenty of opportunity for arts and dance etc. Mastery of Mathematics this year is undergoing a review. Year 4 curriculum is being planned and recruitment for an English lead and year 4 class teacher is in process. Extra curriculum clubs offer a wide-range to include Science, Irish dancing, choir, multi-sports and football. Parents are very pleased with curriculum generally.

Full curriculum for 18/19 year will be reviewed as it extends into year 4 with all subject leaders getting involved in the planning and development.

- 6.2 TPA also offers a full curriculum with an excellent music programme working in partnership with RMT and everyone will have the opportunity in Year 3 to take part in the wider opportunities programme. Many cross curricular weeks are planned for and focused Health week, Literacy and Science weeks take place regularly. Twickenham offers a wide range of extra curriculum clubs totalling 12 clubs including Art, Gymnastics, Choir, Football and Sewing club. Twickenham have also signed up to Sporting competitions for KS1



- 6.3** HZ- are we monitoring participation from FSM as in are there any difference in attendance to clubs? Costs are a factor in attendance at afterschool clubs but both Twickenham and Didcot have offered their breakfast clubs to all FSM parents.
- 6.4 Swimming - Twickenham will be providing swimming to Year 3 and this will be offered in Year 4 at Didcot.

## **7. Leadership and Management structure.**

- 7.1** Didcot are recruiting a SENCO for next year which will be 2 days for SENCO and 3 days for cover. Looking to appoint an Associate teacher in Year 2 who will become head of KS1 next year. All teachers that are NQT are strong and keen to take on subject leadership. Devolved leadership is developing well.
- 7.2** HZ confirmed that the trust is keen on increasing opportunities for staff to lead and that the trust wishes to grow our own staff so that they are being developed for future leadership roles.
- 7.3** Twickenham's Vice Principal is attending Headship training. Teachers that have subject leadership have an NQT shadowing them to support them with developing their role next year. The Leadership structure has been included in SEF (appendix 2) this shows who is doing what role and who is shadowing. With regards to recruitment for next year this is difficult to predict at this point due to unknown pupil numbers. However, the plan currently is to employ just 1 teacher for next year as we will also have a Teaching Assistant who will be undertaking School's Direct.

## **8. Term Dates**

- 8.1 2019/2020, both schools will be in line with local authority dates. Schools set Inset days independently. The Committee approved the school term dates.

## **9. School Collaboration**

- 9.1 Autumn term. The Principals, vice-principals and NQTs exchanged visits. Ofsted style interviews by AA at TPA. TPA and DPA links are frequent and active. This gives an opportunity to share ideas and see what each school does differently. DPA are planning to look at foundation stage at TPA and TPA to observe maths. There was discussion on how the schools can exchange expertise and pupils can create links. There is potential to bring School council members to each school or to meet over skype.

AA and JS. Using Google drive and technology to maximise teacher and pupil engagement across the trust will be explored.
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## **10. AOB**

- 10.1** HZ concluded by thanking everyone for their patience, input and their contributions to the trust and benefits to the children of both schools.