



Item	Notes	Actions
5	<p><b>Data Outcomes – Autumn Term 2022</b></p> <p><i>Queen Edith</i></p> <ol style="list-style-type: none"> <li>I. Our school improvement advisor attended a pupil progress review for Year 6. We focused on pupils who are not expected to make national levels and looked at how we can support them. Shared the aspirational goals we have set for our pupils.</li> <li>II. Year 6 has a higher than average number of EAL pupils, but they have generally performed in line with the rest of the year group. Writing and maths outcomes are within 10% of national outcomes (2022).</li> <li>III. Year 5 pupils have achieved above expected outcomes in reading and maths but are below national outcomes in writing. We are using the Write Stuff to support pupils and hope this will have a positive impact on writing outcomes and particularly support with editing. A shortage of TA support in Year 5 is impacting on the interventions that can be provided, however, PP children have achieved above expected levels in all areas.</li> <li>IV. Year 4 data is below national in all areas.</li> <li>V. Year 3 data is below national in reading and writing but above national in Maths and at greater depth (GD).</li> <li>VI. Year 2 data for reading is below average but pupils achieving greater depth in reading is high (30%); as this year group were moderated last year we are confident that the figures are correct.</li> <li>VII. Year 1 is broadly in line with national although we have some concerns that reading assessments may not be correct.</li> <li>VIII. Pupils in Reception and nursery continue to make good progress and the new phonics programme (FFT) is fast paced, with gaps in knowledge immediately clear to teaching staff.</li> <li>IX. <b>Gov Q: Does reading include reading comprehension?</b> Yes it does in KS2 but not KS1.</li> </ol> <p><i>Queen Emma</i></p> <ol style="list-style-type: none"> <li>I. Our school improvement advisor also met with Queen Emma staff to look at pupil progress in Year 6. Again we focused on pupils who are not expected to make national expectations and looked at what support is, and can be put in place, to improve outcomes.</li> </ol>	

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	<p>II. Worked with Liz Holmes the LA English advisor to identify next steps and units of work.</p> <p>III. Year 6 are within 10% of national outcomes in reading and maths, but below expected in writing. However children working at greater depth (GD) in all areas was above national.</p> <p>IV. Year 5 pupils working at GD is above national outcomes in all areas, however those achieving expected levels is below national in reading and writing. English Lead and Maths Lead are supporting Y5 teachers.</p> <p>V. Year 4 data is showing pupils working near national levels in Writing and Maths but above national in reading. This will be a target year group for our school improvement champion when they start in February.</p> <p>VI. We have introduced 'Reading with the Lightening Squad' to support the lowest 20% of readers from Y2 to Y6 and this is led by an FFT tutor and funded through the pupil premium.</p> <p>VII. Maths lead is supporting Y1 with maths mastery teaching.</p> <p>VIII. We will continue to target the development of communication and language in EYFS and have recently visited St Phillips which has given us some new ideas for teaching vocabulary.</p> <p>IX. Our Phonics lead is working with teaching assistants in EYFS to embed the use of FFT.</p> <p>X. School improvement champions at both schools will be using the data from this report to inform their work. Rachel Holman and Charlotte Koster will be starting a day each per week at Queen Emma in February and Nicky Simmons is already in place at Queen Edith.</p> <p><i>Both schools</i></p> <p>I. <b>Gov Q: What is the role of the school improvement champion?</b> They will have responsibility for leading, implementing and monitoring existing and new strategies to increase the effectiveness of teaching and learning at each school.</p> <p>II. <b>Gov Q: Do they have a particular focus?</b> Yes their role is linked directly to our school priorities detailed in the SDP. Also where the data is low they can support teaching staff to plan units of work for individual / groups of children to accelerate progress.</p>	

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	<p>III. We have noticed that pupils who join the school from Y3 upwards don't make as much progress. Those joining during KS1 have better outcomes. To address this we are introducing one-off checks in reading, writing and maths to spot gaps in learning, so we can start planning to support children immediately.</p> <p>IV. <b>Gov Q: How will success of the lightening squad be judged?</b> There is an assessment process as part of the programme so this will provide us with data. <b>Would you be happy to share this data with the Committee?</b> Yes.</p> <p>V. <b>Gov Q: What is going on in Y5 at Queen Emma? Is it the teaching and learning or the dynamic of the children?</b> There is a high level of behavioural challenges within this cohort; they have also been a low performing cohort from Reception and include several pupils who haven't quite made the threshold for an EHCP, but are receiving some SEN support.</p> <p><b>Governors: Excellent data reports with really high quality information available to governors. Really like the detail in the areas for development following on from the attainment in Autumn term.</b></p>	
6	<p><b>Pupil Premium reports</b></p> <p>Strategy statements were provided to the committee for the academic year 2022-23 showing how we aim to support our pupil premium children.</p> <p>I. Progress is improving for our PP children, but the gap between them and other members of their cohort is still too wide.</p> <p>II. We are investing in diagnostic assessments and providing training to staff so they can interpret the results correctly. These tests will highlight the specific strengths and weaknesses of each pupil and help ensure they receive correct additional support swiftly.</p> <p>III. Subject leads will be given time out of class to support small groups of children. Timetables remain a focus at Queen Edith.</p> <p>IV. A number of pupils in receipt of PP funding have a moderate to high need in managing their behaviour and show challenges in relation to wellbeing and mental health. Family workers support will prove invaluable in working with these pupils and their families.</p>	

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	<p>V. All children who receive PP funding have been offered the opportunity to attend after school and lunch time clubs. Engagement with extra-curricular activities has risen from 49% to 67% but we would like to see this figure improve further.</p> <p>VI. <b>Gov Q: Are all clubs after school?</b> No we do have some that take place during the school day, but often children would rather be with their friends than at a club.</p> <p>VII. <b>Gov Q: Is there any comparative data for engagement in clubs?</b> No we haven't looked into this with neighbouring schools but it would be possible to do so.</p> <p>VIII. <b>Gov Q: Do PP children attend the residential trip in Y6?</b> Yes, most do take part in this.</p> <p>IX. <b>Gov Q: Have you asked the children which clubs they might like to see in school?</b> Yes we have listened to the children's suggestions – dodge ball and circus skills being two that were introduced.</p>	
7	<p><b>Attendance and admissions</b></p> <p>I. Overall attendance at both schools is lower than staff would like; persistent absence (below 90%) remains higher than staff would like. Attendance below 90% is monitored weekly with letters sent to families to raise our concerns.</p> <p>II. Moving forward attendance below 96% will be monitored once per month so we can start to identify families where there is lower attendance at an early stage and start to put support in place.</p> <p>III. At the end of the Autumn term and start of Spring term we have had high levels of illness at both schools.</p> <p>IV. The FFT has provided data that shows average national attendance was 94% last week, and 93.3% since September 2022. No local authority in the country had attendance over 95%.</p> <p>V. SENCOs and family workers have under-taken home visits together where necessary to find out why pupils are not in school.</p> <p>VI. We have noticed that attendance can be a little wobbly for pupils joining the schools who are new to English and will look at how we might support them better and raise attendance.</p> <p>VII. <b>Gov Q: Does persistent absence data include illness?</b> Yes, persistent absence isn't truancy but can be legitimate illness. Persistent absence is where attendance drops below 90%.</p>	

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	<p>VIII. <b>Gov Q: Is there any absence of concern?</b> Attendance is lower for our PP children at both schools. SEND pupils also have lower attendance, but these figures can also include part-time timetables where this has been deemed supportive, and includes illness.</p> <p>IX. <b>Gov Q: Does putting a child on a part-time timetable help?</b> Yes; it is for a time limited period, working steadily to engage the child and encourage them back to full-time attendance.</p> <p>X. <b>Gov Q: At our next meeting could we be presented with a pupil case study where an attendance intervention has been implemented and has had a positive impact?</b> SENDCOs will look at finding an appropriate case study and share this; obviously details will be anonymised.</p>	<p><u>Agenda 06.03.2023</u></p>
8	<p><b>Up-dated Policies</b>  <i>PSHCE Policy</i>            Provided by the Local Authority and adapted to our schools' curriculum.  <b>Reviewed and accepted by the Committee</b>  <i>Educational Visits Policy</i>            1 change – removal of insurance costs from trips.  <b>Reviewed and accepted by the Committee</b>  <i>Swimming Procedures</i>            Teaching Assistants now also receive DIP training along with teachers.            We have re-worded the paragraph about jewellery.  <b>Reviewed and accepted by the Committee</b></p>	
9	<p><b>Safeguarding</b>            Committee had received a safeguarding up-date</p> <ol style="list-style-type: none"> <li>I. Weekly monitoring meetings continue reviewing actions to support vulnerable children.</li> <li>II. Additionally we have half termly ECM (Every Child Matters) meetings at each school.</li> <li>III. Food hampers were donated to are most vulnerable families to support them at Christmas; these were passed on by the local food hub and also by a Supply agency, Vision.</li> </ol>	

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	IV. Through our involvement with Netherhall we arranged for a number of families to attend the Children and Young People's Christmas wonderland. V. Shared analysis of the take up by families who are entitled to the HAF (Holiday Activity & Food Programme).	
10	<b>Impact of meeting</b> <ul style="list-style-type: none"> <li>• Clear picture of data at both schools; useful to hear the evidence behind the data.</li> <li>• Highlights the priorities in our SDP.</li> <li>• Pupil premium strategy statements at each school; understanding support in place for these pupils.</li> </ul>	
11	<b>Correspondence received / circulated</b> None	
12	<b>Items to be reported to parents</b> Attendance notice for the newsletter	<u>Sean to prepare notice</u>
13	<b>Any other business</b> None	
14	<b>Date of next meeting: Monday 6<sup>th</sup> March 2023, 5.30 pm</b>	

Signed: \_\_\_\_\_ Dated: \_\_\_\_\_  
 (Craig Dyer, Chair, Standards & Improvement Committee)