



**Ninestiles Academy Trust
Progress and Standards Panel
Erdington Hall Primary School and Pegasus Primary School
Monday 9th October 2017**

In Attendance

Catherine Anwar	CA	CEO
Martyn Collin	MC	Director of School Improvement
Richard Simcox	RS	Principal – Erdington Hall Academy
David Barker	DW	Vice Principal – Erdington Hall Academy
David Shakeshaft	DS	Principal – Pegasus Academy
Harriet Simcox	HS	Vice Principal – Pegasus Academy
David Werry	DW	Trustee
Rucksana Hussain	RH	Clerk.

Catherine Anwar, the chair of the meeting welcomed everyone to the meeting.

Richard Simcox and David Barker began by presenting data for Erdington Hall. 2017 EY results showed that GLD was at 52%, which was a 2% increase. There was a bigger group of disadvantaged pupils in this cohort.

Two new members of staff had been appointed and the decision had been made to change leadership in Early Years, the SENCO was no longer taking over.

David Werry enquired whether leadership was a concern: RS stated that roles have to change and currently there were plans to get additional support from Pegasus Academy.

Martyn Collin stated that the changes to the PP funding masked the fact that pupils had the same needs. MC added that there were many very low income pupils who did not receive PP funding. RS added that the reduced number of parents that were completing the paperwork was having an impact, there was a stigma surrounding FSM or in some cases a lack of understanding.

CA questioned what was being done to encourage more parents to complete the paperwork.

RS stated that staff were to work with parents by approaching them personally.

CA stated that it was imperative every student receives the highest quality of provision regardless of their PP status.

RS stated that GLD outcomes had dipped two years ago. Assessment is now accurate, and girls are outperforming boys. Phonics had seen an increase of 7% and at the end of year 1 phonics outcomes are better. Tracking and assessment is now more rigorous and outside support has been used to quality-assure the standard of EY teaching.

MC raised the issue that at present there were two students in year 1 and another in reception that had low attendance since the start of the academic year.

RS explained that currently there are two students in year 1, who are not ready for year 1 so therefore are spending the mornings in reception and then back to year 1 in the afternoon.

In addition, there are some students (under 5s) who have been taken on extended holiday leave. Some absence was due to sickness; there are plans to trial hand gel pumps, to prevent spread of illness.

MC stated that in contrast the attendance in years 5 and 6 was very good, with year 5 at 97% and year 6 at 98%.

RS stated that in reception and year 1 some students leave early on as they secure places at schools/academies of their choices or ones that are nearby. Distance to school is a barrier for some parents. Currently, there are seven students still on roll who have either gone to other schools/academies or have gone abroad, however authorisation hasn't been received to be able to take these students off roll. RS further stated that historically attendance in reception had been a challenge.

MC stated that the data from Chris Silverton showed a pattern emerging about which students had poor attendance.

CA stated that a large number of students/families were of Pakistani heritage, she enquired what was being done to engage with this community.

RS stated that he had sourced help from the brother of Sajid Gulzar, CEO of PACT, to provide support to the community, promote the need to send children to school but also to help with planning around Eid. RS added that he knows the school and the community well and can provide the communication link needed.

CA questioned how he would portray the importance of education when Sajid Gulzar had taken his own children out of mainstream education. She added that it would be an idea to contact Tim Boyes from BEP to see how BEP can advise and what support they can provide.

ACTION: CA to contact Tim Boyes to discuss options about parental/community engagement.

RS presented data for KS1.

There are significant gender gaps in outcomes particularly in reading, writing and mathematics with girls outperforming boys.

The gap between disadvantaged pupils and other pupils nationally has increased in reading and mathematics but decreased in writing.

Historically year 1 has been an issue within the school and there have been six teacher changes within two years.

RS outlined support strategies in place which included additional support from a strong supply teacher and VP support for teachers. A new, robust testing and teacher assessment has been put into place; data from the end of year 1 has been analysed, providing the basis for year 2. Going forward, the key stage 1 leader will move up with the year group, the assistant literacy lead will also be placed in the year group. This will allow for better transition and provision next year.

RS further stated that book scrutinies and learning walks have been carried out and show early signs of improvement in outcomes since last year.

CA questioned what steps were taken to ensure any gaps in knowledge were backfilled as pupils moved up the school?

RS stated that Teaching Assistants were being used to support pupils, as well as daily maths catch-up for 45 minutes. Project X, a reading intervention, is also being undertaken.

CA questioned whether assessment would show that knowledge gaps had been closed by Christmas.

RS stated that though the gaps won't have closed entirely by Christmas, inroads will have been made.

ACTION: Use data analysis to evaluate what improvements have been made in Year 3 at Academy Council meeting.

DW questioned what current targets are based upon.

RS stated that results obtained from Year 2 assessments formed the basis of target setting for year 3. He further added that assessments showed that attainment was at 85% which met with the Trust's target.

MC added all staff were set challenging targets of 85%.

DW questioned whether this was worthwhile.

RS stated that this had been done previously and it was about mind set, about focusing resources to make a difference.

CA explained that high targets, when used to motivate rather than to blame, provided a high aspiration; even if they are missed, evidence shows that outcomes will rise more quickly towards the high targets.

RS added that staff were getting closer to the 85% target and that it was imperative for staff to understand that much better progress has to result in higher attainment.

DW stated that teachers must understand scaled scores, RS agreed adding that there were scaled scores for every student. He added that students were being tested every half term.

RS reported the outcomes at KS2.

The gender gap is an issue with girls outperforming boys on all measures. Disadvantaged pupils perform less well than others nationally although the gap is narrowing in mathematics.

DB added that there is more focus on engaging boys.

CA questioned why the maths outcomes in year 3 looked low.

DB stated that the data did show a 10% increase from previous years, however there were students who lacked in basic skills, however he also added that these students had now caught up with the basic skills that would allow them to make better progress.

CA enquired about the last year's reading data for year 5 and whether it was accurate and whether or not better outcomes would materialise at the end of year 6.

RS stated that the data was accurate, he added that year 5 teachers had been given extensive training via PPA and CPD had been led by the best practitioners available. He added that there had been a 21% increase from June to December, in-year progress has seen an improvement..

CA stated that FSM pupils had shown no improvement in attainment and had declined in progress over the last 2 years. She enquired what was being done to raise the progress levels of FSM students.

RS stated that a transition document had been created tailored to each student's needs. Books have been labelled and scaled score targets have been written in books by the students themselves. Pupil progress meetings have also taken place.

CA asked whether questions asked in lessons were sufficiently challenging for more able pupils.

RS stated that they were, there was an emphasis on how to target language and questioning what wasn't known, lower ability students were also benefiting from the whole-class learning approach.

CA enquired whether a Venn diagram had been done, so if which underperforming groups overlapped and by targeting those said groups, progress and attainment could be raised.

RS stated that this would be done by the phase leaders next week.

CA queried how the Trust could help further.

RS stated that help was needed with Year 2, people with the best skills were required. Jackie McGullicuddy had done research on who could provide support from Ninestiles Academy. There will be several planned absences this year.

ACTION: CA to arrange a meeting with RS to discuss staffing.

Pegasus Academy

David Shakeshaft and Harriet Simcox, presented the data for Pegasus Academy. DS stated that Pegasus was facing similar issues as Erdington Hall Academy.

GLD for 2017 fell below the national average to 60%, a difference of 11%, communication and language outcomes were the largest barrier, writing has been a key issue since 2015/16, this was despite phonics being aligned to that of the national average. Boys are underperforming at 41%, and the gap between boys and girls is 43%, with girls at 85%. Pupil premium is at 27% and non-pupil premium at 79%.

CA questioned how many pupil premium students were boys.

DS stated that all underperforming were students who were all SEND.

CA questioned whether any work was being done with the families of the underperforming boys.

DS stated that a workshop was due to take place in November. He also stated that there was role play happening that was geared towards supporting the underachieving boys' skills development.

Phonics has been stable for three years and in line with the national averages. Girls are at 93% and boys at 67%. In year 2 boys outperformed girls with an average of 90% and girls at 80%, however for that cohort, there is a need to look at each individual girl.

More able students are being taught to work independently and not wait for instructions.

Reading is a strength across the school and in line with the national average at 73%. DS stated that there is a whole class approach for reading, language learnt during the reading sessions is then applied in lessons during the week. On Fridays there are whole class comprehension sessions and these have been rolled out across the school.

CA stated that it was interesting that reading was strong but language was not.

DS added that the gap in vocabulary skills was a stumbling block.

RS added that staff are not always confident in their accurate use of vocabulary: it was critical that staff knew the accurate meanings of words used.

In year 2 the ratio of boys to girls is 2:1, in reading, boys are at 75% and are outperforming girls who are at 70%. In writing boys are at 50% and girls at 70%. In maths boys are at 65% and girls underperforming at 50%.

DS stated that though further exploration was needed into girls' maths, is there a correlation to pupil premium and SEND. However, it is also important to get support with language especially with EAL students.

For KS1 the FFT 50 is 67 in reading, 57 in writing and 66 in maths. FFT 20 is 77 for reading, 64 for writing and 70 for maths, expectations are not being met. An action plan to address the needs of HAPs has been also implemented.

The school is above floor targets. Reading, writing and maths combined is 50%, this is a rising outcome and above the national average but is ranked in the 75th percentile.

Historically, key stage 2 has been underachieving, especially for pupil premium students. Data for year 4 is directly linked to staffing instability. Attainment at the KS2 did show improvement but was still below the national average. The average scaled score of 99.5 puts Pegasus in the 94th percentile and progress average of -3.1 places Pegasus in the 91st percentile.

There wasn't any major difference between genders, twelve boys had APS of 99.4% and eighteen girls had 99.6% APS, 50% of both groups achieved expected in all subjects however, the progress of the girls was significantly below expectation.

There were six pupils that were more-able, who had APS of 104.8%, which was just above the national average. Only 83% reached expected for reading, writing and maths combined, progress measure was -4.7%, which was lower than expected. There were thirteen MAPs students who had an APS of 101.9% combined. There were 10 LAPs students who had an Aps of 92.8% combined.

At the end of KS2 maths was the weakest subject.

CA enquired about what measures were put in place to help with maths. Girls underperformed with progress in maths, their confidence was poor. CA questioned why this was the case. DS stated that the girls were unable to break down a question and take risks, they were not showing much working out as well as taking too long on each question. **CA questioned was being done to overcome this.** HS stated that work was being done to build confidence, and being able to work with fluency and speed. **CA further asked what strategy was in place to build up girl's confidence.** DS stated that there was focus on building resilience and also the promotion of risk-taking.

DS stated that the GLOW maths scheme, which applies maths to the national curriculum had been implemented and all teachers had received training over at Erdington Hall.

CA asked whether teachers were confident in the delivery.

HS stated that guidance was available as well as support from senior staff during PPA.

DS stated that years 2, 4 and 6 had the strongest teachers, however it was still important to monitor them.

CA questioned whether teachers are able to identify high ability pupils.

DS stated that teachers had received training on identifying high achievers.

CA asked what would make the most difference and what were the three main priorities.

DS stated that the main priorities were

- 1) Outcomes for higher abilities
- 2) Raising achievement in maths

CA commented that absence had been high.

DS stated that attendance was at 96%, PA had been better last year and was in line with national. However, there had been a few unauthorised absences but prosecutions had been made and made public to deter. Last year, Year 2 had the lowest attendance at 93.9%, year 1 had an overall off 94.7% and year 5 had 97%.

RS stated that it would be a good idea to see where students were travelling from. MC added that there was an element of clinginess especially with younger students.

CA questioned results for SPAG which had been low.

HS stated that where precision teaching was good the outcome was good but other outcomes were lower. She added that students had been provided with a SPAG.com log in to be able to access at home but parents are unable to support with the basics.

CA enquired what help could be provided by the Trust.

DS stated that he would like help with quality assurance when pitching the school development plan. In addition, to spread expertise across both Pegasus and Erdington to release and share teachers, to allow strengths in teaching.

Meeting closed at 19.10.