



Ninestiles Academy Trust
Progress and Standards Panel
The Oaklands Primary School & Yarnfield Primary School
Wednesday 14th March 2018
Trust Boardroom - Ninestiles, An Academy

In attendance

Catherine Anwar	CA	Chief Executive Officer
Ateef Azam	AA	Chair of The Oaklands & Yarnfield Academy Council
Mary LeBreuilly	MLB	Vice Chair of The Oaklands & Yarnfield Academy Council
Amelia Turnbull	AT	Academy Councillor, The Oaklands & Yarnfield
Mark Court	MC	Principal, The Oaklands
Rena Ali	RA	Head of School, Yarnfield
Natalie O'Brien	NO	Vice Principal, The Oaklands
Leah Charlesworth	LC	Executive Headteacher, Yarnfield
Kate Purchase	KP	Note taker

Meeting began at 2pm

CA thanked the AA, MC and AT for attending the meeting and noted that this was MC and RA's first time attending this type of meeting as they both began working for the Trust in January 2018. CA explained that the focus of this panel was to look specifically at the current Year 2 and Year 6 in advance of the SATs exams that will take place in May.

CA noted that there has been significant turbulence at Yarnfield Primary School and RA and LC have been unpicking the issues that are present in the school and gauging where the school. RA and LC have brought a sense of urgency and the Trust is providing support in all areas.

CA suggested the panel start with The Oaklands data to begin with and invited MC to begin.

The Oaklands

MC presented the data, beginning with Year 2. MC ran through the Reading, Writing and Maths headlines and then presented the Combined data. MC to send KP the presentation to circulate to the those present at the meeting.

MC presented the actions that have been put in place to raise outcomes in Reading, one of which was a review into the teaching of reading which has demonstrated that it is not an area in which teachers are highly skilled. MLB questioned who was carrying out this review. MC explained that his Senior Leadership Team are carrying this out with support from LC (in her capacity as Interim School Improvement Director). MC noted that an external reviewer has been into school to audit all book corners to assess whether books are fit for purpose. An amnesty of books is going to take place so they can be banded into correct year groups. The Trust is also currently looking at the procurement of books across all the Primaries.

MC noted the interventions are happening across Reading, Writing and Maths in 4 week cycles so they pupils are receiving short, sharp bursts of teaching regularly. MC explained that external moderation has taken place with another local academy for Reading and Writing and the judgements have been agreed. MLB questioned whether this will take place for Maths also. MC confirmed that it will happen shortly. MC explained that Senior leaders

are now in the classroom teaching daily. MLB commented that this is not only beneficial to pupils, but also beneficial for the Senior Leaders.

With regard to Maths, MC explained that the recently Trust- wide implemented programme of Effective Maths was already started to show impact and teachers were responding well to the training and development days.

MLB raised that she felt that there was not a clear enough picture of progress made. MLB noted that this was what Ofsted would be looking for and last year's RaiseOnline progress data was not positive. CA noted that the banding of Higher Ability Pupils, Middle Ability Pupils, Lower Ability pupils, demonstrates where the pupils starting points were and progress would be able to be tracked from. LC noted that the new Otrack data system that has recently been introduced across the Primaries would be able to demonstrate this once fully functional. LC explained that the attainment data has been set up at this stage and progress will follow.

CA noted that Sir David Carter (National Schools Commissioner) advised the Trust that if the Primaries could aim to be in line with 2017's national average in their outcomes then he would consider this a success. CA noted that movement towards target demonstrates trajectory of progress.

CA noted that the language being used, for example 'On track to target' , in essence means that progress is being measured through this tracking.

CA requested that schools should compare and publish cohort ability at starting point so that leaders and teachers are clear about the relative overall ability of each year group. Progress variations between year groups can thus be usefull compared to check impact of work.

MLB noted from this point, that there are 7 children who are not 'on track to target' in Year 2 and questioned whether these are therefore the group of children receiving interventions. MC confirmed this was the case.

LC and MC discussed that Pupil progress meetings take place regularly with staff and these meetings inform who will receive interventions and who requires additional support. LC noted that these meetings are layered and firstly look at pupils who are not on track in one area, then in two areas, then in all three. LC noted there are bespoke programmes for SEND students in place.

CA asked if there were any further comments on Year 2 data. The panel did not have any further comments.

MC presented the Year 6 data and noted the headlines in each area of Reading, Writing, Maths and then Combined. He then continued to note the actions that are in place to raise outcomes.

MLB asked how the ability of this year's cohort compares to last years. NO noted this year, they have a greater proportion of SEND pupils. CA noted that she felt this year's group were much weaker, however therefore could demonstrate better progress.

MLB noted that comparing data to last year's cohort is not transparent enough when they need to consider progress made of the current cohort. CA noted that the starting point for the current cohort can be seen through KS1 data and the HAPs, MAPs and LAPs banding.

MC explained that intervention cycles of 4 weeks have been put in place for Year 6 also. MLB questioned whether the impact of these interventions has been seen yet. MC noted that

meetings take place to assess whether impact has been made on the pupils after the 4 weeks. The question is then raised as to whether the pupil stays in the cycle or another pupil is brought in. MLB asked if there is any data to demonstrate the impact from these interventions. AT noted that in the Secondary academy she works in, they do regular standardised scoring, in particular with SEND students, and impact can be demonstrated through this. AT noted that it shows where small steps of progress have been made. NB noted that it is difficult to test Primary children every 4 weeks, so teacher assessment is used to determine whether they have grasped the learning the intervention intended or whether they need to continue in the cycle.

LC noted that impact provision maps will be put into place going forward and these will be colour coded as the pupil becomes 'on track' or in some cases, not. AT noted that this would be useful going forward as it would give a clear picture of numbers of pupils going in and out of the intervention cycles.

NB noted that she feels confident in the area of Writing with the current year 6 group that the interventions are having impact. She noted that the groups are very fluid and constantly reviewed to ensure the right pupils are in the right groups at all times. Texts have been changed, both in year 2 and Year 6 to engage the Boys group, as these are underachieving in comparison to the Girls group.

NB noted that in Maths, a research based intervention called Success at Arithmetic is being used and the TA carrying this out is highly experienced. MLB noted that previous strategies from the DfE can still prove effective. MLB offered to go through the strategies and pick out those that she felt would be useful. NB thanked MLB and noted she would advise the areas of need.

MC noted that the Effective Maths trust strategy has been implemented in Year 6 also, however on the whole, Maths is still weaker than Reading or Writing. MC noted that he felt there was a catch up that was needed as the previous strategy from First4Maths was not demonstrating impact. CA noted that this was a previous Trust strategy which was not monitored effectively. This has now been removed and Effective Maths is in place. CA noted that the Trust philosophy for support is now 'fix and build'. Therefore, any strategies implemented are directed to 'fix' the issues, but also build capacity so when the external support aspect is complete, the knowledge and skill remains in school.

MLB noted that with interventions taking place in the afternoon, pupils may be being withdrawn from other subjects, and she questioned what they are missing. MC explained that these would be subjects such as History or Science, however, interventions are short and sharp at around 15 minutes long. He noted that they are scheduled to avoid minimal disruption to learning in other subject areas.

Referring to the progress of the SEND cohort, LC noted that they will be working using a continuum created by Birmingham City Council and this will be able to be used in conjunction with OTrack to track progress. AT noted that the continuum is a very useful tool and explained that BCC also have a list of interventions you can use depending on where on the continuum the pupil sits. LC and RA noted that they believed this was being used at Yarnfield currently.

CA asked whether the panel had any final questions regarding The Oaklands data.

MLB commented that she felt the data was a lot tighter and things were moving forward at a quicker pace than previously. MLB noted there was tracking in place and knowledge and

awareness of areas that needed to improve, which will permeate down the school. MLB thanked The Oaklands for their work in this.

CA asked whether question level analysis has fed into the intervention schedule to see where the gaps are from previous exam papers pupils have taken. MC noted that this has taken place in Year 6 and the curriculum has been adapted to fill the gaps. CA noted that this could be taken a step further to assess whether it is a holistic whole school issue. This might pre-empt issues that may arise further down the line. CA echoed MLB's thank you to The Oaklands team.

Yarnfield

CA invited LC and RA to discuss the Year 2 and Year 6 data from Yarnfield.

LC referred to the data that had been circulated and noted the actions that have been put in place in order to raise outcomes. LC and RA have put in place a process of tight pupil progress meetings, similarly to The Oaklands. These have identified the barriers to learning and highlighted where quick wins can be gained. Interventions are planned in 4 week cycles according to evidence gathered in these pupil progress meetings. LC noted that they are currently in their first 4-week cycle, but qualitatively, teachers are beginning to see impact. RA noted that some staff struggled initially with the Pupil Progress meetings, as they had little experience in having conversations of this nature in the past. This was concerning to LC and RA but the majority of staff have grasped the concept well and responding positively. Staff are now coming to the meetings prepared, and with suggestions for strategies to implement.

LC noted that she felt more confident in the capacity of majority of the teaching staff, now that she and RA have had time to get in to the classrooms to observe. AT asked if there were specific year groups where quality of teaching was an issue. LC noted that Year 6 was the biggest area for concern, however the current class teachers will be leaving at Easter. LC and RA have put a plan in place following their departure and recruitment has begun for new staff to start in September.

MLB questioned whether the results for Year 6 will be affected by the quality of teaching. LC explained that she felt in some areas they will as issues cannot be fixed in 20 days. Targeted interventions are in place and strategies such as Effective Maths have been implemented. LC noted that Effective Maths takes into consideration the teacher's workload and does not impact on this.

CA noted that LC and RA are acting quickly to rectify any problems that they can. CA noted that she has written to the Regional Ofsted Director to explain the turbulent leadership situation and warn them that insufficient progress may appear when results are out. CA noted that this is fairly typical to happen in a special measures school, but Ofsted and the DfE will be able to see the systemic changes LC, RA and the Trust have put in place. Outcomes tend to be the last thing to improve, but the progress of current pupils will show a more positive picture as they have been least affected by systemic weaknesses in the school.

AT asked what the current Year 5 cohort's ability is like. LC explained that Year 5 are a much stronger cohort, year 4 are even stronger and Year 3 are the strongest and are making strong progress currently.

MLB asked whether the progress made for Year 6 could be negative. LC noted that it could well be.

LC explained that the Year 2 picture is positive and that external moderation in other schools have proven assessment judgements made to be accurate. Year 1 data is currently quite strong, LC noted that she is questioning whether teacher assessment is harsh as it stands and will look into it. MLB commented that it is better to be overly harsh in assessment to avoid any surprises in final results.

AT questioned whether Year 1 are on track for their phonics check target. LC noted that their target is 77% and was positive about this. RA noted that interventions were in place for those pupils who needed to gain further knowledge.

MLB asked for confirmation that average or better progress would be made in 4 out of the 6 year groups this year. RA and LC confirmed this.

LC circulated the SEND data documents to provide an example of how the SEND pupils will be tracked. LC noted it is in its infancy but it does measure and track progress clearly. MLB noted that this was very clear and suggested that a summary section could be added. LC noted that the Vice Principal with responsibility for SEND will be leaving Yarnfield at Easter. An interim Vice Principal has been appointed to start next week so a handover period can take place. LC and RA assured the panel that nothing will fall through the net.

LC noted that Yarnfield is currently withdrawing SEND pupils from classes as a model, but reflected on the need for class teachers to take responsibility, and noted that this will change.

MLB noted that she knows of a highly skilled freelance SEND advisor who she could put LC in touch with. LC and RA thanked MLB for this. AT noted that her area of expertise was SEND and offered to do a review also.

MLB noted that the demands on staff will no doubt have increased since LC and RA took over leadership and they will not be used to it. MLB questioned how the staff were coping. LC noted that on the whole they are doing well as LC and RA have cleared away the 'chaos' and are putting systems in place. RA noted that the staff are welcoming the transparent way in which they are leading the school.

CA asked if there is anything more the Trust can do to support Yarnfield. LC and RA thanked CA for supporting Jayne Smith (Trust Director of Maths) and Carol Phillips (Trust Primary Principal) to spend a lot of their time in the classrooms to support LC and RA, and this was a great help.

CA thanked LC and RA for their hard work and noted that it seems they are gaining control of the situation day by day. CA noted that Usha Devi starts after Easter and will be providing support and challenge to Yarnfield as part of her role as School Improvement Director for Primary.

MLB and the panel echoed CA's gratitude.

CA thanked the panel for attending the meeting and for their input.

Meeting concluded at 3.50pm.