



**Ninestiles Academy Trust
Progress and Standards Panel
Erdington Hall Primary School and Pegasus Primary School
Monday 26th March 2018**

In Attendance

Catherine Anwar	CA	CEO
David Werry	DW	Chair of Erdington Hall & Pegasus Academy Council, Trustee
David Shakeshaft	DS	Principal, Pegasus Primary School
Richard Simcox	RS	Principal, Erdington Hall Primary School
Harriett Simcox	HS	Vice Principal, Pegasus Primary School
Kate Roberts	KR	Vice Principal, Pegasus Primary School

CA welcomed the panel to the meeting and thanked DW for his attendance as Chair of Erdington Hall and Pegasus Primary Schools. CA noted this was the second Progress and Standards panel of the academic year and this panel would focus on the current Year 6 and Year 2 data for both schools. CA explained that she would invite each schools to present their data and the panel would pose questions throughout.

Pegasus

DS began by explaining that Year 6 have made progress from their end of Year 5 baseline scores. The proportion of children making expected progress has risen, however 'greater depth' is a key area for concern. Progress in maths has been made and they are not far off targets. DS noted that the teacher's assessment is strong but it needs to be counterbalanced with test technique. DS explained that Easter school will be used to address test technique in maths.

DS explained that they now use four standards to assess pupils; Working towards, working towards plus, at (on track), or above (greater depth). DS explained that the Year 6 teacher has hung on to Working towards plus and been cautious in their predictions. DS believed that many would go up into the 'at' category. DS noted that the Otrack teacher assessment was essentially a litmus test for teacher's accuracy and there were some nice correlations between the two.

CA asked why DS felt greater depth pupils were a concern. DS explained that there are gaps in their knowledge due to the fact that arithmetic was focused on, at the expense of the wider applications. DS noted he was teaching the greater depth students himself after school regularly to address this issue.

HS added that from the gaps shown, they have planned lessons accordingly and the effective maths strategy would address these also.

DW queried what Effective Maths was. HS explained it is a teaching strategy developed by Greg Wallace, which has been implemented across the primaries. HS noted that due to this strategy, Year 5 were now readdressing the curriculum to ensure they had good foundations in place.

DS urged caution with teachers' assumptions about what pupils can achieve. Greater depth pupils should be able to backfill some of the gaps highlighted through the new scheme. CA

noted that this is dependent on how far behind they are to begin with. DS agreed but noted that quality teaching is evident at KS1 level.

CA asked how confident the team were in the predictions. HS noted that she was confident in the predictions but they would not demonstrate good progress. HS explained that the pupils are between 3 scaled score points and 18 scaled score points away from their targets. KR noted that the pupil who is 18 scaled score points away has come from special circumstances and this would form a case study situation.

RS noted that the DfE were now limiting the parameters on progress so any outliers would not impact on the score. CA noted that this would impact all schools, RS agreed but noted that the smaller the school is, the more impact this would have. DS noted that he didn't think these new parameters would benefit Pegasus and noted that teachers (who have now left Pegasus) have left them with slightly overinflated prior attainment scores. DW noted that these concerns have been raised before. DS noted that it should not be a limiting factor with regard to Ofsted as they will be able to demonstrate in year progress.

CA questioned whether Writing was going to be a limiting factor, particularly looking at the disadvantaged group.

DS noted that the Venn diagrams they have been using do demonstrate that it could be. KR noted that they have seen improvements in Spelling, Grammar and Punctuation scores which will have a positive effect on the Writing scores. CA asked whether they were confident in their predictions. HS explained that moderation has taken place and they were satisfied with the outcome. DW questioned whether this was internal or external moderation. DS explained it was carried out by Sara Murphy, a local S4E moderator, who delivered a training session and agreed their judgements.

CA noted from the data that the higher ability pupils seem on track, but the middle ability pupils are an area for concern. HS explained that they need to be sure that the middle ability groups have met the writing standards in 3 to 4 pieces of work. HS noted that she was confident this would be achieved.

DS noted that the middle ability pupil group are the most volatile in the cohort, however these are known and being targeted. They have 13 out of the 17 attending breakfast clubs regularly and 16 will be attending Easter school so every effort is being made.

CA questioned whether the target for Combined was achievable. HS noted that the target is 69%, and they are currently at 60%. HS was optimistic that by targeting the middle ability group, they will be able to achieve 70%.

DS noted that they have lost a pupil, who was classed as greater depth, through a permanent exclusion. The pupil that has replaced this pupil is not working at that level. Fischer Family Trust have recently updated targets to reflect this.

DW asked for clarification on the actions being taken to raise outcomes. DW clarified that the greater depth students were being supported by workshop ran by DS, and middle ability pupils were attending breakfast clubs and Easter school. DS agreed and noted that HS and KR are in classes providing interventions and teaching wherever possible.

CA questioned their confidence in the prediction for Reading. DS explained that their target is 83% and they are currently predicting 79%. DW questioned whether they expected any more pupils to convert in order to reach 83%. DS clarified that they were not expecting this prediction to change.

CA questioned whether the data that was circulated prior to the meeting was a whole school view. DS confirmed that it was. CA asked whether DS & RS could send through Year 2 and Year 6 overviews, particularly for the Academy Council to see. DS noted that it would be tight to get the data in, but the team would do their best. CA and DW thanked DS and his team from this.

CA asked DS to present the Year 2 data. DS noted that on the whole, the cohort are doing well, despite some mobility. They do not have the same issues with prior attainment scores as the current Year 6. CA questioned whether it was accurate that there was no higher attainers. DS confirmed that the data was moderated and there was not. They have had 2 pupils leave the school from this group who were high attainers.

DS noted that the key issue for Year 2 is exam technique as they tend to flounder when faced with the exam. They are spending too long a time on lower mark questions and reluctant to make notes on exam papers to help them along. To address this issue, pupils have been issued with jotter books to use in lessons so they have a record of their workings. Wipe clean small whiteboards are no longer being used.

CA explained that there are 3 key pillars that need addressing for exam preparation. The first is the knowledge and content, the second is the application and transferability of the knowledge to different contexts and to solve problems, and the third is the performance element of the exam. CA noted it is something that needs to be addressed across the trust and the three elements need to be built into the curriculum.

DS agreed with this and noted that it is about attitude and approach also. The wider curriculum can address these issues. RS and KR agreed and noted how sporting events and musical performances can support these attitudes. DW agreed and added that it is in relation to metacognition and self-regulation of the pupils.

KR explained that this was evident at the schools they visited on the Trust Primary Principal trip. Competition was extremely well managed and embedded into the curriculum.

DS noted that the data in OTrack with regard to disadvantaged pupils is not up to date and this needs to be addressed.

CA questioned whether he felt Year 2 were progressing well. DS noted that there are strong examples of good practice this year and this will improve for next year's cohort also. Reception is a stronger cohort also and the Year 1 data is reasonable with good outcomes. Quality of teaching in Year 1 still requires improvement.

DS raised concerns that they are now using their third tracking system in 16 months, and the teachers are having to learn another new language with regard to this. The implementation of Effective Maths will have a positive long term impact but it has set Pegasus back in terms of momentum. CA noted these concerns and assured DS and RS that there would be no more initiatives brought in at the last minute, and thanked both DS and RS for pushing these initiatives forward.

CA thanked Pegasus for their hard work and commented that she was optimistic for the outcomes in July.

Erdington Hall

CA invited RS to present his data and explained that the panel may pose questions throughout.

RS began by discussing the Year 2 data and circulated an updated sheet containing the latest information.

RS noted that actions are being taken to ensure reading targets are reached. Kulvinder Panesar (Vice Principal) is carrying out catch up sessions with pupils and every child is carrying out 45 minute of reading daily. RS is confident this will lead to greater depth in the cohort's comprehension skills.

RS expressed confidence in Writing and noted that the phase lead and new class teacher are confident in their judgements and used exemplars to justify these. RS noted that the acceleration curve should be higher. DW asked where the new class teacher had worked previously. RS explained that she has previously worked at Wylde Green Primary.

RS explained that they have continued progress in Spelling, Punctuation and Grammar and as with Pegasus, this will have a positive impact on the Writing outcomes.

CA questioned how confident RS was in achieving the combined target for Year 2. RS noted he was fairly confident as the majority of pupils not on track are only one subject off. They are aware of who these pupils are and have focused in on them with interventions. RS noted that quality first teaching is the priority for these pupils.

CA questioned what is being done for the disadvantaged group in order to make rapid progress. RS explained that these were focused on in groups and the pitch and expectation is being monitored closely.

RS noted that with the new initiatives in place, it will take time to embed habits and keep up the pace of learning. RS noted the Trust Primary Principal visit was useful as it reaffirmed it is possible to get there and also demonstrated that Erdington Hall was already showing positive work in the books of pupils.

RS continued to present the Year 6 data. RS noted the whole cohort is shifting forward in Maths and due to the lead into exams after Easter (which is longer than normal), RS is confident progress will be made. RS noted that topic teaching will be used to incorporate maths into other subjects, to embed the learning. CA commented that Mark Court, Principal of The Oaklands was working on a similar strategy and advised RS to liaise with him about this. RS noted that pure arithmetic drills were being used by teachers to shift up that element of maths.

CA questioned what actions were being taken to target Reading. RS explained that a new way of reading was introduced last year, incorporating daily reading and addressing reading speed also. This routine is now paying dividends and the quality of comprehension has improved. They have partnered with a primary school in Great Barr to support on this.

CA questioned the starting point for this Year 6 cohort and asked whether on average they are a stronger cohort than before. RS noted that they have had more consistent and stronger teaching than the previous cohort and this is reflected in other year groups as well. This bodes well for future progress scores also.

Referring to the action list RS circulated, DW questioned what the Reading Eggs strategy is. RS explained it is an online platform for reading and encourages children to read as they receive online points and prizes as they continue. KR noted that these online strategies are helpful in getting students to engage.

RS noted that overall he is positive about the Year 6 outcomes and the fact that they have used several research based strategies to form interventions and support programmes supports this.

RS explained that for Reading, it is very dependent on the pupils being able to understand the texts and the contexts yet. RS noted that they have worked more intelligently with text types and topics. They have gone for texts that are similar length and type to those on in the exam.

CA thanked RS and asked him to pass her on thanks to his team at Erdington Hall as well.

Meeting concluded at 3.20pm.