

# MINUTES OF MEETING



**Nottinghamshire  
County Council**

**School:** Hillocks Primary School  
**Meeting title:** Meeting of the Data Committee  
**Date and time:** Tuesday, 10<sup>th</sup> January, 2017 at 4.00pm  
**Location:** At the school

SCHOOL DISPLAY

**Membership**  
'A' denotes absence

Mr M Gillott (chair)  
Ms C Gibbon  
Mr M J Ellis  
A Mrs A Brown  
Mrs J L Hautenne  
Ms L Regan (headteacher)

**In attendance**  
Mrs M Newcombe (Assistant head teacher/Assessment Co-ordinator)  
Mrs Cathy Andrews (clerk to the governors)

**DC/01/17 Apologies for absence** **Action**

There were no apologies for absence.

**DC/02/17 Declarations of Interest**

There were no declarations of interest, either direct or indirect, for items of business on the agenda.

**DC/03/17 Data Assessment for Yrs 2-6**

Mrs Newcombe discussed the changes to the curriculum and the new assessments with the committee explaining that staff had initially found the changes quite difficult. However since the school stopped using EAZMAG and started using FLIC staff were now finding assessments and progress made much easier.

The committee were informed that previously staff would have assigned pupils a level in writing, reading and maths, however now staff would have to state which children would achieve the expected level or greater depth by the end of the year.

Staff had worked on the new assessments and submitted their data to Mrs Newcombe and a copy of data based on the previous term was circulated to governors at the meeting for Yrs 2- 6 in reading, writing and maths.

Mrs Newcombe stated that since receiving the data she had spoken to a couple of the staff as she had thought that their assessments had been extremely low and on reassessment staff had changed them and they were now considered to be much more realistic.

Governors were asked to note that these were the first assessments based on the new curriculum and further work would have to be carried out by staff before they became confident.

Mrs Newcombe referred to the data circulated at the meeting explaining that she had listed the targets that had been in place in July, the targets for December and what the expected targets would be for July 2017.

The targets listed on the data sheet had been based on prior attainments, and that is why there were no targets listed for Keystage 1. The school usually based the Keystage 1 targets from the Fischer Family Trust predictions but the school had not yet received this paperwork.

Governors were asked to note that the data circulated showed that there was still some children working significantly below their targets and staff would have to work hard to ensure that children were at their expected levels.

The data showed that Yr.2 and Yr.6 children were more at their expected level, and that Yr.3 & Yr.4 children were not yet on target.

Mr Ellis stated that as the assessments were based on the new curriculum would it not be beneficial to the school to carry out some bench marking with similar schools.

The head teacher informed governors that national assessments had already been carried out for Yr. 2 & Yr. 6, so those teachers had a clearer idea on what targets they had to reach whereas all the other year group assessments were still very new to staff.

Governors were informed that staff would become more confident on making assessments as time went on and regular progress meetings were held at the school. Staff this time had based their assessments when they had only been working with the children for a period of 1 term and when staff had made their assessments over a longer period they would become more confident. It had also been agreed that staff would assess children again during the Easter period and then again at the end of the school year.

A staff meeting had been held and staff had brought along an assessment for a child in each year group who they thought would make expected progress and staff had jointly discussed the assessments they had made. Some had been quite surprised that most of the children assessed were actually on target.

At the Pupil Progress meetings, staff had identified individual children who were causing concern and interventions had now been put in place to improve the progress of these children. Mrs Newcombe gave examples to governors at the meeting.

Governors were informed that the overall targets in reading, writing and maths based on previous data should be 62.5% and staff was presently identifying any areas of weakness and placing appropriate support where necessary.

Mrs Brown asked if the children who were identified as needing more support were placed in small work groups.

Mrs Newcombe confirmed that these children did work in small work groups, some stayed after school, and some came in first thing in the mornings, other work groups were during assemblies and some in the afternoon. Staff ensured that children who were given support during the afternoons did not miss the same lesson each time.

Mrs Brown asked if parents were supportive when their children needed extra support.

The head teacher stated that parent support was variable, most parents were very supportive but some did struggle to give support for a whole host of reasons. However regardless of the support given by parents the same support was given to each child who needed it at the school. Short term programmes were used for interventions so that there was no repetitiveness and children's work was always monitored and children were assessed over a period of time.

Mrs Newcombe stated that the school did work with the parents to ensure that the children who needed support were given every opportunity to attend the groups.

Mr Ellis asked how the targets compared with national targets.

Mrs Newcombe stated that the targets set for Yr.6 exceeded national targets and the overall national target in reading writing and maths for the previous year stood at 52% the schools target was 62.5%. The schools target was therefore aspirational.

Mr Ellis asked if the schools targets for other year groups were also aspirational.

The head teacher stated that the only national data presently available was for Yr.2 and Yr.6.

Governors were informed that at the end of the year they would be provided with the overall figures for each group in reading, writing and maths.

The head teacher stated that support would be put in place for any child that was considered to be weak in any one subject. Each teacher had an intervention file and all support given to any child was recorded, assessments were carried out when the intervention commenced and also at the end to look at what progress had been made and if more support was needed.

The head teacher explained that when HMI visited they would ask both her about the judgements made and how could staff show that children had made progress.

Mrs Brown asked if it would be beneficial to carry out an informal test to see what progress children were making.

The head teacher stated that staff monitored what progress children were making throughout the year. The problem had been this year that staff did not have any data to make comparisons from the previous year.

The head teacher stated that data would be circulated prior to the next meeting on vulnerable groups which would show the assessments, targets and progress for Pupil Premium and SEND children. It was really important that governors were aware of what progress these children were making and how their progress compared with non-Pupil Premium children.

h/t

Mrs Brown asked if a copy of the national targets could be circulated at the next meeting and also she would like more information on the new curriculum, and how the levels of progress had changed.

**DC/04/17 Determination of confidentiality of business**

It was


**resolved**

that all papers and reports be made available as necessary.

**DC/05/17 Date of next meeting**

Tuesday, 21st February, 2017 at 4.00pm.

**The meeting closed at 5.15pm.**

Signed .....  .....(chair) Date .....

CA/jag