

Teaching and Learning Governor Meeting 31st Jan 2013

1. How are we checking the quality of teaching? How is this recorded and reported? Termly?

Each year there is a programme of monitoring which is linked to performance management and the appraisal process. This involves a programme of pupil progress meetings, planned and drop in observations, work scrutiny, moderation, pupil interviews, learning walks and a resulting termly 'working grade' for teaching and achievement.

The Headteacher observes lessons and takes as a focus an SDP target. E.g. guided writing – improvement for all levels of ability, SEN children etc. This is tracked through the lesson.

The lesson observation is recorded informally by Headteacher's notes (this will be formalised shortly) and then graded according to OFSTed observing learning criteria with each sub-section of criteria achieved highlighted. Recorded separately is a measurement against the 8 standards for teaching and these are linked in to targets for performance management.

A summary of the OFSTed grades of lessons is provided in the Headteacher's report.

The overall effectiveness of teaching and learning is outstanding, and this is based on evidence through Raise Online, Surrey Standards Performance, and the SIA visit in October.

2. Who is observing lessons? Have we moderated? Externally?

Headteacher. The SIA (School Improvement Advisor) is scheduled to moderate observations with the Headteacher as will a fellow Headteacher at a confederation school.

3. Is there peer observation? Do staff with subject/ EY/KS responsibilities observe lessons?

The confederation provides opportunities for staff to visit other schools and observe. Within school the peer observation is planned via the performance management programme as noted above.

4. How are we spreading best practice?

The staff are fortunate to have PPA time scheduled at the same time so this facilitates sharing best practise and team planning. Staff meetings are based around sharing best practise and focus on a development area.

5. How are we addressing underperforming teachers?

Currently all teachers are delivering good or better teaching. Any individual areas of underperformance is addressed via appraisal and performance management.

6. How is children's progress recorded?

This is currently under review and has been the focus at 2 staff meetings. The new Marking and Assessment policy addresses this.

7. How are we checking children are progressing? Do we know how they are doing compared to national/county expectations? Individuals/groups. Are they progressing above expectations?

A summary of the methods used to ensure children are progressing is in the new Marking and Assessment policy.

Current Reception

Nearly half the cohort are still working within 30-50 months development stage. This has resulted in the need for focussed intervention within class for phonics teaching. All are progressing

Early Years	30-50 months Stage	
	Boys	Girls
Specific Area Maths number	10	9
Specific Area Literacy Writing	19	10
Specific Area Reading	13	11

Current Year 1

EYFS Results are/were generally above average, there are some areas where results were weaker. Areas of development from last year were improving attainment in phonics (linking letters and sounds). 100% of all children scored 6+ in this area in 2012. This was a huge improvement of 22.5% on last year. Writing was also an area of development last year and the results have increased significantly from 67% of all pupils achieving 6+points to 87.5%. However there are still further improvements to be made, whilst both boys and girls results improved from previous years' there is still a gap between the attainment of boys and girls in this area, with 100% of girls achieving 6+points to 76.2% of boys. The boy's improvement is attributed to the review and implementation of more engaging topics for boys, which were planned into the curriculum for the early years.

There are some further areas for development this year; social development, language for communicating and thinking. Girls made noticeably more progress in these areas over boys. A comparison of girls and boys results in each area shows 100% to 85.7% in social development and 94.7% to 81% in language for communication and thinking.

Within the Year 1 cohort we have set high targets for their maths levels. In literacy we have set up intervention groups in phonics catch up and some wave 3 1:1 provision for children whose levels are significantly below age expectation. In particular this focuses on narrowing the gap for boys. There is 1 child on SEN register within this group.

Yr 1	Below Target		On Target		Above Target	
	Boys	Girls	Boys	Girls	Boys	Girls
Maths	5	2	12	11	4	6
Writing	11	10	10	9		
Reading	7	4	14	15		

Current Year 2

Targets for 2013 end of KS1

Reading	L2+ 100%	L2B+ 85%	L3+ 50%
Maths	L2+ 100%	L2B+ 80%	L3+ 30%
Writing	L2+ 100%	L2B+ 95%	L3+ 42%
Reading	L2+ 100%	L2B+ 95%	L3+ 25%

Currently Feb 2013

Yr 1	Below Target		On Target		Above Target	
	Boys	Girls	Boys	Girls	Boys	Girls
Maths	5	6	15	14		
Writing	11	5	9	15		
Reading	9	6	8	8	3	6

Within year 2 there are 11 children on the SEN register. Children who failed the Phonics screening Check in summer are now all undertaking a phonics catch up course called Sound Discovery. They will be retested in the Summer term, but we are carrying out on going assessments to check progress is been made and targets achieved.

Progress in writing is still an area for improvement and work scrutiny, observations and pupil interviews will monitor this area and the improvements we have put in place to address it.

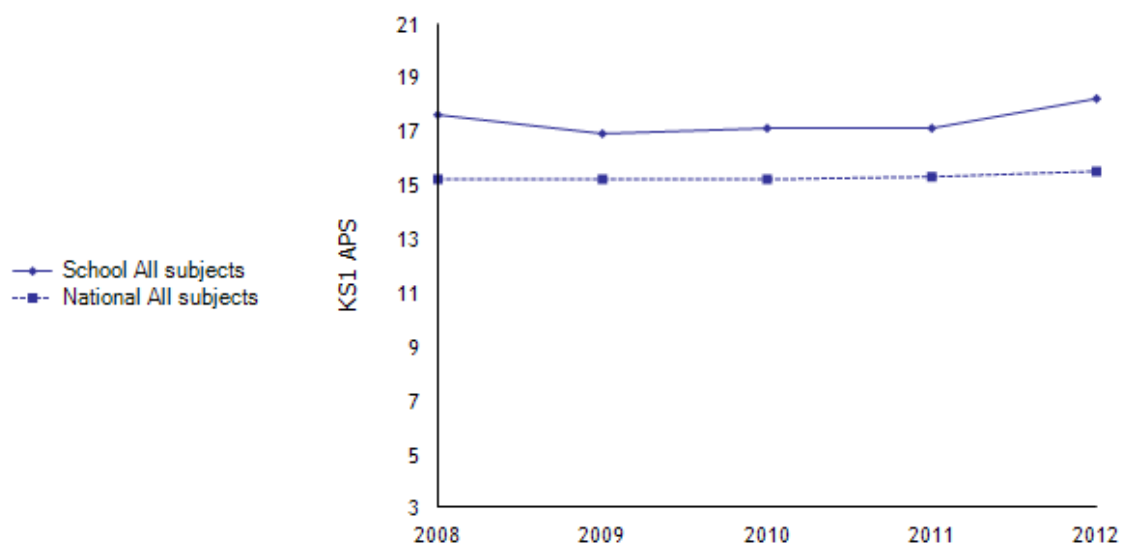
Key Stage 1 Results for Year 2 (2011-2012)

All data is given in Average points scores, used by Raise Online. We would expect children in year 2 to achieve 15 points or more at the end of Key Stage 1, with 21 points being the most they could achieve).

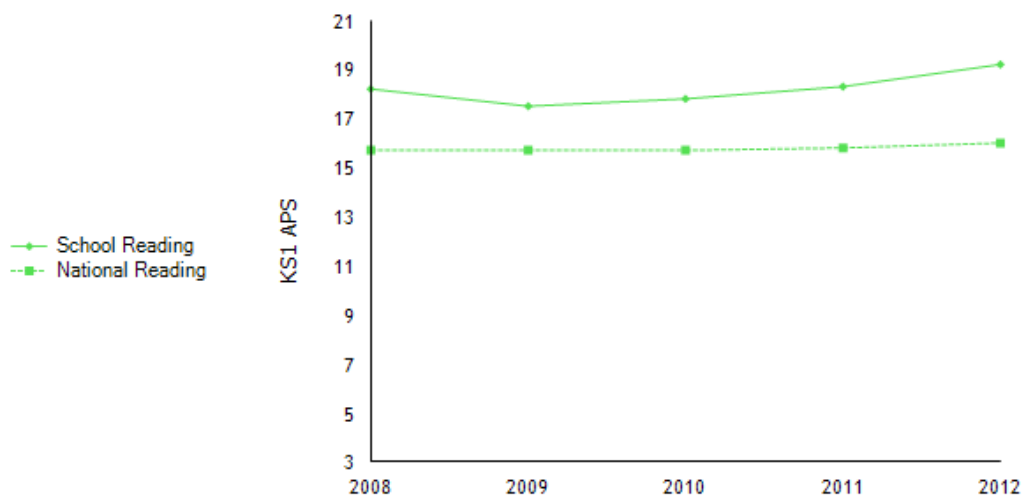
	School	National	Difference
Maths	18.1	15.9	2.2
Writing	17.3	14.7	2.6
Reading	19.2	16	3.2

The trend in all subjects in 2012 differed significantly from the previous year, with an upward trend.

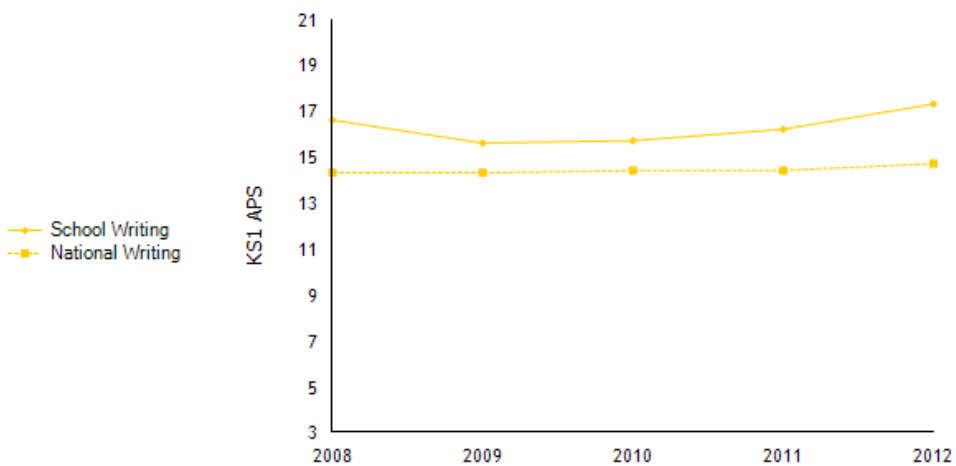
Key Stage 1 average point score (Total)



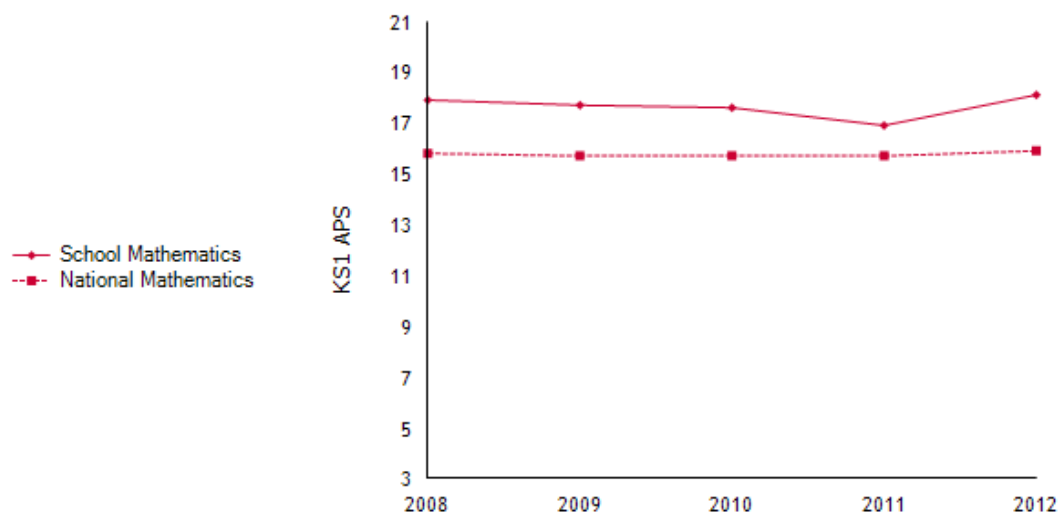
Key Stage 1 average point score (Reading)

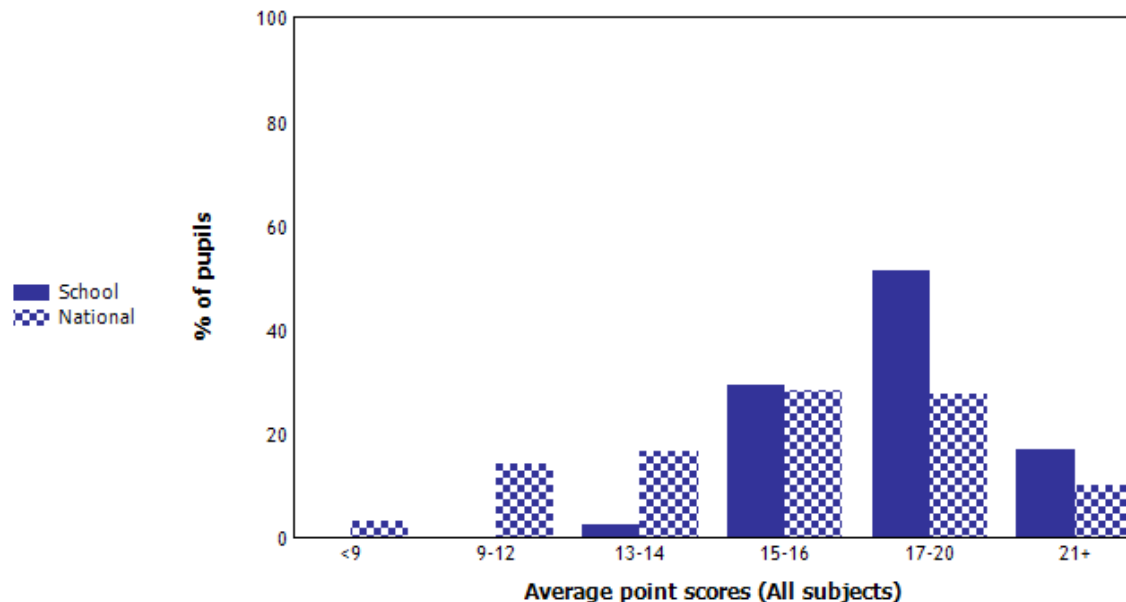


Key Stage 1 average point score (Writing)



Key Stage 1 average point score (Mathematics)





The data for groups of children is very good, with all groups (EAL, FSM, SEN, Boys) meeting and in most cases exceeding their targets. Compared to national data all of the above groups do significantly better than the national data.

How children on FSM (free school Meals) performed at St. Andrew’s in comparison with national data.

	School	National	Difference
Maths	19	14.6	4.4
Writing	16.6	13.2	3.4
Reading	18.2	14.4	3.8

Children on free school meals at St. Andrew’s perform significantly better than children on free school meals nationally.

How SEN children at St. Andrew’s performed in comparison with national data.

	School	National	Difference
Maths	17	13.2	3.8
Writing	14.7	11.4	3.3
Reading	17.3	12.5	4.8

Children identified with SEN at St. Andrew’s do significantly better than children nationally with SEN.

We have kept the same level of support in place this year to maintain this level of progress.

How boys and girls perform in comparison nationally.

	School		National	
	Boys	Girls	Boys	Girls
Maths	18.2	17.9	15.9	15.9
Writing	17	17.9	14	15.4
Reading	19.4	18.9	15.5	16.6

Boys at St. Andrew's did better than boys nationally but also better than girls nationally. In maths and reading they performed better than girls at St. Andrew's. Their scores in writing were comparable.

8. What additional steps are being taken to 'narrow the gap' for specific groups?

Last year Pupil Premium funded Maths Intervention programme, 1-1 support, SEN – Wave 3 literacy programme. Large number of intervention programmes are in place for children identified as not progressing as expected as identified by phonics screening, termly assessment etc.

9. How do children know they are progressing and how are they fed back to so they know how to progress?

This is covered in the new Marking and Assessment Policy – governors have contributed.

10. How is children's progress communicated to parents?

Refer to Jacqui's summary which is included in the new Marking and Assessment Policy.

11. Are children given individual targets and reviewed?

See new Marking and Assessment Policy.

12. How do we know children are reading widely and often across all subject?

Wide range of books provided fiction and non-fiction. Reading results are high. Embedded across the curriculum.

13. Are all staff using phonics correctly?

All staff have been trained in the use of phonics. Most TAs /LSAs run intervention groups on phonics.

14. Is work differentiated?

Yes. Children often work in groups within their classes according to ability. These groups often receive differentiated work.

15. How are LSA/TAs used? Is this in planning?

Main planning use of LSA/TAs in between lessons to review what went well and what to focus on for next lesson.

16. How do we know the LSA/TAs add value?

Many LSAs/TAs run intervention groups. They are given data on the children in their groups. The children's progress is tracked by assessment. Spreadsheet on value added by each TA and their intervention programme.