

Gillespie School Learning Committee
Attainment and pupil progress monitoring
Minutes, 24th May 2023

Attendees: Jodie Reed (Chair), Claire Bolderson, Mandy Leatham, Dan Hamilton, Hafsa Abokar, Fin Craig, Katrina Moses, Shelley Wragg, Mark Owen.

Apologies: Bhavini Doyle

Introduction

June was welcomed and it was noted that this is the first time governors have had a guided conversation on results since prior to the pandemic due to assessments being paused and then a lack of benchmarking data. This session had been planned for the start of the year but had to be postponed because national data had been delayed.

June introduced the data, emphasising the context post-pandemic including a national widening of the gap in outcomes between disadvantaged pupils and other pupils. She talked the group through the key measures used and definitions. She also highlighted the volatility of Gillespie results due to smallness of the cohort.

Attainment at Key Stage 1

June presented tables showing results and national comparisons for **all Gillespie pupils in Key Stage 1** (the current year 3). Notable findings include that 33% achieved “greater depth” in reading which is significantly better than national average. 77% achieved the expected standard on reading which is also significantly better. Maths performance is also looks strong with 83% achieving expected and 33% achieving greater depth, although these results are surprisingly not significantly different to nation average (perhaps due to the small cohort. It was also noted that phonics are 5% below the national average – whilst this was not significantly different to the national average governors asked about the explanation for this. Shelley (who had been the class teacher) explained that the group were very polarised – four of the children who missed the standard had significant needs.

June went on the present outcomes for **Pupil Premium children in KS1** – there were 7 children in this category. Reading scores for this group were 10% below the national average for all pupils and none achieved greater depth. For writing 29% met the expected standard and again none greater depth. Maths - 25% fewer expected standard than national average and none greater depth. On reflection governors noted that these results looked disappointing, and marked a significant change compared to 2018 and 2019 when disadvantaged children at Gillespie regularly met or exceeded national averages for all children. But in discussion, it was noted that the cohort is small and no information is provided as to whether any of these results are

significant. Governors asked whether there was overlap between PP children and those with SEND (discussed at previous meetings) and this was indeed reported to be the case. Of the 7 Pupil Premium children, 2 had very complex needs while others had lower level/emerging SEND although this is not captured in data. Governors resolved to look closely at year 3 when reviewing pupil progress data at the next FGB. Mark proposed that this year also be monitored closely at learning committee.

Attainment and progress at Key Stage 2

Overall, **KS2 progress for all pupils** looks very strong. Progress score for reading is 1.56, for writing is 0.96, for maths is 5.29 – with the maths result being significantly higher than the national average, highest 20%.

Looking at the **progress of Pupil Premium children in KS2** it was noted that they had achieved negative scores for reading and writing when compared to the national averages, however the “like for like” measure comparing disadvantaged children with those with similar prior attainment suggests reading looks a bit better, writing a bit worse and maths much better. However, none of these deviations from the national average were reported as statistically significant.

The combined reading, writing and maths **attainment score for all Gillespie children at KS2** is 15% above the national average for the proportion achieving the expected levels and 8% above national average at the higher levels. Whilst promising, neither of these results were reported as statistically significant.

The proportion of **pupil premium children achieving at expected levels on the combined attainment measure** was lower than the national average for all children. One anomaly was noted in reading where 44% disadvantaged pupils got higher standard in reading – which seems incongruous. We could identify no clear explanation.

The group also reviewed KS2 progress of all children and pupil premium children on scatter diagrams.

In discussion governors noted how at KS2, as at KS1, disadvantaged children at Gillespie in years prior to the pandemic typically achieved above the national average scores over all between 2011-2019. The change in the 2022 data may in part reflect broadening of gaps nationally, as well as cohort specific factors. It was noted that 2 pupil premium children in KS2 last year had such high needs they were not able to do tests – one child only did maths and other did not take any of the tests. Mandy also asked for the Learning Committee to consider in future how the context for teaching has changed since the pandemic and the increasing challenges. Lyn agreed, noting that whilst children’s needs have been growing, resources to address this have become more limited (for example she is now a classroom teacher two days a week)

and this trend is likely to continue. Governors acknowledged and congratulated the school for the strong overall performance in maths. A key factor in the schools' maths success at KS2 has been the leadership and additional targeted support provided by Katrina. Any changes to this model due to resourcing pressure will need to be carefully managed and monitored.

Next steps

To continue to explore and monitor the issues raised in future Learning Committees – including the progress of disadvantaged children and the implications for progress/attainment of growing numbers of children with high needs, the progress of pupil premium children in last years' KS1 (current year 3), and managing pressures on resource whilst continuing to achieve good outcomes in maths and progress other areas.

The results will also help inform school priorities for the next year.