

## **Gillespie School Learning Committee**

### **Outcomes data discussion with June Hall**

Minutes: 22 May 2024

Attendees: Mark Owen, Katrina Moses, Lyn Jones, Shelley Wragg  
Dan Hamilton, Mandy Kirby (Chair), Jodie Reed, Hafsa Sharif  
June Hall  
Apologies: Fin Craig

### **Introduction**

The purpose of the meeting was to have a deep dive into data on KS1 and KS2 attainment in reading, writing, maths (individual and combined) as well as science and phonics.

### **Data review context and caveats**

- June congratulated the school on the Ofsted result and noted that this is a good foundation. The school has been assessed as delivering well and that insights from the discussions were intended to highlight areas for reflection and for possible tweaks to the school approach rather than criticisms.
- During the discussion, where June paused to highlight particular elements of the data, staff and in some cases governors were able to provide context and the assurance that the idiosyncrasies of the cohort were evident in the data. With a single-form entry school and therefore a small data set, the data can sometimes throw up anomalies that would not be so pronounced in a larger data set such as the local authority or national average.
- There is some missing baseline data due to Covid-19 that mean children were not on the usual schedule of assessment.
- There may be missing data or less comparable data going forward due to proposed changes in assessment practice (see the Technical Guidelines issued December 2023). This information has not been widely communicated so the school will consider its approach.

### **Key takeaways:**

- The school's baseline demographic data is comparable to the national average. This includes the deprivation indicator, which has changed in relation to the borough (less deprivation than in previous years), but remains at the national average.
- Attendance data was not discussed in detail as (with the exception of some persistent absences that have been previously disclosed to governors) Gillespie's attendance record has returned to pre-pandemic levels.
- The school and governors should consider how to review the approach to teaching or culture across cohorts to ensure that there is not an opportunity gap in attainment for pupils that have the potential to be reaching greater depth.

## **KS2**

Progress data for KS2 was well above average in maths, average in reading and writing. In particular, maths was categorised as well-above average (top 10% nationally). Writing was the weakest area, in line with data and insights that the school had already shared and understood to be related to lack of classroom teaching time during the pandemic.

In general, while the data shows good performance across the national average, it averaged out as slightly lower than national average in the higher standard of achievement category. This was likely due to the specifics of the cohort, but June recommended reflecting on a possible gender split in the data that showed a higher percentage of boys achieving the higher standard (even where nearly all girls were meeting the expected standard).

June suggested considering whether there is a cohort specific difference in attainment or whether it is a pattern worth considering with teaching or culture and to be mindful of outcomes in other year groups and look at patterns across the school.

## **KS1**

The data again showed good outcomes across reading, writing and maths. Mark noted that it was welcome to see strong data for boys in reading in contrast to some noted national trends. As has been the case in previous years, Shelley noted that she is extremely strict on writing assessment (writing being teacher assessed) and this is likely why those meeting greater depth in writing are at the same level as the national average.

Strong results across maths and in particular for greater depth in maths, which should feed through to KS2 in time (noting there were a number of children leaving the cohort due to family moves, however).

The cohort in the data set was noted also to have three children who would warrant and EHCP but had not yet been granted one, and therefore the issue was raised of the pressure on staff to deliver for children with additional and complex needs while ensure progress across the class.

## **Phonics**

The new approach in KS1 led by Steph appears to be embedded well.

## **Science**

There is no greater depth standard for science, however the data showing performance at the expected standard was in line with national average.

The governors thanked June for her as always in-depth analysis.

## **AOB**

The next Learning Committee meeting will be on 10 July, and will include discussion of the governor observations from earlier in the term.