

INDEPENDENT PROFESSIONAL CLERKING SERVICES

**The Local Governing Board of Woodside and Reeve Hill Primary Academies**

Minutes of a Meeting of the Local Governing Board  
held at Reeve Hill Primary Academy on Monday 16 July 2018 at 5.00pm

- PRESENT: Mr P Addison-Child (in the chair)  
Mrs S Dunn; Mr D Harrison; Mr M McKenna
- IN ATTENDANCE: Mrs S Joyce (Year 3 Teacher, Woodside Academy); Mrs P Ratcliffe  
(Assistant Headteacher, Reeve Hill Academy); Mrs L Sharp (potential  
governor); Mr G Stott Deputy Headteacher, Reeve Hill Academy)
- CLERK TO THE LGB: Tony Hammond, Independent Professional Clerking Services

Attendees were welcomed to the meeting.

- 51 DECLARATION OF INTERESTS. The Clerk declared an interest in relation to the item relating to the clerking service (minute 61 refers).

- 52 APOLOGIES. Apologies for absence were received from Miss Fletcher.

RESOLVED: that consent be given to Miss Fletcher's absence.

- 53 MEMBERSHIP. The Clerk asked whether Mrs Sharp had been appointed and the Chair confirmed that he would check and update the Clerk.

It was suggested that a Woodside stakeholder would be a useful addition to the LGB and Mr Harrison offered to follow this up.

- 54 ANY OTHER BUSINESS. No additional items were proposed.

- 55 MINUTES OF THE LAST MEETING.

RESOLVED: that the minutes of the meeting held on 7 June 2018 be confirmed as a correct record and signed by the Chair.

- 56 MATTERS ARISING FROM THE MINUTES.

Governor with Responsibility for Pupil Premium and PE and Sport Premium Funding  
(minute 44(i) refers)

RESOLVED: that the appointment of a substantive link governor be deferred.

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57 ACADEMY UPDATES, WITH A FOCUS ON SATS OUTCOMES.

**Reevy Hill Primary Academy**

Mr McKenna tabled copies of headline data, including last year's outcomes for comparison.

EYFS

It was noted that the percentage of children achieving a good level of development (GLD) had increased by 7% to 50% as legacy staffing issues had been addressed. More effort was required, however, to further increase the percentage.

Phonics

40% of pupils had met the required standard, which was disappointing as the Academy had expected more than 60% based on screening. More than six pupils had been just below the required standard.

Mr McKenna informed governors that leaders had responded quickly and phonics training had been booked for September for all relevant staff.

It was noted that no Year 2 pupils re-taking the test had met the required standard. In response to a question, Mr McKenna confirmed that at least four of those pupils should have met the standard.

Mr McKenna then responded to governors' questions, as follows:-

- When the current Year 1 cohort had been in EYFS, there had been significant discrepancies between teacher assessment and what had been seen in observations, which meant that in Year 1 teaching had needed to address gaps. The Local Authority had been satisfied with practice in Year 1, but some pupils had not made sufficient progress in the time available. If the borderline pupils had met the required standard, the outcome would have been above 60%.
- Whilst the phonics outcomes in Year 2 appeared to have fallen significantly, the 50% figure for last year represented 3 of 6 pupils.
- There had been structured phonics teaching in Year 2, but this had taken place at 9.00am, so pupils arriving late had missed out.
- The Year 2 pupils who had not met the standard would have phonics teaching in Year 3. The Year 1 pupils who had not met the standard would be part of the Year 1/2 phonics programme.
- A new phonics champion was to be appointed.
- There would be a rapid response plan for phonics as part of the whole-school strategy. There would be intensive staff training, ring-fenced, ability-grouped phonics time and close monitoring.
- Phonics screening would take place in Years 2 and 3 by the end of the Autumn term, which would demonstrate the impact of the Academy's strategy.

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- Results would improve next year.

### Key Stage 1

It was noted that the percentage of pupils meeting age-related expectations in reading writing and maths combined had increased by 4% to 54%, but the percentages in the individual subjects had decreased by 12%, 5% and 4% respectively. Mr McKenna confirmed that the outcomes had been affected by maternity leave.

### Key Stage 2

It was noted that there was a three-year rising trend at Key Stage 2 and the percentage of pupils meeting age-related expectations in reading writing and maths combined had increased by 19% to 42%. Progress was also expected to have improved.

Governors noted that the improvements in Year 6 outcomes were pleasing, including the increases in the percentage of pupils achieving greater depth. In response to a question, Mr McKenna confirmed that the Academy had a relatively new senior leadership team that had prioritised Year 6 at the beginning of the year – which was reflected in the outcomes.

Mr McKenna was asked what was working well and how leaders would ensure this led to further improvement. He confirmed that the quality of teaching in Year 5 had improved, which meant the cohort was better prepared for Year 6, and that leaders had continually reviewed Year 6 provision to identify the most effective strategies – this had, for example, led to a decision to make earlier use of PiXL materials.

Governors were assured that there was now quality first teaching in Years 6 and 5 and the Academy was in a position to extend this across all year-groups.

It was noted that although Year 6 outcomes in maths had improved, the improvement was not as marked as in reading and writing. Governors asked whether there were any particular areas of weakness in maths and whether the subject would be a focus for improvement. Mrs Ratcliffe confirmed that reasoning had been an issue and there was a need to continue to focus on reasoning and application as well as arithmetic. Mr McKenna added that there was a need to revisit the Calculation Policy to ensure pupils learned reasoning sooner. In response to a further question, Mr McKenna confirmed that the pass mark had increased by two in reading and by 5 in maths, which had impacted. Mrs Ratcliffe informed governors that if the pass marks had not changed two more pupils would have met age-related expectations in maths and three more in reading.

### **Woodside Primary Academy**

Mr Harrison tabled copies of headline data, including 2016 and 2017 outcomes, the percentage change since joining Leading Learners and comparison with Bradford and national averages.

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EYFS

It was noted that the percentage of children achieving GLD (65%) was in line with 2017 (67%).

Phonics

79% of pupils had met the required standard, which was in line with 2017 (78%) and broadly in line with national (82%). The cumulative total for Year 2 was 97%, compared to 92% nationally, as only two pupils had not met the standard by the end of Year 2.

Mr Harrison was asked whether the Academy's approach to phonics was different to practice at Reevy Hill and he confirmed that there had been discussions between the leaders of the two academies. Despite staffing changes, phonics had been taught consistently at Woodside, using two twenty-minute sessions per day and screening every half-term to inform how pupils were grouped. Governors were informed that the key to ensuring consistency had been high quality training and using staff who had proven ability to ensure good outcomes; EYFS provision was good, which meant there were fewer gaps in Years 1 and 2.

Key Stage 1

It was noted that the percentages of pupils meeting age-related expectations in reading , writing and maths had increased. The percentage of pupils achieving greater depth in maths had reduced, but was above national.

Key Stage 2

It was noted that the percentage of pupils meeting age-related expectations in reading had increased by 7% to 61%. The percentage of pupils meeting age-related expectations in writing had reduced by 4% to 72% and the percentage of pupils meeting age-related expectations in maths had remained the same (61%).

The percentage of pupils meeting age-related expectations in reading writing and maths combined had reduced by 8% and was significantly lower than the individual subject outcomes.

Mr Harrison acknowledged that the outcomes were not aligned with predictions, though there was an improving trend over time.

It was noted that progress had improved, particularly in reading (-2.8 to -1.3).

Mr Harrison was asked why the reading writing and maths combined was significantly lower than the individual subject outcomes and he confirmed that it was simply the case that pupils tended to be more skilled in some subjects than others, which was reflected in national outcomes; he added that expectations had increased in all subjects, though by the end of Year 6 there should have been time to address gaps.

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Mr Harrison was asked whether the maths and combined outcomes were concerns and he confirmed that in terms of external judgement of the Academy progress was more important, although the combined outcome remained a headline performance measure.

It was pointed out that the average scaled scores of the Academy's pupils tended to be around 101, which meant that the loss of just one or two marks on the test day, or a threshold change, could mean they did not meet age-related expectations. At a school where average scaled scores were higher, the loss of one or two marks/threshold change would not have as much impact. This meant that the Academy must continue to drive up standards.

It was noted that progress would be a strength, but Mr Harrison confirmed that leaders were disappointed with the combined outcome. In response to a question, he confirmed that there were no significant gender gaps and it was not unusual for pupils to be stronger in some areas than others; changes in thresholds could, however, widen gaps in performance in different subjects.

Governors were informed that there was a culture of urgency in Key Stage 1 that needed to be replicated in upper Key Stage 2. A current Year 2 teacher would be moving into Year 5 and one into Year 6, to help instil the same momentum – though the culture must be retained at Key Stage 1.

Mr Harrison was asked whether the pupils who had failed to meet the expected standard in either reading or maths had been identified at the beginning of the year and he confirmed that borderline pupils were known from the outset and interventions put in place through the year. If the same pupils had taken the test on another day they might well have met the standard, so it was important that the Academy did everything possible to make them more secure in their learning and reduce the margin for error – which would be achieved through the provision of quality first teaching over time.

Mr Harrison informed governors that in this cohort there had been relatively significant differences in terms of reading and maths ability; there was more consistency in other year-groups, but more SEND pupils.

In response to a question, it was confirmed that next year's Year 6 cohort would be the first to have experienced the new curriculum throughout Key Stages 1 and 2.

Governors noted that in both academies there had been a mismatch between predictions and outcomes and leaders were asked whether there was anything that could be done to improve the reliability of predictions. Mr McKenna confirmed that there would always be anomalies and that predictions were based on test scores and progress through the year. Changes to the assessment system/thresholds and performance on the day would impact, so a confidence band could be added to the data to give governors a better understanding of how secure predictions were.

It was noted that some pupils had done better in practice tests than the actual SATs and leaders were asked whether anything could be done to reduce the pressure of the actual tests. Mr Harrison confirmed that pupils had experienced many tests and on SATs days

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they were provided with breakfast and reassured by staff; in reality, however, the pupils knew that the actual tests were different and this could have an impact. Mr Harrison confirmed that outcomes could be improved if the academies taught a narrower curriculum supported by intensive intervention, but leaders were committed to breadth and balanced. Mr McKenna confirmed that the pupils who had been just below age-related expectations had still made progress.

- 58 FEEDBACK FROM TRUSTEES. The Chair confirmed that trustees had asked LGBs to consider their meeting cycles.
- 59 CORRESPONDENCE. There was no update.
- 60 GOVERNOR DEVELOPMENT AND TRAINING (minute 49 also refers). Governors considered how often they should meet through the year and what should be the areas of focus at each meeting (which would inform training and development).

Copies of two proposed meeting schedules were tabled, one based on six meetings per year and one on for meetings per year.

RESOLVED: i) that the LGB meet four times per year, with agenda as follows:-

**Autumn**

- Safeguarding
- Academy Improvement Plans
- Self-Evaluation
- Pupil Premium
- PE and Sport Premium
- Community Links
- Parental Engagement
- Subject Leader Reports
- Updated Policies

**Spring**

- Safeguarding
- Autumn Data
- Academy Improvement Plans
- Self-Evaluation
- SEND
- Attendance and Persistent Absence
- Subject Leader Reports
- Updated Policies

**Summer 1**

- Safeguarding
- Spring Data/Predictions

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Academy Improvement Plans  
Self-Evaluation  
Community Links  
Parental Engagement  
Subject Leader Reports  
Updated Policies

**Summer 2**

Safeguarding  
Data Outcomes  
Academy Improvement Plans  
Self-Evaluation  
Attendance and Persistent Absence  
Planning for Next Year  
Subject Leader Reports  
Updated Policies

- ii) that in the second half of the Autumn and Spring terms (and otherwise as agreed), learning walks be undertaken to allow governors to triangulate what they see in practice with information provided by leaders and the outcomes of external reviews.
- iii) that ten-minute training sessions be held at the start of each meeting, based on one of the key agenda items.

Mr Hammond left the meeting.

61 CLERKING SERVICE. Governors considered the appointment of Clerk to the LGB for the 2018-2109 academic year.

RESOLVED: that IPC Services be appointed as Clerk to the LGB for the 2018-2019 academic year.

Mr Hammond re-joined the meeting and was notified of the decision.

62 DATES AND TIMES OF FUTURE MEETING.

RESOLVED: that meetings in 2018-2019 be held as follows:-

Thursday 13 September 2018 at 5.00pm (Reevy Hill)  
Thursday 31 January 2019 at 5.00pm (Woodside)  
Thursday 16 May 2019 at 5.00pm (Reevy Hill)  
Thursday 18 July 2019 at 5.00pm (Woodside)

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signature of Chair