



# LGB Questions for Spring Term Meeting 2016

## Questions from Alan Bosley

### Pupil Premium

- **Outcomes 2014/2015 seem show good performance and above national standards. Any areas of performance to stress especially re Ofsted?**

Pupil premium children succeed here largely due to the fact we have raised the profile for this groups of children across the school. Using the cohort tracking sheets teachers are fully aware of who these children are and we monitor their performance as a separate group. We focus our resources on timely effective interventions and way to improve emotional development and well-being.

### Attendance

- **Figures well maintained in 2015 year, but any data yet for Autumn 2015?**

Current figures from the beginning of this school year are standing at 96.5% for the whole school, 96.2% for pupil premium children and 95.4% for children on the SEND register in the main school.

### School Activities

- **I was sorry to miss the Tempest" production at the Queen's Theatre. I understand it was a very good production and compared very favourably with the three other productions all by secondary schools. Well done Orchard Vale.**

### Data

- **Any data to show impact on writing yet?**

The main change to the teaching of writing this year is in introduction of a grammar test at the end of Year 2. Therefore, there is an increased focus on grammar throughout the school from year 1 - year 6. Previous focus has been on phonics at the younger end of the school and now teachers are having to put additional support in for the teaching of phonics and spelling AND additional time for the discreet time for grammar into the day while still keeping time for literacy.

It is certainly a challenge. However, this seems to be going well and children certainly enjoy the grammar lessons and are enthusiastic about including this knowledge in their writing. The tracking data at the end of the autumn term certainly shows that children are on track to achieve their targets at the end of the year.



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## Questions from Louise Gordon

### Monitoring

- **Regarding the 'new' monitoring procedures and testing for the children, are these procedures working well? Do staff feel supported in their understanding of these new procedures/guidelines and is the transition in recording the data outcomes working well?**

We have based our new assessment procedures on a range of evidence which we feel gives us a more accurate picture of where the children are and what they need to do next. We are using the SPTO online program to record and collate this information and this means we are able to closely monitor progress and attainment looking at where children are on their ongoing assessment of their work towards achieving the expectations for their year group, combined with their test scores and evidence in the children's books.

Team leaders are able to moderate similar children to ensure assessment are consistent across the teams. Children are tracked from their last official data such as EYFS profile judgement or KS1 result on a matrix grid to ensure children are making expected progress or above and are still reaching the correct levels of attainment. Any that are falling short are supported by interventions and monitored closely each week by the senior leadership team.

It is a simple but effective system that is easy to understand and shows visually where the children are compared to previous results and other children in the group, class or cohort. Teachers and team leaders feel confident in using this daily to support assessment and learning.

- **Along with the new testing procedures, are there any worries with regards to 'mixed' year groups? Do these tests work well with mixed groupings of children, or would single year teaching groups be more beneficial?**

The new curriculum is designed to be taught to a single year group however there is always a wide range of ability in any year group which presents us with a challenge.

Teachers are teaching mixed year groups effectively and we have thought carefully about the mix of children in each class, their learning styles and what type of curriculum suits them best. We work very creatively to overcome challenges grouping children throughout the day in some year groups to teach specific skills to specific children and this is highly effective.