



**Ninestiles Academy Trust  
Progress and Standards Panel  
The Oaklands Primary School and Yarnfield Primary School  
10<sup>th</sup> October 2017**

**In attendance**

<b>Catherine Anwar</b>	<b>CA</b>	<b>Chief Executive Officer</b>
<b>Martyn Collin</b>	<b>MC</b>	<b>Director of School Improvement</b>
<b>Carol Phillips</b>	<b>CP</b>	<b>Interim Principal - Yarnfield</b>
<b>Lucy Williams</b>	<b>LW</b>	<b>Vice Principal - Yarnfield</b>
<b>Dominic Davies</b>	<b>DD</b>	<b>Principal – The Oaklands</b>
<b>Claire Walker</b>	<b>CW</b>	<b>Vice Principal – The Oaklands</b>
<b>Mary Le Breuille</b>	<b>MLB</b>	<b>Trustee</b>
<b>Ateef Azam</b>	<b>AA</b>	<b>Trustee</b>
<b>Rucksana Hussain</b>	<b>RH</b>	<b>Clerk.</b>

Catherine Anwar, chair of the meeting, welcomed everyone to the meeting and introductions were made. She invited Carol Phillips to present on behalf of Yarnfield Academy.

CP stated that they had looked at data for each key phase and had highlighted strengths that had been presented in the data. Lucy Williams stated that data for EYFS had shown that there had been a 6% increase in GLD, from 58% to 64% and was only 5% off the national average. Girls had shown an increase of 10%. Pupil premium students had increased from 54% to 71%, however it was noted that there were only 17 pupil premium students in the cohort.

**Martyn Collin questioned what pupil premium numbers were for the current cohort.**

LW added that some parents were hesitant in signing up for FSM, as well as there being a lack of understanding of how to sign up. CA stated some effort should be made in promoting parents sign up for FSM, but that the most important focus was high quality teaching particularly for disadvantaged pupils.

**CA questioned what the ability of the current cohort was on entry.** LW stated that they were more able than the previous cohort.

LW outlined the SEN needs of the cohort and how these had been addressed.

In addition, at present there are 18 reception places to be filled. Significant differences have been identified between girls and boys, especially in reading and writing, however the biggest barrier is with handwriting.

**CA questioned what was being done to address the issues identified, and what additional support was given to boys in year 1.**

CP stated that the lack of motor skills was being addressed and gave examples of a range of strategies.

**Mary Le Breuille enquired which data had been collated for year 1,** CP stated that at present it was baseline phonics data. LW added that students were due to sit tests in December 2017 and the first data drop would follow that.

**MLB questioned that currently there were three students who were a concern (data sheet presented).**

LW stated that initially class groups were of mixed abilities, however now students were placed in class groups according to their abilities and would remain in those groups going forward allowing progress to be made. CP stated that gaps were being addressed, progress meeting with Early Years staff had also taken place.

CP stated that EYFS maths training had taken place in September. There was now an emphasis on teaching maths through the environment. Through the use of NUMICON, students were gaining awareness of sums i.e. paying for snacks.

Early years Phonics have been a strength, and has remained at the national average. Girls outperformed boys. Pupil premium results at 84% where 8% higher than that of the national average. However, non-pupil premium students had not made progress. MLB stated that the average for phonics was not far off from the national average, CP stated that this was a testimony to the quality of teaching, LW added that it was due to the good deployment of teaching staff and TA's that this had been possible.

CP reported on KS1 outcomes. The gap between pupil premium and non-pupil premium is minimal at 4%. She further stated that, to address reading, a whole school reading initiative had been set in place where every adult will read with a student and three thousand books had been ordered to kick start that. There is also to be shared reading that is to focus on vocabulary and basic comprehension.

**MLB questioned what the impact would be.**

CP stated that the impact would be monitored closely but that early signs were positive, from teacher feedback.

CA stated that it would be an idea to get year 10 and 11 students from Ninestiles School to travel to Yarnfield and read with students in the mornings.

Outcomes in maths at KS1 have seen a small increase. CP stated that some teachers currently have weaker subject knowledge. Training had been put in place to address this, as well as there being additional arithmetic sessions every day. Maths at KS2 was also a challenge and outcomes had remained stagnant. Pupil premium students had increased by 7% to 41%, however non-pupil premium had decreased from 53% to 41%.

LW added that GLO maths training had taken place at Erdington Hall. There are extra sessions with students in the morning also. She also stated that a strong lead in maths was now appointed who was working on data analysis and identifying gaps.

**CA stated that progress of pupil premium FSM students had decreased since 2015 and that these students should be a focus.** She said staff should be working on pedagogy for disadvantaged students. CA stated that a Venn diagram model should be created to see which groups of students were overlapping and by targeting those key groups, progress and attainment would increase.

CA stated that students from the Pakistani community were the largest demographic but had the weakest progress, she stated that a strategy should be put in place on how to engage with the community. CP stated that going forward there were to be parental lessons and workshops. In addition, a parental meeting had been held in which three hundred parents had attended which was indicative that a change was in place.

**MC questioned whether Year 4 were having music sessions and learning to play a musical instrument.** CP stated that was happening, Adrian Thompson is leading music sessions, which helps to embed vocab, helps with memory and performance skills. CA stated that it would be a good idea to deliver some numeracy through music sessions as well as getting additional help from some of the secondary schools.

**CA questioned what more could be done by the Trust.**

CP outlined further support with mathematics. CA reminded the panel that a Trust Maths lead had been appointed and would be in post in January 2018 and advised the team to book an early meeting with her and the Maths lead at Yarnfield.

**MLB questioned how the staff were coping with the school being in special measures.**

CP stated that though staff were worried, they were all dedicated teachers, however if there is no support for them put in place then there was the possibility they would leave. MC stated that there was an additional day of INSET timetabled for next Friday. LW added that staff needed something geared towards their wellbeing.

## **The Oaklands**

Dominic Davies and Clare Walker presented on behalf of The Oaklands.

DD stated that for the last 3 years, The Oaklands has been below national outcomes for GLD. For 2017, the GLD is at 57% but was predicted to be at 60%. The biggest area of

concern has been in writing. Maths has also underperformed and CEM baseline shows that upon entry, maths and literacy are weak. Boys underperformed compared to girls at 48% whereas girls performed at 64%. There is an issue with staffing at the school, 50% of staff are new and there are currently vacancies for a new EYFS lead and a nursery Teaching Assistant.

Outcomes in phonics are above national levels at 85%, FSM underperformed non-FSM at 73%. However, the performance in phonics is not translating consistently to higher outcomes in English across the school. Venn diagram principle shows that, white boys, who are SEND and disadvantaged are an issue and therefore a focus is on them to help target barriers.

**MLB questioned what EYFS support was in place from the Trust.**

DD stated that provision in early years was not strong. The school drew on support from Jess Sparkes at Yarnfield and also additional support from an external advisor Raj Mehta. In addition, arrangements are being made with Services for Education to link with World's End School for additional training. Phonics are being taught twice daily, first session focusing on the sound and the second session than teaching application.

**CA questioned whether the standard of literacy of the staff was good enough and whether staff knew how to speak to the students using appropriately academic language.**

DD stated that the level of literacy was good, a new TA had been appointed who also had high levels of literacy. DD further stated that it would be worthwhile looking into grammar drop in sessions.

Key Stage 1 has seen a significant decline in 2017, with all subjects at below national outcomes. Maths and writing are in urgent need of improvement, but experienced teachers from year 2 and 4 are now supporting improvement in these areas. In addition, GLO maths has been implemented in conjunction with Yarnfield and additional maths time has been allocated in the curriculum. Some staffing instabilities remain going into the new year.

MC stated that maths has seen the biggest change for improvement; going forward each teacher is to be set a new curriculum and teachers are to ensure that backfill in terms of pupil knowledge is undertaken before starting the new term's curriculum.

DD stated that teaching in Year 3 last year was inadequate and SEND pupils underperformed significantly. The SENDCO is reviewing provision with the new Trust SENDCO.

Key Stage 2 attainment has seen a big uplift however it is still will below national. Maths is a limiting factor, with performance for both MPA and HPA a key concern. The school is below floor standards for progress and has been for two consecutive years. In RWM, FSM pupils performed better than none FSM pupils but remain significantly below national outcomes for all pupils. A limited number of pupils made expected or better progress in subjects. DD further stated that ASP data showed that 0% of students attempted to answer all exam questions, this wasn't due to students not being able to correctly answer but more due to lack of time and lack of stamina.

**CA questioned how students that had SEND support were progressing.**

DD stated that at present the SENCO was supporting seventeen students as well as teaching in Year 4. FFT targets and scale score targets are to be set and will be relayed to teachers.

**CA questioned how pupil premium funding was being utilised.**

DD stated that arithmetic project had been set in place that was being overseen by SE and CW.

DD stated that despite additional projects, progress in reading had not seen a huge shift in attainment.

**CA questioned what was being done to bridge gaps.**

DD stated that an interim framework was in place that would teach skills needed in year 6. He also added that there was more emphasis on a grammar focus. MC stated that there will be writing moderation across both Yarnfield and The Oaklands and this should give a good indication of how groups are performing. In addition, DD added that Zara Ali was working on a whole school initiative on questioning, stickers were being placed on the outside of books as well as there being singing assemblies that focus on maths skills.

**CA questioned what more could be done by the Trust – to be agreed at a later date.**