**Holly Park School – Achievement Committee Meeting Minutes**

 **Monday 25th September**

Present:-Governors: Ann Pelham, Kate Tress**,** Fiona Vettiankal, **Hedley Dindoyal**

In attendance: Ann Pelham, Sally Thomas, Maria Michael

Apologies:

|  |  |  |
| --- | --- | --- |
| **AGENDA ITEMS** | **KEY DISCUSSION POINTS** | **ACTION (who? /timescale?)** |
| Issues from previous meeting:N/A | None |  |
| Relating to the SIP for this committee:**Outcomes*** To improve progress and attainment for all pupils in writing at all key stages
 | • It was decided that the 30 minute training at the beginning of the December meetings would be used to present the school data. A pack would be presented with a short synopsis.A governor asked would the committee still exist? Ann suggested; We should scrape the achievement committee now and just have it is an achievement meeting as part of the full governing body like we had before and actually in February invite just the Chairs of all the committees to a meeting and call it the Progress Committee but it would be progress towards the school improvement plan because achievement would come up as a part of it - So it would be like the Progress Committee. All agreed. |  |
| **Main Aim of Meeting - To Review Data from end of academic year 2016-17**  |  |  |
| 1. Data from EYFS
 | Ann explained: Nationally in 2017 71% reached a good level of development and at Holly Park we were 80%. The early years predominantly reception is a strength of our school.A governor said very encouraging given our high number of EAL |  |
| 1. Data from Phonics

check Y1 & Y2 retakes | Ann presented a sheet showing the progress and attainment |  |
| 1. Data from KS1 Assessment
 | Ann presented a sheet showing the progress and attainment |  |
| 1. Data from KS2 Assessments
 | Ann explained: This year the school was externally moderated by Barnet at key stage 2 for writing and they were really praising of spelling and said the spelling was some of the best they had seen and were praising of the broad spectrum of writing that the children were doing, the different genres of writing and the enthusiasm for writing and said that even the children who were the poorest writers, and there were a lot in last year’s year six, still showed enthusiasm for writing and could write. What was the missing part was the technical mechanical part of the writing. So they could write and they could express themselves very well and they knew the grammar but they weren’t actually putting that into their writing so things like the punctuation. The weaker readers and writers had basic punctuation but not the full command of it and they knew about fronted adverbials but they weren’t putting it into their work and there wasn’t a range of complex sentences and there were shorter sentences so we want to focus on that part of writing, so the grammar into writing but also particularly in years two, three, four and five the opportunity to write at length more. A governor suggested: Like the River of Reading you could have a River of Writing as a classroom project - It is not meant to be marked at all but you could pair it with some challenge. All agreed. | Ann to ask TAs to create a river in the hall. Good writing to be displayed on it. |
| 1. Internal Data Y1-6
 | Ann presented a sheet showing the progress and attainment of all year groups and different groups of children – e.g PP, SEN, EAL |  |
| 1. Policies - Marking
 |  |  |
| 1. AOB
 | none |  |
| 1. To take to full govs
 | The 30 minute training at the beginning of the December meetings would be used to present the school data. A pack would be presented with a short synopsis. | Ann to e-mail governors |