

The Parent Council met this week and the school led topic being addressed was 'high prior attainers' with the aim to establish if the expected levels of progress are being made.

We looked at data for children working at a greater depth (GDS) in Maths, Reading, Writing and Science for the 2018/2019 autumn term across the year groups. The school is aiming for 15% GDS with an aspirational 35% working at GDS by year end. The school is satisfied with the figures to date with a number of year groups ahead of the 15% target. Two of the year groups have a focus on GDS in reading and writing. It was noted that the numbers achieving GDS in writing tend to improve as the year goes on.

The school also provided data on the progress of children that achieved GDS at the end of the last Key Stage by providing the percentage of these children that are currently working at GDS. These figures are positive with a number of year groups demonstrating that over 50% of these children were achieving GDS after only one term of the school year.

The data also shows the individual numbers in each year who are currently working at Emerging, Expected or GDS compared to their attainment at the end of the last Key Stage. This allows the teacher to track individual progress and identify where gains are made and where progress is not as expected so the appropriate support can be provided to each child so they can achieve their full potential.

Lessons were observed in Reception, Year 3 and 6 and there were positive comments around how engaged the children were. The 18/12 structure of teaching, which provides support for children requiring additional help while also stretching those working at GDS, was evident. Progress across the year groups was clearly seen. The children were also keen to show evidence of the progress they are making. Year 6 was working at a very high level.

Those who reviewed the books across the year groups commented that as a parent, it is difficult to benchmark GDS but noted that the work was of a high standard and that progress from the start of the year was evident.

Representatives from the School Learning Council talked about how they had reviewed maths books and found the work was consistent across classes in each year group. They are particularly enjoying Shanghai Maths, which makes maths learning more interesting and gives more opportunity for challenge. Shared reading has also brought joy and reading different texts has improved their writing styles and vocabulary. There is a focus on spelling and the children have access to dictionaries and a booklet to practise spellings they may have got wrong or find difficult.

The Learning Council told us their motto is be safe, enjoy and achieve and they thanked the Headteacher for making the curriculum more exciting and improving the playground equipment.

Merit Books were discussed and it was clarified that work in these books is optional once homework has been completed. The idea is for children to extend their learning and challenge themselves in whatever topic they choose themselves. Merits are awarded based on the standard of work. Merits are also awarded for each completed homework project and a cinema ticket is awarded if 50 merits are achieved. We discussed consistency of use and consistency of awarding of merits across classes and year groups and will obtain further feedback from parents for the next parent council meeting to establish this is happening.

We discussed attendance and punctuality and the Parent Council is asking for support from all parents and carers in ensuring their children come to school on time every day as we do not wish to see children's learning impacted by lateness and non-attendance or attendance levels slip below the national average.

The Parent Council