

## GLADSTONE ROAD PRIMARY SCHOOL

"Learning, caring, growing together"

### MEETING OF THE SCHOOL IMPROVEMENT COMMITTEE OF THE GOVERNING BODY

**DATE:** Tuesday 28<sup>TH</sup> February 2017

**TIME:** 6.30 p.m.

#### **PRESENT:**

Mr Richard Adams (Committee Chair)

Ms Jane Pepper

Mr T Sulman

Ms Jane Malpas

Mrs Helen Halliday

*\* new members – not currently on committee proper therefore non voting*

*Mrs Helen Kindness \**

*Mr Julian Leader \**

*Ms Kimberley Proud \**

*Mr Ray Williamson \**

Miss V Lewis (Clerk)

#### **MINUTES**

##### 1. Welcome from Chairperson

RA welcomed committee members to this evening's meeting.

**Action: None Required.**

##### Introduction of new governors

New governors Helen Kindness, Kimberley Proud, Ray Williamson and Julian Leader introduced themselves briefly to the committee members. New governors are attending each committee to allow them to choose which they would like to be involved with prior to the next meeting of the full governing body on 14.3.17 when they will all also be invited to introduce themselves properly.

**Action: None Required.**

##### 2. Apologies for absence; consider acceptance of apologies

Apologies received from: -

Keith Wright – on Ofsted visit/course

Andrea Cowton - unwell

All apologies were considered and accepted.

**Action: None Required**

##### 3. Confidentiality

No items on the agenda were identified as being confidential.

**Action: None Required**

4. Declaration of Interest in any Agenda item

There were no declarations of interest in any item on the agenda.

**Action: None Required**

5. Minutes of previous meeting 01.11.16 and Matters Arising

8) Governor training/workshop session held Dec 16 but no real movement on linking governors with SIDP objectives. RA is keen to get this finalised and governors be more proactively involved in the SIDP. This will be an agenda item for the forthcoming full meeting 14.3.16. Further discussion in Agenda Item 8 of this meeting. RA also asked that governor responsibilities such as SEN Governor, CP Governor etc be added to his summary sheet of members.

8) Maths – TS asked how the implementation of the Singapore Maths programme Maths No Problem! Has been going. HH said it is going very well in the initial phase with Years 1 and 2, subject leads are happy. There is already evidence of rapid progress being made. LA Advisors are seeing improvements. The programme will be rolling out to Year 3 and 4 in September 17. PS has been into school to look at the ongoing process and will feed back at the next full meeting.

8) Phonics – JP asked whether Alison Bailey had been into school. HH said she had not. JP advised that she thought Alison was waiting on school contacting her to arrange a time to come in and HH said she would look into this. JP also advised she would come into school in the coming weeks to look at early years, phonics and to meet the English subject lead.

The Minutes from the meeting on 01.11.16 were presented. Proposed by JP and seconded by TS. Minutes were signed by RA and returned to the Clerk for filing as per procedure.

**Action: Minutes from meeting 01.11.16 to be filed as per procedure** **By: Clerk**

**Action: Update Chair's summary sheet** **By: Clerk**

**Action: Organise for Alison Bailey to visit school re Phonics** **By: HH**

**Action: Visit to school re phonics/early years** **By: JP**

6. Governor Training / Note of Learning Activities/Visits

Currently awaiting new LA training schedule which will be circulated in due course. Options for introductory training for the 5 new governors will be investigated, possibly including input from the Teaching Alliance and 'buddying' up with more experienced members of the governing body. RA also mentioned that Stuart Boothman from the LA could be contacted regarding providing some training linked with the updated Competency Framework; perhaps putting an emphasis on amalgamation linked with our much changed governing body and significant number of new members.

**R. Adams Visits 11.1.17 and 2.2.17**

RA visited on two occasions to look at Maths (Maths No Problem!) and Phonics in the lower school. He said the visits were enjoyable and informative and he came away with a greater understanding of both areas. RA is keen for another governor to take this further and look at how progress is evidenced and monitored. HH said that phonics is tracked termly using screening checks in Y1 leading up to the statutory check in the Summer. The same governor could visit termly to look at the tracking, including looking at the internal

tracking system against key objectives for each year group. RA said essentially he thinks governors need to be able to ask the teacher 'how do you know a child has met this objective?' and then for governors to be able to be shown exactly how a child is assessed as having met the criteria. HH said this will be different for different aims, targets and objectives.

**Action: Contact Stuart Boothman re training**

**By: Clerk**

7. Correspondence

No correspondence received.

**Action: None Required.**

8. School Development Plan Update

SIDP has been updated for the last half term using the colour coding system.

It was discussed that governors should be linked with the various key aims within the SIDP and they will then take responsibility for learning more, visiting school, liaising with staff about their aim. This can then be fed back to the rest of the governing body to ensure all members have a clear overall picture. More extensive discussion re the SIDP will take place at the next full meeting 14.3.17.

RA enquired when a skills audit was due. Clerk advised it is scheduled for September 2017 (3 yearly). RA said that considering the changes to the governing body since the last skills audit, and especially within the last 9-12 months it might be worth moving this up and run it immediately. Clerk advised she would do so.

**Action: Agenda linking of governors to SIDP key aims**

**By: Clerk**

**Action: Circulate skills audit questionnaires and compile subsequent data**

**By: Clerk**

9. Pupil Premium Audit of Provision

Report prepared by Tina Jenkinson, Assistant Head KS2 with overview of behaviour and pupil premium.

Pupil premium is funding provided by the LA for pupils who are in receipt of free school meals (or have ever been whilst at school), have a parent in the armed services or are/have ever been in authority care. It is designed to support vulnerable pupils to help them to achieve and progress both educationally and personally. Mrs Jenkinson's report shows briefly how the money is being directed and the aims of the spending.

Pupil premium levels are dropping, and whilst the cause is not definitely known, governors discussed and felt that it is likely to be linked with changes to funding formulas and eligibility thresholds. Originally it was thought that Universal Infant Free School Meals (UIFSM) meant parents were not applying due to not needing to. However in the last year all incoming Reception parents have completed the FSM form as a part of the required starter pack but the number of applications found to be eligible is low.

A more in depth Pupil Premium Strategy Statement is available on the school website put together by KW and was commented on positively by the recent visiting ex-Ofsted inspector.

It was proposed to invite Mrs Jenkinson to the next School Improvement Committee on 11.7.17 to give a more expanded presentation giving specifics. Governors were invited to send any questions they had to the Clerk who will forward them onto Mrs Jenkinson so she can prepare for the meeting accordingly.

**Action: Invite TJ to next meeting 11.7.17 and send on governor questions By: Clerk**

10. Assessment and Predicted Outcomes Y6 (PowerPoint Presentation by Mrs Halliday)

During the recent visit by ex-Ofsted Inspector Adrian Gray HH was asked to create a presentation on pupil progress and attainment using graphs and charts but no tables of numbers. Inspectors would expect information to be available in this format for easy digestion.

**Chart 1 – EYFS**

- Pupils enter EYFS from 21 different feeder nurseries.
- GLD = Good Level of Development from entry to Year R.
- Areas assessed within GLD are Personal, Social Emotional Development, Language & Communication, Physical Development, Literacy, Maths.
- Despite many GRPS children entering well below national averages they complete their EYFS broadly in line with national averages (eg 2016 Nat = 69% achieve GLD, GRPS = 66%).

**Chart 2 – Y1/Y2 Phonics**

- Improving outcomes in the statutory Phonics Screening Check is a SIDP Key priority.
- In Y1 the gap between National and school has been widening. Following a number of interventions and programmes, such as improving consistency of teaching methods and using synthetic phonics rather than analytics, the prediction for 2017 of 70% pass rate will start closing the gap. This prediction is based on regular assessments and practice tests and HH and staff are confident 70% is a realistic prediction.
- In Y2 there is already evidence of the gap between national and school closing. Children are ‘catching up’ in Y2 and therefore Y2 staff are working with and supporting Y1 staff re teaching methods and sharing good practice. Again, prediction of 89% is realistic.
- RA asked how governors could know that the predictions are accurate. JP said she will look at this on her next visit into school.

**Chart 3 – KS1 Attainment**

- 2016 is the first year of the new assessment format moving from levels to expectations.
- Significant drops in Writing and Maths – expectation is higher than previous, making it harder for pupils to achieve the expected.
- Therefore Maths and Writing are both SIDP key priorities. Maths is being addressed with the introduction of Maths No Problem and writing has significantly updated teaching practices.
- Tracking methods are showing improvements.

**Chart 4 – Trends KS2**

- 2013 – 15 was showing consistent improvement in Reading, Writing and Maths. 2016 then changed things with the assessment format alterations.
- Based on national test marks in May. Except for Writing which is teacher assessed. GRPS judgements were moderated last year. There is some debate in education re the accuracy on judgements.
- Thresholds for 2017 are not known yet (July 17).
- School is working with LA advisor on updating practices in line with new curriculum and assessments.
- The significant drop is not the pupils knowing less, but that the ‘goalposts’ / expectations have changed/risen.

**Chart 5/6 – Initiatives Working**

- Predictions based on rigorous teacher assessment, lesson observations, nook scrutinies, use of key objective tracking sheets.

- Predictions would close the gap somewhat and bring GRPS closer to national averages – though this might change as thresholds move.
- Test formats are now known (where they were not last year until Spring) so pupils can do more meaningful practice and revision.
- Baseline is set in EYFS but the curriculum then changes to KS1. Y1 remains a known issue and therefore plans and initiatives are in place.

### **Chart 7 – Progress**

- There is a question as to whether the KS1 APS is accurate in non-LA moderation years (as these seem to be the only years where school is in line with national).
- Now have termly moderation meetings both internally and with Northstead School.
- Attending Teaching Alliance moderation meetings.
- No longer just internal, unsubstantiated judgements.
- One of the purposes of the amalgamation was to ensure consistency and fairness for a full Primary phase of education.

### **Chart 8 – Progress 2015/16 Cohort**

- Concerns / areas to focus on as below the floor target: Boys Writing, Girls Maths, Disadvantaged Reading/Writing.
- Girls Maths and Disadvantaged Reading & Writing achievement match progress as they did not reach the expected standard of 100.
- Booster sessions planned and HH meeting with Y6 Year Leader Kerry Ridsdale to look at how 1617 cohort can be assisted to ensure they achieve.

### **Chart 9 – KS2 Attainment Summary 2016 and Predictions 2017**

- School significantly below national in 2016 but predictions for 2017 close the gap.

\* JP asked what initiatives and changes are giving staff confidence in 2017 predictions. HH said that the Y1 phonics approach has been overhauled, is being monitored rigorously alongside more regular phonics test practice to prepare pupils. School is taking advantage of LA adviser support wherever possible. There has been adjustments to teaching timetables to make better use of time and staff knowledge. RA confirmed he has seen first-hand the consistency of delivery and methods. In Year 6 there is better preparation, more knowledge of the format and style of tests, updated teaching methods and LA advisor input.

Lots of things all working together but generally there is a culture of change happening in the school – increase number of drop in sessions, learning walks etc. Staff are more comfortable with this informal style of monitoring. The new assessment system tracking key objectives is being used daily by teachers. There is obviously still areas to improve and there are tweaks being made.

\* JP asked whether there was still staff resistance to changes. HH said there was resistance at first; though mostly from particular staff members rather than the staff as a whole. One particular member of staff has now left and the year group is much more positive with a more upbeat feel to morale. In Year 6 there remains some resistance but this is being worked on.

\* JL asked what the catalyst for series of changes was. HH said it was a combination of the amalgamation, new headteacher, new SLT structure and movement of staff between year groups and phases. JM said that the changes to the management structure has made a real difference. JP agreed that the changes following amalgamation and new leadership were always going to cause a dip in morale but the new, much clearer SLT has seemingly helped this.

**Action: Confirm accuracy of future attainment/progress predictions**

**By: JP**

11. Policies to approve and adopt: Parent/Carer Behaviour Policy & Procedures  
SEND Policy

Both policies are model LA versions and remain unchanged from the previous year (with the exclusion of updating SENCo details in the SEN policy).

**Governors agreed to adopt the policies.**

**Action: File agreed policies as per procedure**

**By: CS (SBM)**

12. A.O.B.

Agenda a discussion re increasing the number of Parent Helpers in school for the next full meeting. New governors were also invited to volunteer time not linked to governing body 'business' if they wished such as coming in to read with the children. This will hopefully help governors become more integrated into the school community. They can email the Clerk with availability if they wish to do so.

**Action: Parent Helpers on next agenda for 14.3.17**

**By: Clerk**

**Action: Arrange to come in as a volunteer to help in the classroom etc**

**By: RW/Clerk**

**Meeting Closed at: 9.05pm**

**Signed (Chair) Richard Adams Date 11.7.17**

