

**ACTION POINTS**  
**GOVERNING BODY OF LINGFIELD PRIMARY SCHOOL**  
**RAISING ACHIEVEMENT FOCUS**  
**MEETING HELD ON 23 NOVEMBER 2016**

ACTION POINT	ACTION	RESPONSIBLE
6.	(i) the proposal to continue the dialogue on converting to an academy and registering an interest in converting to an academy as part of a MAT be approved. (ii) Governors be updated with any future developments in respect of the Academy agenda.	HT
9.	(i) that governors approve the pay progression of staff as recommended by the Head Teacher. (ii) HR be informed of the pay progression of staff.	HT

**POLICIES APPROVED/ADOPTED AT THE MEETING**

- Keeping Children Safe in Education
- Complaints
- SEN
- Disciplinary
- Display Screen Equipment
- Grievance
- Social Networking
- Volunteers
- Whistleblowing

**GOVERNING BODY OF LINGFIELD PRIMARY SCHOOL**

**RAISING ACHIEVEMENT FOCUS**

**MEETING HELD ON 23 NOVEMBER 2016**

**PRESENT:**

Parent Governor: Mrs K Eve

Authority Governor: Mr J Madden

Co-opted Governors: Mrs V Blunsden, Mr M Maguire, Mrs J Marron-Shepherd,  
(Chair) Mrs E McNulty and Mrs S Prince

Head Teacher: Mr P Thackstone

**OFFICIAL:** Mrs Colette Hogarth, Governor Development Officer

**ACTION**

**1. APOLOGIES FOR ABSENCE**

RESOLVED that the apologies submitted on behalf of Mrs C Jones, Mrs L Maycock Mrs T South-Fitzhugh be approved by the governing body.

**2. APPROVAL OF ITEMS FOR DISCUSSION UNDER ANY OTHER BUSINESS**

There were no items for consideration under 'Any Other Business'.

**3. DECLARATIONS OF PERSONAL OR PECUNIARY INTEREST IN ANY OF THE AGENDA ITEMS**

Governors declared that they had no pecuniary/personal interest in any item on the agenda.

**4. MINUTES OF THE PREVIOUS MEETING**

RESOLVED that the minutes of the meeting held on 2 November 2016, be approved and signed by the Chair.

Matters Arising

**4.1 Staff Sickness**

As agreed letters had been sent out to parents of children in classes affected by staff absences informing them of developments and inviting them to a Parents Evening which would be held on Thursday 24 November 2016. To date feedback had been positive.

#### 4.2 Health and Safety

The Head Teacher would arrange training on Risk Assessment in the near future.

#### 5. HEAD TEACHER'S REPORT (Including Annual Report on Children Looked After, Pupil Premium/Sports Funding)

The Head Teacher presented his report on the organisation and progress of the school.

#### Arising from the Report

##### 5.1 School Context

Page one of the report referred to the statistical information about the school ie pupil numbers, Free school Meals/Ever 6, Pupil Premium and Service children

- Currently Reception was oversubscribed due to children being admitted through appeal. This goes against legislation and does place a pressure on the class but the school has to accept these pupils through Fair Access Protocol. Parents of Nursery children are made aware that places in Reception are allocated in accordance with the LA Admission criteria and their child are not guaranteed to get a place. Sometimes parents are upset that there is not a place for their child; however the process is managed by the LA and the decision does not rest with the school. Any appeals are handled by Hartlepool LA. This would change if the school became an Academy as they would then set their own admission criteria and would have to manage the process and appeals.
- There is a gender issue in Year 3.

##### 5.2 Attendance

Attendance data includes the Nursery. Without this the school is in the mid 90's. Whilst not being compliant, Attendance on the whole is not an issue for the school although there are some families continuing to take holidays in term time with some parents giving justifiable reasons and some not giving any reasons at all.

##### 5.3 Staffing

- The only change in staffing since the last report was that the Level 2 Teaching Assistant appointed to support a child with additional needs had commenced this week.
- The NQT Teacher in school had successfully completed her NQT year.

##### 5.5 Safeguarding

All staff had now received safeguarding training and the SLT have access to CPOMS. ***Is CPOMS approving beneficial in school?*** CPOMS, an effective online child protection system helps staff in school keep in touch with what is happening. Events can be stored chronologically so that staff are less likely to miss anything and the information stored can build a picture over time. It also negates the need to

transport hard copies of papers keeping information more secure. The system is passworded so that any persons who need to see the information can have appropriate access. External agencies can be linked into the system if empowered to do so. The safeguarding framework states that all staff are responsible for the safeguarding of pupils and this system helps them to fulfil this responsibility.

#### 5.6 School Celebrations

- Trip to Carlton
- The hugely successful school performance of the Lion King
- EYFS phonic outcomes (93.3% Y1 achieved the required standard in phonics demonstrating a year on year trend of improvement.
- The NQT Teacher in school had successfully completed her NQT year.

#### 5.7 Sporting Events

Governors' attention was drawn to the list of sporting event children had accessed during the term which although not as extensive as other terms, due to staff sickness, did show some successes eg Y6 to represent the LA in the County football final in Brotton.

#### 5.8 Enrichment Activities

The school fundraising for a child in Nursery requiring specific treatment, only available in America, had reached its £8.5k target. A phenomenal achievement for the school and community.

#### 5.9 School Liaison

- The school continues to work closely with the LA and MST.A.
- Mrs S Prince is a LA moderator and continues to lead on maths
- Mrs C Jones is looking at Literacy/Reading as part of the Middlesbrough Achievement partnership (MAP)

#### 5.10 Key Areas for the Autumn Term

- Stakeholder Visioning Exercise
- Development of Writing Toolkits
- CPD Reasoning in maths, low access/high ceiling activities
- Raise Online analysis
- Setting Targets with FFT
- Academy Trust Developments

### 6. ACADEMY UPDATE

Governors were informed that there had been a U-turn in government legislation and as such schools would no longer be forced to become Academies. However within Middlesbrough there were very few LA maintained schools left and capacity in LA services to support schools had very much diminished which did make any schools not yet an academy vulnerable.

One recent development was that it would be unlikely that schools would be allowed to become a stand-alone academy and would have to convert as part of a Multi Academy Trust (MAT) subsequently many LA schools were already approaching other schools with a view to considering MATs.

Lingfield, along with the other schools in the Cluster had been exploring the option to become academies as part of a MAT. Mr S Hogg had recently produced a financial forecast for the schools as a MAT which had demonstrated some financial savings over a five year period. However the question whether converting to a MAT would have a positive impact on attainment had still to be answered.

Discussion followed after which the Head Teacher sought governors' approval to pursue the academy agenda looking at further research and registering an interest to the DFE with a view to moving towards consultation with other stakeholders.

Governors were reminded that converting to an academy was a full Governing Body decision and schools must be able to demonstrate that the governing body has met to consider and has passed a resolution to convert to academy status.

Under the Academies Act 2010, governing bodies of schools who want to convert must carry out a consultation on the conversion process with stakeholders. The secretary of state needs to ensure that such consultation has been carried out by the governors before the funding agreement is signed, so it is important to keep records of all consultations and responses and have meetings minuted wherever possible. After further discussion it was

RESOLVED that

- (i) the proposal to continue the dialogue on converting to an academy and registering an interest in converting to an academy as part of a MAT be approved.
- (ii) Governors be updated with any future developments in respect of the Academy agenda.

HT

## 7. **RAISE ONLINE**

Governors considered the following documents:-

- RAISE online Summary Report 2016
- OfSTED Inspection Dashboard Report
- FFT Aspire School Dashboard report

One change to the OfSTED summary report was the removal of the Governor 'G' pages with the expectation for governors to read all of the pages.

An OfSTED Inspection Dashboard Report had also been drawn up for governors' information.

### 7.1 Key Stage 1 Prior Attainment of KS2 pupils 2016

- Looking at prior attainment Year 6 had achieved an average point score of 17.9 compared with the national figure of 15.7.
- Years 5 and 4 had also achieved above national
- Year 3 had achieved in line with national
- If pupils achieved highly at the end KS1 Year 2 there was an expectation for them to achieve highly at the end KS2

**Why was the coverage only 96.7%?** This related to one child who was not in the country in Year 2.

The data breaks down year groups into prior attainment bands ie Low. Middle and high. The data demonstrates that there are 0% Y6 children in the low band; 44.8% in the middle band (compared to national 59.6%) and (55% in the high band compared to only 28.9% national).

### 7.2 Context

The Number of pupils on roll is 252 is slightly below the national average of 275 however is considered a small school within Middlesbrough. The school is significantly below national average in Ethnicity, Pupils with EAL and FSM pupils and below national for the percentage of pupils with SEN support or with an AEN Statement or EHC plan. The schools stability factor at 97.2% is well above the national average 85.7%.

The data demonstrated that Lingfield School's deprivation factor, taking into account information such as level of prosperity, FSM, unemployment, adult education etc and level of pupil attainment on entry, was 0.09% against the National average of 0.21%. Looking at the context of the school it showed that, because of the community it serves, it has very few barriers to learning which means that expectations are much greater. The school has to acknowledge this when setting targets.

### 7.3 Early Years Foundation Stage Profile

80% of pupils achieved a Good Level of Development (GLD) which although represented a 10% dip from the previous year was still above national. Lingfield pupils historically achieve highly at the end of EYFS which had a knock on effect throughout school because of the expectation for pupils to at least continue to perform at the same level at key points; which is a challenge to the school.

**What was the reason for the 10% drop in GLD from the previous year?**

This is down to a cohort variance with 3 boys not quite meeting GLD in 2016 compared to all boys in 2016. 3 girls did not make GLD in 2015 and 2016.

### 7.4 Phonics

93% of pupils reached the required standard in phonics above the national figure of 81%. This represented a trend of improvement over the last 3 years. Y1 phonic outcomes are a strength of the school however reading outcomes do not correlate

and different strategies are being introduced to improve this eg Reading for meaning.

Cumulatively 90% of Year 1 and Year 2 pupils had achieved the required standard. This was 1% lower than national. **How many pupils did not achieve the standard and was there any reasons for this?** 3 out of the 4 pupils who had re-taken the phonics test had not achieved the required standard. All 3 pupils are on the SEN register and have targeted support in Y3.

### 7.5 Key Stage 1

- Reading - 77% attained expected or better (above national 74%)
- Writing -73% attained expected or better (above national 65%)
- Maths - 77% attained expected or better (above national 73%)
- There was a gender issue in last year's Y2 (current Y3) with two thirds boys and one third girls. Girls outperformed boys in English and boys out performed girls in maths.
- Progress within the expected and exceeding prior attainment group in reading, writing and maths needs to be analysed across school. Pupil progress meetings and tracking systems need to identify pupils who are falling off the required trajectories.
- There is a gap in attainment between Lingfield school and national in reading writing and maths for pupils working at greater depth and this must be addressed.
- Greater depth in reading at KS1 is an area which needs targeting.

**Can you define greater depth?** It is about fulfilling the necessary criteria to demonstrate greater and deeper understanding. Previously assessment could be based on a best fit model however now pupils had to meet every criteria to reach the required standard. **What can the school do differently for a better outcome?**

A lot of work/training has gone into familiarising staff with the greater/harder expectations of the curriculum to inform teaching and learning eg Reading moderation events. Parents have been informed of the greater expectations and are on board to help their children in learning.

### 7.6 Key Stage 2

#### Reading

- 97% achieved standard (significantly above national 66%)
- 33% achieved High/GDS (above national 19%)
- The average scaled score was 107.4 (above national 102.6%)

#### Maths

- 100% achieved standard (above national 70%)
- 33% achieved High/GDS (above national 17%)
- The average scaled score was 108 (above national 103)

### Writing

- 80% achieved standard (above national 74%)
- 13% achieved High/GDS (just below national 15%)

### RWM Combined Achieved Standard

- 80% achieved standard (significantly above national 53%)

### Grammar, Punctuation and spelling (GPS)

- 97% achieved standard (significantly above national 72%)
- 10% achieved High/GDS (above national 5%)
- The average scaled score was 108 (above national 104%)

- Attainment is high when compared to local and national outcomes
- Boys made more progress than girls in reading and maths
- Writing continues to be a key area for school development

***Why did children not achieve as well in Writing as in other subjects?*** As reported previously the moderation process had been really rigorous and some children had failed to reach expected outcomes as the writing pieces submitted, although of high quality, did not contain enough evidence of dashes and colons. Spellings and neatness also impacted upon attainment (with no allowances given for children with Dyslexia etc). Governors' attention was drawn to the data on the group gap analysis within the summary document.

### 7.7 Inspection Dashboard

Governors considered the Inspection Dashboard document which presents the Raise online data in an accessible format for governors.

The data highlighted the strengths and weaknesses of the school in 2016 as:-

#### Strengths in 2016

- Disadvantaged KS2 pupils had an average scaled score equal to or above the national score for other pupils in reading.
- The proportion of pupils that met the expected standard in phonics was above the national figure in year 1.
- The proportion of disadvantaged pupils that met the expected standard in phonics was above the national figure for other pupils in year 1.

#### Weaknesses in 2016

- KS2 progress was significantly below average and in the lowest 10% in at least one subject for the groups: disadvantaged, disadvantaged middle boys, boys middle.
- KS1 reading was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS groups: expected (GD), exceeding(GD).
- KS1 attainment was well below the national figure for expected+ or greater depth in at least one subject for the groups: boys expected, boys exceeding.

### 8. GOVERNOR DEVELOPMENT/TRAINING



Governors considered the 2015/16 training report circulated prior to the meeting and discussion followed on the training needs of the Governing Body.

It had been previously identified that there was a wide range of skills within the Governing Board which enabled governors to carry out their responsibilities however with new governors in place it seemed prudent to undertake a further Governor Skills audit.

- A newly appointed Parent Governor had attended induction training and spoke of how the training had made her more aware of her role and responsibilities as a governor. She recommended the training for other governors.
- Several Governors had undertaken the Prevent online training and had forwarded the certificate to the school.
- The Professional Development Day for governors and staff looking at the School Mission Statement, led by Mr M Maguire, Co-opted Governor had been successful.

#### Governor Links

- Mrs L Maycock – Pupil Premium
- Mr M Maguire – Maths
- Mrs T South-Fitzhugh – Literacy
- Mr J Madden – Safeguarding (including checking the single central record)
- Mrs J Marron-Shepherd - SEN
- Mrs E McNulty –Assessment-Monitoring Groups

#### Governor Visits

Mrs J Marron-Shepherd had recently undertaken a learning walk. She spoke on how the school had a nice welcoming feel to it. Children were well behaved, on task and engaged in learning.

### **9. ANNUAL REVIEW OF PAY FOR TEACHERS AND STAFF**

Governors were informed that in accordance with the Teacher's Pay and conditions document staff would not receive an automatic pay progression. Any incremental progression is based on appraisals/performance outcomes and should only be approved if the Teaching Standards and the individual Teachers objectives have been met with the supporting evidence provided.

The Head Teacher shared the staff Appraisal /Performance Management 2015/16 document for governors' consideration which demonstrated that

- all staff had met their targets for 2015/16
- There were no staff eligible to go through the threshold

RESOLVED that

- (i) that governors approve the pay progression of staff as recommended by

- the Head Teacher.
- (ii) HR be informed of the pay progression of staff.

### Head Teacher's Performance Management

The Head Teacher's Performance Management meeting would be held later this term.

## **10. REVIEW OF POLICIES**

Governors were advised that as part of the Government's commitment to reduce bureaucracy for schools, there is no longer a requirement for all policies to be reviewed annually and they could determine their own cycle of reviewing policies.

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The following policies were considered:-

- Keeping Children Safe in Education/Child Protection Policy
- SEN Policy
- Complaints Policy - revised as per guidance received from Governor Development Service to incorporate information regarding Language Fluency duty which had been incorporated within page 5 of the policy. The Policy must be made available on the school website.

HR Policies reviewed as part of HR commitment as follows:

### **Grievance Policy**

- Paragraph 7.0 (Non-attendance at a meeting or hearing) and Appendix A (Outline procedure for a grievance meeting) have been added to the policy from a previously separate guidance document, which will now be deleted.
- Paragraph 8.0 regarding former employees – amended following change to ACAS code.
- Other changes are for clarification or to ensure consistency with other policies (for example the notice given for an appeal hearing, para 5.3.3)

### **Volunteer Policy**

- New Policy developed for schools and academies to adopt.

### **Whistleblowing**

- Added an "Exclusions" paragraph (4.0)
- Condensed and added additional examples to the list under "What is Malpractice or Wrongdoing" (5.1)

### **Display Screen Equipment Policy**

- No significant changes made to the School policy, this has been reviewed in line with Middlesbrough Council's corporate policy.

**Social Networking Policy**

- Tightened up on the use of social media sites
- Regularly checking privacy settings
- Checking that information publicly available on social media sites is appropriate
- Staff being mindful of their reputation and the school's/academy's when posting comments and images or when sharing information
- To avoid posts/comments that refer to specific, individual matters related to the school/academy and members of its community
- Being mindful about what others may share about them publicly

**Disciplinary Policy**

- New insert at Section 5.1.9 about multiple allegations
- New insert at Section 5.1.11 around holding a meeting where the IO (Investigating Officer) recommends Advice & Guidance following the initial investigation
- New insert at Section 5.2.2 around the attendance of governors from other governing bodies at a hearing
- Clarity at Section 5.2.4 around making available the IO report to all parties at least 3 working days prior to the hearing
- Section 12.1 updated to say that warnings will be extended by the length of time of the summer break if they run through this period
- Section 12.4 amended to say the warning will be extended to reflect the timescale of an absence if absent during the currency of the warning

RESOLVED that governors note the amendments to the above policies and approve/adopt them.

**11. ANY OTHER BUSINESS**

There were no items for consideration under Any Other Business.

**12. APPROVAL OF DOCUMENTS FOR INSPECTION**

RESOLVED that the agenda, supporting documents and draft minutes of the current meeting (when approved by the Chair) be made available for inspection in school.

**13. DATE AND TIME OF NEXT MEETING**

- Governing Board meeting Spring – 5pm Wednesday 1 February 2017
- Governing Board meeting Summer – 5pm Wednesday 5 April 2017

**School Events**

- Christmas Fayre - 28th November 2016 5pm-7pm
- KS1/KS2 Performances 7th and 8th December 2016
- Nursery Performance 9th December 2016

**14. THANKS**

The Chair recorded her thanks to Governors for their attendance.

Approved by the Governing Body on \_\_\_\_\_ (date)

Signature (Chair) \_\_\_\_\_ Name \_\_\_\_\_