

ACTION POINTS

GOVERNING BOARD OF LINGFIELD PRIMARY SCHOOL

MEETING HELD ON WEDNESDAY 5 JULY 2017

ACTION POINT	ACTION	RESPONSIBLE
9.	Analyse School Performance (ASP previously RAISE Online) be considered as an agenda item in the Autumn Term.	HT

POLICIES/DOCUMENT APPROVED/ADOPTED AT THE MEETING

Kier HR Policies

- Redundancy
- Mental Wellbeing
- Performance Capability for Support Staff

GOVERNING BOARD OF LINGFIELD PRIMARY SCHOOL

MEETING HELD ON WEDNESDAY 5 JULY 2017

PRESENT:

Parent Governor: Mrs K Eve

Authority Governor: Mr J Madden

Staff Governor: Mrs C Jones

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

Head Teacher: Mr P Thackstone

OFFICIAL: Mrs C Hogarth, Governor Development Officer

ACTION

1. APOLOGIES FOR ABSENCE

RESOLVED that the apologies submitted on behalf of Mrs L Maycock be approved by the governing body.

2. APPROVAL OF ITEMS FOR DISCUSSION UNDER ANY OTHER BUSINESS

Governors wished to consider the following under 'Any Other Business'.

(i) Reception Class Admission

3. DECLARATIONS OF PECUNIARY INTEREST/CONFLICT OF LOYALTY

There were no declarations of interest/conflict of loyalty declared at the meeting.

4. MEMBERSHIP UPDATE/APPOINTMENT OF GOVERNORS

This item was deferred in light of the Academy agenda

5. MINUTES OF THE PREVIOUS MEETING

RESOLVED that the minutes of the meeting held on 10 May 2017 be approved and signed by the Chair.

6. MATTERS ARISING FROM THE MINUTES

Pupil Questionnaire

Feedback from the Pupil questionnaire previously circulated was shared with governors. **Who had set the questions?** The Pupil questionnaire had been generated by the perspective lite software programme. The overall result had been positive with the most

popular response for every question being All of the time. However, there had been some anomalies in the responses from pupils and going forward more time would be spent with the pupils to ensure they understood the questions being asked of them.

Which year groups participated in the survey? Year groups 1 to 6 inclusively.

In the question **'The school deals with all types of bullying very well' 55% of children said all of the time; 24% said most of the time; 10% sometimes and 11% never. Is there a way to filter responses into year groups? As interpretation could explain misunderstanding in Year 1 but if these responses were from pupils higher up the school there could be a problem that needs addressing?** There is no way to pull this data out but taking this thought further, in future, it would be possible to have a separate KS1 and KS2 survey

7. MAT UPDATE

AVEC Partnerships have been appointed to undertake the initial part of the Academy conversion and the consultation process of all four schools, Captain Cook, Marton Manor, The Avenue and Lingfield had commenced in June 2017 with letters being sent out to parents and staff to seek their views. AVEC will also collate the information and provide a report which will be shared with governors in the Autumn term. It will be at this point that, subject to governors' approval, the application form for the school to convert to an academy as part of a MAT, will be completed. The expected date of conversion is February 2018. The proposed name of the MAT would be the James Cook Learning Trust.

As part of the process AVEC will be sending out forms giving governors the chance to say whether they wish to continue in a governor role and what level they wish to be considered for ie Trust Board or Local Governing Body (LGB). All appointments made will be based on a skills and experience basis. Desirable skills will include HR, financial, legal, educational and general business acumen. Currently the Headteachers of the four schools will not be allowed to sit on the Trustee Board but will however sit on a Headteacher Board just below the Trustees. The LGB of each school will sit below the Headteacher Board on the structure. The Articles of Association and Scheme of Delegation has yet to be drawn up and guidance would be forthcoming.

As part of the process and prior to incorporation the schools may want to give delegated powers to the working party already established to make decisions on potential Trust Board Members and how the academy trust should be run once it is established.

Academy Trusts do have to have a CEO with sole responsibility of the Academy which may diminish the roles of the other Headteachers in post. Who will make the appointment? There will be one CEO and in other academies Headteachers become Heads of schools. All of the four schools are financially challenged and the appointment of CEO will be one of the four Head Teachers of the schools in the MAT. It will be for the trustees to make the appointment. **If for instance that the CEO came from Lingfield would there be budget funding made available to backfill the responsibilities of the post.** It is anticipated that any backfill required would come from the deputy Headteachers in the MAT. It is envisaged that the post of CEO would be a part time post.

Potentially grant funding would become available to the MAT as the government is

offering funding for MATS to grow and expand building capacity to take on new schools ie becoming sponsors.

If at the end of the consultation period the governing body decided against becoming a MAT could the school further down the line still be forced to become a MAT? Although it was no longer the governments agenda to force academisation; because of the situation in Middlesbrough with more and more schools converting there may come a tipping point whereby the LA could no longer maintain schools and at that point the schools left may be forced to convert as a group.

One point of note was that the decision to convert was not set in stone until the Academy order was actually signed which is usually two to three weeks before the conversion date.

8. SCHOOL IMPROVEMENT PLAN

Governors considered the School Improvement Plan (SIP) for 2016/17 demonstrating the success criteria against actions. Some of the actions not highlighted had been due to the distraction caused by the significant time taken by staffing issues however the SLT had already identified areas in need of development and going forward the school was looking forward to having a full staffing complement all in the right place to achieve the best outcomes for children.

The visioning event facilitated by Mr M Maguire had been particularly beneficial for governors; would it be possible to hold such an event for the new academy trust members once established to establish joint core values etc? The core values of the individual schools would be retained but would share a common bond as an academy.

Mr Maguire indicated he would be willing to facilitate such an event, in the future, if the Trust wished him to do so.

9. SCHOOL PERFORMANCE DATA/PUPIL OUTCOME HEADLINES JULY 2017

The Headteacher shared the pupils outcomes headline results (first release) with governors.

EYFS

In line with last year 80% of pupils had achieved a good level of development (above national) despite any staffing issues which had arisen. The Head Teacher wished to record his thanks and congratulation to the Supply Agency Teacher in place whose outstanding work and commitment helped to secure these results.

Phonics

90% (slightly below last year's figure 93%) of pupils reached the required standard in phonics. ***Why had there been a drop from the previous year?*** The drop was down to cohort variation and the 3% represented one child.

Key Stage 1

- Reading - 90% attained expected or better (above national 76%)
30% attained greater depth (above national 25%)
- Writing - 80% attained expected or better (above national 68%)
20% attained greater depth (above national 15.7%)
- Maths - 83% attained expected or better (above national 75%)
20.5% attained greater depth
- RWM - 70% attained expected or better
6.7% attained greater depth

These results demonstrated improvement from the previous years across all subjects except GDS Reading where results were in line with the previous year.

The results also demonstrated that the systems in place in Early Years, Year 1 and Year 2 are proving effective not just impacting phonics but also reading and writing.

After some anomalies from the first moderation exercise Key Stage 1 writing had been moderated again and had come out well. The moderation exercise had raised some concerns over process; the main points being that current practitioners should be undertaking the moderations.

10% of children had not achieved expected in reading –***how many children did this represent?*** This represented three children.

The Key Stage 1 Teacher was commended for the work undertaken to achieve these results.

Key Stage 2

Reading

- 83% achieved standard (above national 71%)
- 40% achieved High/GDS (above national 25%)
- The average scaled score was 107.7

Maths

- 97% achieved standard (significantly above national 75%)
- 60% achieved High/GDS (significantly above national 23%)
- The average scaled score was 109.6

Writing

- 83% achieved standard (above national 76%)
- 13% achieved High/GDS (below national 18%)

RWM Combined Achieved Standard

- 77% achieved standard (significantly above national 61%)
- 10% achieved High/GDS (slightly above national 9%)

Grammar, Punctuation and spelling (GPS)

- 93% achieved standard (significantly above national 77%)

- 50% achieved High/GDS (above national 31%)
- The average scaled score was 110.5

Reading at 83% although above national was down on the previous year's figure of 97%.

Although children had achieved phenomenally in individual subjects; 23% of children had not achieved expected and 81% had not achieved greater depth in Reading Writing Maths combined, which was disappointing. Full analysis would be undertaken once results were validated in the Autumn term.

What had made the difference in GDS maths for children to attain 50%? The high attainment in maths can be partly attributed to the hard work of the team and also to the new approach and strategies put in place. Governors had invested funding to improve maths and this outcome had demonstrated effective spending.

Governors wished to record their thanks to all staff for the hard work and joint team effort undertaken to achieve these results.

Would these results be shared with parents before the end of term? Now that results had been shared with governors, arrangements would be made to share these with parents, although some first release data may have to be withheld until validated.

Year 6 (30 pupils) had been on transition visits to their designated secondary schools. 22 of these were back in school and results would be shared with parents. 8 pupils attending Nunthorpe however had already transferred over to the school and their results would be posted out accordingly. This was disappointing because Lingfield school is very strong pastorally and would rather all children received the results at the same time.

What prompted this early transition? This was as a result of the damning Ofsted document on the wasted KS3 years prompting Redcar and Cleveland LA to get pupils in for early transition in Summer Term ensuring children were ready to learn at the beginning of the Autumn Term. Middlesbrough schools had not been part of the consultation.

RESOLVED that Analyse School Performance (ASP previously RAISE Online) be considered as an agenda item in the Autumn Term.

Attendance

Has Attendance Improved over the last 3 years?

Generally the school does not have a problem with attendance; The school had robust procedures in place to promote good attendance and only authorised holidays in term time in exceptional circumstances. Governors had previously agreed not to fine parents however after the final outcome from the Isle of Wight case it would be pertinent to review this. Discussion followed in which it was agreed that as the school moves to an academy as part of a MAT it would be prudent to establish a joint Attendance strategy and protocol.

10. SCHOOL STRUCTURE/ORGANISATION

The School Structure/Staffing Organisation place for the 2017/18 academic year was shared with governors.

11. GOVERNOR VISITS

Assessment within School –Elaine McNulty

Report appended to the minutes.

Mrs McNulty and Mrs J Marron Shepherd had also attended the schools celebration of music evening. The evening had been very enjoyable and governors expressed how impressed they were with the confidence and ability of children participating as well as the very good behaviour in evidence of all children.

12. REVIEW OF POLICIES

Governors noted that the following policies had been updated by Kier HR providers following the necessary consultation and following discussion it was

RESOLVED that the following policies be approved and adopted:

Kier HR Policies

- Redundancy
- Mental Wellbeing
- Performance Capability for Support Staff

13. ANY OTHER BUSINESS

Reception Class Admission

A further admission to Reception Class had taken the pupil number to 32 for the 2017/18 year. The child admitted has come from the Cleveland Unit and has very complex SEND needs. A place had been secured in an alternative school however the parent's preference was for a mainstream school to see if their child would cope in this provision. The child will come with an Educational Health Care Plan and will require 1:1 provision as well as specialised equipment. The school has been promised that support and training will be provided by Cleveland unit. The progress of this child will be assessed to ensure their needs are being continually met by the school.

Going forward governors should be mindful of the additional pressure placed on this year group due to the over-subscribed year group. ***Why has the school gone over the statutory admission number of 30 for Reception Children?*** The LA has informed the school that they must take these children under the fair access policy.

14. ACTIONS FROM THE MEETING WHAT IMPACT/DIFFERENCE HAVE WE MADE FOR CHILDREN

An opportunity for governors to record and evidence the outcomes they would expect to see from the actions and decisions made at the meeting, and how these will improve the outcomes for children.

- Analysing results to inform planning to take the school forward
- staffing organisation to ensure the right staff are in the right place to secure best outcomes
- Discussing the best way to deliver SATs results to all pupils and parents.

15. 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.

16. CONSIDER AND APPROVE ANNUAL SHEDULE OF MEETING DATES (INCLUDING COMMITTEES)

RESOLVED that the 2017/18 meeting schedule considered at the meeting be approved.

17. THANKS

The Chair recorded her thanks to Governors for their attendance.

Approved by the Governing Board on _____ (date)

Signature (Chair) _____ Name _____

Date of Visit: 13 June 2017

Purpose of Visit: Assessment within the School

Sources of Information: Head Teacher, Records, Performance Data, Display Work and Classroom visits

General Comments:

The head teacher explained in detail the assessment process used throughout the school and also explained clearly where this fits into the National Curriculum for all children at each stage of their education. I witnessed evidence of this in the Nursery where the learning is play based on photographs of their own homes and also visited classrooms during lessons.

Phil explain it is currently a requirement to follow the National Curriculum although Academy Status would allow more freedom even though ultimately pupil's performance is still measured by the same method i.e. formal assessment at the end of Year 2 and Year 6 (SATS). Examinations are set by central government and completed within strict exam conditions.

Lingfield has recently worked with a group of local schools to standardise assessment within these schools which should ensure that grading of students across the locality is consistent.

Assessment data is collated termly. Middlesbrough schools use a spreadsheet 'Development Matters' to assess pupil progress through Nursery and Reception. The school uses 'Rainbow Sheets' throughout the school to demonstrate both pupil and class progress. This is still a relatively new process and therefore targets are still preliminary and will be reviewed. Teaching staff are able to identify pupil strengths and weaknesses and use this to develop teaching strategies which for example include additional focused time with teaching assistants. Pupils with special educational needs are assessed using the same criteria although P scales can be used if the need arises. Individual performance records are kept for each pupil which follows them through school.

The head teacher is responsible for coordinating the assessment process across the school and is supported by leads in Maths, English and EYFS who lead on assessment. Foundation subjects e.g. Art, History, Geography, Religious Studies, French, D.T and I.T are not formally assessed although evidence of learning can be identified as part of the writing assessment.

Teaching staff's assessment skills are continually updated by attending training events e.g. a P.D day was held focusing on the introduction of the new curriculum, visits to other schools, regular pupil progress meetings and support from subject leads.

Consistency in assessment maintained by:

- Observation/Work Scrutiny – the head teacher regularly observes lessons and looks at work completed in class.
- The Senior Leadership Team regularly collect pupil's workbooks and match the work done against the curriculum and individual needs of the pupil.

Feedback to children is given verbally and by marking the classwork. The marking policy allows for the use of different coloured pens e.g. purple ink for work well done and green ink for areas which need to be addressed. Marking is related to set success criteria.

Feedback to parents is through parents meetings (2 per year) and individual yearly school reports. The reports indicate where pupils are working above, in line or below age expectations in each subject and includes targets for the coming year.

Result of assessments is discussed with school staff during termly pupil progress meetings.

During an OFSTED visit, the inspectors may look at pupil workbooks, any performance tracking data especially pupil's prior to attainment and previous year group nooks indicating progress over time.

Any Points to Highlight to the Governing Board Meeting:

Issues:

- There is currently no up to date Assessment Policy for the school, however this is being formulated based on current practise.
- Progress in reading attainment (PIRA) assessment has been introduced to school. There is some concern that scored from this assessment are not correlating with the scored from the YARK test which is the test used during the 1-1 reading assessments. Middlesbrough schools are currently looking towards a standardised test for reading across Middlesbrough.
- The introduction of the interim assessment framework in 2016 has presented a challenge as Year 6 children are now being assessed against a different curriculum to that which was in place during their Year 2 assessment.
- Stress amongst staff caused by heavy workload and anxiety. Staff are very committed and conscious of the balance of time needed to prepare, teach and assess in addition to leading on specific areas of the curriculum. There is additional pressure on staff due to the sized of the school and class sized which means that there is only 1 year teacher who must cover all subjects that year.

Strengths:

- There is a culture where teacher are assessing constantly by questioning. Lessons are planned although they are kept 'Live' by teachers adapting the lessons based on feedback from the class.
- Teachers are robust in their judgement and understand the individual needs of the children.
- Pupils are prepared throughout the year for SATS by continuous formative assessment. Exam technique is taught to Year 6 pupils.

Challenges:

- Performance ratings are reported by age group. Pupils are rated by their performance in Writing, Reading and Maths combined. This presents a challenge for teachers as some pupils may for example be good at Maths but not Writing. This is managed by identifying where pupil's strengths and weaknesses are and by ensuring quality first teaching with the teacher and additional focused interaction with a teaching assistant.
- Ensuring significant progress by age. RAISE online 2016 report suggested that there was a weakness in the amount of progress made by the group of children identified previously as working at a greater depth.

Signature: Elaine McNulty

Date: 29 June 2017

Received by Head Teacher:

Date: