

Rye Community Primary School Local Governing Board

24 April 2017

MINUTES

A meeting of Rye Community Primary School Local Governing Board was held on Monday 24th April 2017 at 4.30pm at Rye Community Primary School.

PRESENT: Niki Stuart (NST), [Chair]; Martin Dilworth (MDI), John Hart (JHA), Jane Howard (JHO), Kaylie Kist (KKI), Helen Mucci (HMU), Gwyn Williams (GWI).

In Attendance: Tim Hulme, CEO (THU) for agenda item 3, Sam McNicol (SMA), Sally Welch (SWE), [Clerk].

ACTION BY:

1. Welcome and Apologies

1.1 The chair welcomed everyone to the meeting. There were no apologies as all members were present.

2. Declarations of Interest

2.1 None declared in relation to the business of this meeting.

3. Trust Update

This has been added as a standing agenda item following the 28th March 2017 meeting of the trust board and local governing board.

3.1 **See confidential minutes – Annex A.**

4. Matters of an urgent nature

4.1 Governors discussed the schedule for distribution of papers and requested these be circulated in a timely manner to ensure members are able to review documents in advance. Clerk/HT

4. Minutes of the Meeting of 20th March 2017

A copy of the minutes was circulated with the agenda.

4.1 The minutes were signed and accepted.

5. Matters Arising from those minutes not on this agenda

5.1 **a) Minute 5.1:** creating a shared electronic folder for the governing board was discussed. It was agreed to look at developing a shared portal with secure access through Office 365. Clerk/KKI

b) Minute 8.1 (b): the headteacher updated the meeting that as a result of the ongoing school focus on Persistent Absence (PA), ten (10) children are no longer persistent absentees, equating to a 34% improvement. Governors asked for an anonymised summary report with data on persistent absence, school intervention strategies and their impact. The chair requested the number of families in the PA cohort be indicated in the report.

ACTION: Governors to receive report on Persistent Absence (5.1 (b)). SJA

6. Outcomes for Pupils

School progress and attainment data was distributed in the meeting, including FFT benchmark data. The data was reviewed in detail in the meeting.

6.1 a) The headteacher advised the school uses FFT 50-20 benchmark data as a baseline for target-setting under the annual teacher appraisal cycle and ongoing assessment of teachers' performance throughout the year.

b) Further to the discussion at 5.1 (b) above, governors raised the correlation between PA and outcomes. The headteacher advised PA data is reviewed at every Pupil Progress meeting and class profile sheets clearly identify those children identified as PA. The school has established procedures which are triggered through the attendance officer once the PA threshold is breached.

c) HMU asked about school intervention and support for pupils who fall behind through absence. The headteacher advised class teachers are responsible for addressing the child's individual curriculum needs and teachers are not permitted to use absence as a reason for pupils not achieving as expected. There is a range of additional provision which can be provided for pupils in the form of catch-up sessions before school or during lunchtime if necessary. Governors were concerned about the impact on children's emotional well-being through needing to catch-up on work in this way. The headteacher advised this is emphasised to parents by the school in attendance meetings.

d) The chair challenged the data for Pupil Premium and SEND pupils, the intervention strategies for these cohorts and their impact. The school historically, has been successful in closing the gap as pupils move up through the school. This raises a concern about the effectiveness of current strategies. The chair requested a more detailed breakdown of SEN in Y6. The headteacher advised that some pupils in the SEN cohort will not achieve expected outcomes. HMU queried whether the school has a higher percentage of SEN pupils in comparison to other schools locally and this was confirmed by the headteacher.

e) Governors discussed the predicted outcome for reading, writing, maths, combined (59%) and queried whether this figure is secure. The headteacher advised the school is targeting 58.8%.

f) The chair asked whether the school undertakes moderation with other schools. SMA advised that schools within the EIP have undertaken cross-school moderation around writing. There has also been cross-school moderation of work for Y2 and Y6. The position is complicated by the range of different assessment systems across schools.

g) As discussed on previous occasions, the number of objectives within the maths curriculum limits the scope for schools to revisit and cover objectives in greater depth. SMA compared this to curriculum requirements for reading and writing where the number of objectives to be covered are fewer and able to be reviewed with greater frequency. The headteacher advised leaders are reviewing the delivery of maths to see what adjustments can be made. These will be aimed at securing the children's knowledge to become independent, confident, mathematicians with a good level of knowledge and skills. Leaders will be looking at successful strategies in other schools as part of this review process. HMU asked if the school is thinking about strategies to promote parental engagement with the maths curriculum as this could be beneficial to supporting learning. The school is strong around parental engagement and this could be extended into maths, citing examples from other schools which appear to have worked well. JHA asked about systems in place for picking up individual children who are struggling with concepts and these were discussed. HMU queried whether there are common threads to revisit across Y5 and Y6 or if support is generally targeted at the level of the individual child. The headteacher advised in general, concepts such as place value, tables, concepts of halving and doubling need additional reinforcement. In response to a question from KKI, the headteacher confirmed the timetable is not weighted in favour of maths, despite the number of objectives to be covered. HMU suggested the school could explore further opportunities to embed numeracy across the curriculum – e.g. playground art. It was agreed to look at this.

The chair reminded members that raising progress and attainment in maths was

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highlighted by Ofsted as an area for development (2012). HMU asked about pupils' engagement with maths generally. The headteacher advised this varies across classes.

h) The chair asked SMA if teachers are still happy using FLiC and his confidence level in the data generated. SMA confirmed leaders believe the data presented to be accurate and robust in profiling progress and outcomes across the school. Furthermore, FLiC is an effective tool for reinforcing teachers' accountability around pupil progress.

i) The chair thanked SMA for the data and his input into the discussion.

ACTION: Further analysis of progress data and intervention strategies for PP and SEND required. (6.1 (d)).

7. School Improvement

A copy of the School Improvement Plan (SIP) was circulated with the agenda and reviewed in the meeting.

- 7.1 a) The actions for governors were reviewed and it was agreed to timeline these through the remainder of this academic year. HT/Clerk
- b) The latest school RAG'ing of progress against three-year priorities (term 4, 2016-17) was reviewed. Following discussion under 6 above, KKI challenged the rating (green) for P24 – 'Ensure that pupils in all year groups make consistently good progress developing secure knowledge, understanding and skills, considering their different starting points'. The headteacher responded leaders are confident of being able to evidence a judgement of good for P24. Following discussion, it was agreed the evidence in support of this should be brought to the next meeting and P24 should revert to amber in the meantime.
- c) The chair asked for a report on Sport Premium funding, strategy and impact, for the next meeting (in addition to the report on Pupil Premium agreed earlier in the meeting).
- d) In response to a question from HMU, the headteacher reported the UNICEF Articles chosen by pupils under the Rights Respecting Schools Award. These will shortly be published in classrooms and other appropriate locations within the school and connecting to the planned mural at reception.
- ACTIONS:**
- 7.1 (b) Evidence to be provided to the next meeting.** HT
- 7.1 (c) Sport Premium report to be provided to the next meeting.** HT

SLES Adviser Visit – 19th April 2017

- 7.2 a) The headteacher reported on outcomes from the visit (report to be circulated when received).
- Overall Effectiveness
 - Teaching and Learning is 100% good or better overall, however, outcomes are still not in line with National expectations or FFT20 Targets.
 - Quality of Leadership and Management
 - Leaders have an accurate view of Teaching and Learning, judgements were validated.
 - Leaders are able to evidence their impact on improvement on the quality of teaching and learning.
 - Leaders are using Pupil Progress Meetings to plan well for progress. The system is robust.
 - Leaders are beginning to use prior attainment data to impact on progress through the school.

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- Governors are increasing the challenge to School Leaders in regular meetings and visits.
- Quality of Teaching, Learning and Assessment
 - Pupils demonstrate positive learning behaviours.
 - A strength of the school is the consistent implementation of the Marking and Feedback Policy by both Teachers and Pupils.
 - School demonstrates a consistent learning environment.
 - Targets need to be more overtly aspirational with a closer focus on the pitch of learning in Years 3, 4 and 5 to ensure outcomes are improved.
- Outcomes for Pupils
 - Evidence shows that progress is good for EYFS, Y1 Phonics and KS1 at expected and greater depth. KS2 shows improvement at expected levels, however greater depth needs a higher focus.
 - Pupils with a low prior attainment need to be a greater focus across the school.
- Effectiveness of the Early Years Provision – Quality and Standards
 - Provision is Good and is working towards Outstanding.
- Overall Judgement on Quality of Leadership of Teaching and Learning
 - Progress is judged to be ‘Reasonable Progress’.
- Actions
 - Ensure maximum progress in every lesson due to precise planning from individual starting points.
 - FFT20 to be added to the Class Profiles. Leadership to plan for reducing the gap in each year of KS2 to ensure that greater value is added every year.
 - To RAG rate the School Development Plan
 - Reduce the use of worksheets across the school.

b) The headteacher advised the school has taken on board the feedback to reduce the use of worksheets.

c) JHA asked for clarification of progress towards achieving a judgement of Good progress. The headteacher advised the school is working towards achieving this by the time of the next visit in July.

d) MDI challenged on further action required to improve outcomes in the context of teaching and learning being judged as 100% good or better overall. The headteacher advised the school needs to improve precision and accuracy around pupils’ individual starting points and ensure stretch and challenge to move pupils on. Leaders are focused upon continual improvement of teaching and learning. HRU queried the percentage of other schools locally who achieve national expectations. This data was not immediately available.

8. Headteacher’s Report

A copy of the headteacher’s report was circulated with the agenda.

8.1 a) Data presented re casual starters and leavers was discussed, noting casual starters are resource intensive in terms of support requirements. In some cases, casual starters are also casual leavers and so this investment of staff time/resource can be lost.

b) The proposed staffing for maternity cover was discussed. The headteacher advised

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the position will be advertised for an NQT as an opportunity to bring fresh ideas in. It was noted that the approaching 31st May statutory date for teacher resignations may bring further changes to be reported in due course.

c) HMU queried the current intake figure for Reception for September. The headteacher confirmed this stands at 56 currently against a target intake of 60.

d) Other updates were reviewed and noted as in the report or covered elsewhere on the agenda.

9. Governor Monitoring

A copy of HMU's monitoring report for EYFS was distributed and reviewed in the meeting.

9.1 a) HMU raised the issue of parental demand for further extension of pre-school and after school provision through the nursery. The headteacher advised there are staffing constraints there is a meeting with county this week to discuss the nursery and this will look at planned provision moving forward.

b) HMU raised the issue of expanding the provision for nursery lunches. The headteacher advised that Chartwells have been in to look at what is possible and the school is looking at options such as integrating nursery and school lunches.

c) The chair thanked HMU for her report.

10. Safeguarding

10.1 Further to discussions at the last meeting re MyConcern, the chair expressed concern around the progress of the project and would raise this with the trust board.

11. Any other business

11.1 a) The headteacher advised the school has been offered support from an external adviser suggested by county – Denise White. A meeting is to be brokered.

b) The headteacher thanked HMU and the PTA for their efforts in securing the planters at the entrance and the willow garden. The school is very fortunate to have such strong parental engagement.

12. Celebrating Achievements

12.1 As discussed under 7.2 above.

13. Communication

13.1 It was agreed to defer this item to the next meeting due to time constraints.

14. Date of Next Meeting

14.1 Noted: that the LGB would meet on Friday 19th May at 4.30pm in the headteacher's office.
Clerk's note: this meeting was cancelled due to the headteacher's absence.

Meeting closed: 7.30pm

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