

- 4.01.4 The Head informed governors that, as Ofsted had commented that the school had been over generous with their self evaluation of the school, the document now provided a more open and honest view of why areas of the school, or teaching, were not at the required standard. The information in the Outcomes section of the document was now also more factual rather than hopeful and provided a link between teaching in KS2 and outcomes.
- 4.01.5 The Chair pointed out that Ofsted's comments had included that they thought the document did not provide a complete picture of the school and asked whether any additional information needed to be added to the document, for example any interventions in place that had already made an impact. The Head confirmed the document would be reviewed at the end of the week when the results from the topics taught on a Friday were known.
- 4.01.6 Q. A governor asked whether any training for middle leaders and Assistant Headteachers on monitoring and data was planned.
A. The Head confirmed training, which would be carried out by Jackie and would cover FFT and historical data, was planned for this week as all four Assistant Headteacher's understanding of data was below the required standard to have sufficient impact.
- 4.01.7 The Deputy Headteacher explained that the introduction of supervision sessions on a Monday, where staff shared best practice, had made a big impact. Since joining the school, Amy Paoli had also made an impact on staff. Amy had brought a large amount of expertise as a leader to the school along with a higher level of expectation, which other members of staff were now taking a lead from.
- 4.01.8 Q. A governor queried whether Assistant Headteachers were giving deadlines to staff in their phases for when improvements needed to be achieved by.
A. The Head explained that environment and learning walks had taken place and all teachers found to be below standard had been informed. Lesson observations were being carried out over a two week period.
- 4.01.9 Q. A governor asked whether there was a theme to those not at the required standard or whether the issues were specific to each member of staff.
A. The Head confirmed issues were specific to each member of staff and provided an example of one of the issues. The Deputy Headteacher added the school had no concerns with the issues identified as all could be resolved with 'quick fixes'.
- 4.01.10 Book trawls were planned for the following week when half of all books would be looked at to obtain a better overview of the class. Following this, at the next staff meeting five books from English and Maths would also be reviewed. Clear feedback would be provided to those found to be below standard and books would be reviewed again the following week.

4.01.11 The Head explained that providing written responses at the end of each reading lesson had been introduced and explained the process, which included the use of SAT style questions which children were required to respond to in a SATs style.

4.01.12 In conclusion, governors agreed the information in the document was clear and that no amendments were required at this point.

4.02 Share the School Improvement Plan

The Head explained the plan was based on the six areas for improvement outlined in the report from Ofsted, and also contained the actions outlined in the SEF. The Head informed governors that, if they were in agreement with the approach, he would add the success criteria and specific actions for each of the objectives in the plan and circulate to JRG members.

Q. Do action plans for each subject area sit behind the action plans for the school.

A. The Head confirmed that they did.

Q. Have the objectives of the main SIP been shared with subject leaders so that where possible they can link subject action plans to the main SIP?

A. No as the English and Maths action plans were written before the summer break to enable the direction of the school to be identified, staff training to be created and the clarity document to be written.

Q. Are expectations contained in the clarity document?

A. yes.

4.02.1 The SIA commented that, if the Clarity documents were live documents, the school needed to be able to go into the documents to make amendments which would enable measurable impact to be seen and added that it would be beneficial for the document to be reviewed before Christmas. The SIA stressed the importance of staff taking ownership of the documents and the link to data and of emphasising to them the need for data.

4.02.2 The Head confirmed that, at the end of the last SLT meeting, staff had been asked what point they were at with their action plans. Staff had been informed that, if they did not know, they needed to be aware because if any actions were not making an impact they should no longer be undertaken.

4.02.3 Weekly meetings had been introduced to discuss day to day issues, for example attendance, to enable strategic issues to be discussed at the meetings held on Wednesdays.

4.02.4 The Head asked governors whether they were in agreement with the document. A governor commented that, now he was aware subject plans sat behind the improvement plan, he was comfortable with the focus being on inspection outcomes.

4.02.5 The SIA requested that regular appraisals of the data from each year group be added to the report and that she would expect the figures to rise as the year progressed to provide triangulation for each year group.

Q. How often is data collected formally?

A. Once per term.

4.02.6 The SIA requested that, as the information could be checked quite readily, the plan be amended to state that information on the clarity document would be reviewed in November or December instead of March to make the action more rigorous.

4.02.7 Holding mini pupil progress meetings were recommended by the SIA as these could be held at any time. The Deputy Headteacher added that weekly drop in meetings were held as an informal method of monitoring. The SIA added that 'come and talk to me meetings' were a good way to catch up with staff about the gaps of specific pupils as it would ensure staff were aware the issues related to the whole school and not to them as an individual.

4.03 Update on actions taken since the first meeting of the JRG

A strategic decision had been taken on teaching placements across the school to ensure experienced and skilled teachers were in place in all four phases. However, shortly after their return to school, one teacher in Year 3 had broken their foot and would be absent from school for a period of six weeks.

4.03.1 Q. The SIA asked whether any applications had been received for the Post in Years 3 and 4.

A. The Head advised that an advert had been placed but no applications had been received. As a result, the current deputy SENCO, who was a trained teacher and who had carried out reading recovery, had been asked to teach in Year 4 from January.

4.03.2 The Chair pointed out the impact of Donna Bedlow not being a deputy SENCO would have and asked what arrangements had been put in place to ensure that pupils did not fall behind with their work. The Head explained the arrangements that had been put in place without the need for additional support.

Q. Will the school be advertising for a SENCO.

A. An advert would be placed for a new SENCO for three days per week, rather than the current five, which would contribute to the £80,000 savings required.

Q. Have the new arrangements been disclosed to staff?

A. Yes, all decisions made have been explained to staff.

Q. Will the changes create any issues with contracts?

A. No, as Donna's contract with the school is as a teacher.

Q. How long had Donna been out of the classroom?

A. Four years.

Q. How will the change impact on Donna?

A. Donna is aware of all systems and support would be provided with paperwork. Donna would also be familiarising herself with pupils before Christmas.

Q. Would Donna respond to being assigned a mentor to ensure she was upto date with the curriculum?

A. The Head agreed to suggest this to Donna.

- 4.03.3 The Chair commented that teachers would need to recognise the school needed to be flexible in its approach to teaching, for example by moving classes and in their ways of working.
- 4.03.4 Governors agreed to read through the document and submit any feedback or questions they may have to the Head.
- 4.03.5 Governors attention was drawn to the document outlining the impact of staffing decisions made. The Head advised there were two NQTs in school who were really strong and very conscientious and were working hard. There was also an apprentice in school.

Head

Govs.

5.00 OVERVIEW OF ALL 2017/18 STATUTORY ASSESSMENTS

5.01 Early Years - Good Level of Development

GLD was 56% compared to 48% in 2017, an increase of 8%.

5.02 Year 1 and Year 2 Phonics

At 87% the provisional Year 1 phonics data showed the school to be above Leeds (79%) and also National (83%).

5.03 Progress Measures

Although attainment had improved, progress was not as good as expected as the starting points of the pupils now in Year 2 had been higher and the results for reading and writing were significantly different from the national average.

5.03.1 Ian Stokes had analysed the progress scores of six EAL pupils who had joined the school after Year 2 and therefore had no data. These pupils had done well and one was now working at greater depth but no progress data was available for the pupils.

5.03.2 Analysis of the data for these pupils had been carried out, when the expected scores had been identified and the progress for the pupils calculated, which had shown that their progress scores were positive. The Head confirmed that this data could be presented.

5.03.3 Data for the Year 6 higher attainment groups had also been analysed to ascertain what their prior attainment group (PAG) had been at KS1. This would allow the school to identify which areas they needed to attain greater depth in and to focus on in order to improve progress.

- 5.03.4 Q. The Chair queried whether there were any other factors that needed to be accounted of.
A. In response the Head advised that prior higher attaining girls were an issue and Ian Stokes had agreed the need to track this group to identify their current progress if they had achieved greater depth in KS1.
- 5.03.5 The results for Year 6 were discussed when the SIA asked how the quiet behaviour of the six higher attaining girls had impacted on their learning. In response the Head advised that gap pupils had been focused on to ensure they achieved expected but in doing so these pupils had been overlooked. The SIA pointed out that if these pupils had been focused on while in years 3, 4 and 5 the issue could have been avoided.
- 5.03.6 The Head highlighted that the current Year 6 pupils would need to achieve attainment scores of 10% higher than those achieved this year in order to achieve the current progress scores.
- 5.03.7 The Chair pointed out that Laura Lachucik had undertaken a large amount of work on writing and asked what would happen when she went on maternity leave. In response, the Assistant Headteacher advised governors that Laura was laying a base for teachers, to assist them when they moved forward. The Chair then asked if these measures would be enough to see the school through this period. The Deputy Headteacher confirmed that they would.

6.00 EXTERNAL SUPPORT / COMMENTS

6.01 Input from Jackie Reid, SIA

The NOVAC report from Jackie Reid had been circulated to governors prior to the meeting.

- 6.01.1 Jackie advised governors there was nothing she wanted to add to the report as she was confident the school would improve with the new leadership arrangements now in place. Jackie commented that results in KS1 were good and asked if they would continue. The Head confirmed that they would.
- 6.01.2 Jackie pointed out the need to ensure teaching was consistently good, assessments accurate and that the curriculum was pitched correctly to ensure the required progress from Year 2 to Year 6.
- 6.01.3 The need to ensure that the Assistant Headteachers' knowledge of data was filtered down to staff was also highlighted as staff had previously been protected by leaders.

6.02 Update on the work of Steve Dawson (Reading)

The NOVAC report from Steve Dawson had been circulated to governors prior to the meeting.

Jackie Reid left the meeting at this point.

7.00 ANY OTHER BUSINESS

- 7.01 There was no other business raised.

8.00

DATES OF NEXT MEETING

8.01

The next meeting would take place on **Monday 26 November 2018 at 6.00 p.m.**

The meeting closed at 5.30 p.m.