



development of subject leadership, SEND, Leadership and behaviour.

The Headteacher drew governor's attention to the actions in place to support each objective.

The Chair said that it was important for the Senior Leadership Team and middle leaders were challenged in a friendly and supportive way to help them develop the necessary skills to perform with confidence when Ofsted next visited the school.

Jackie Reid said that over the last year she had seen a significant improvement in the way phase leaders responded to challenge, they were now thinking more strategically and were confident in their understanding and interpretation of the data

#### 3.04 External moderation

The Headteacher reported that Sarah Coltman would continue to work with the school over the summer and her input had been extremely valuable.

### 4.00 **UPDATE ON ACTIONS TAKEN TOWARDS THE OFSTED AREAS OF IMPROVEMENT**

#### 4.01 Any changes to the School's Self Evaluation.

The Head reported that SEF had been updated to reflect progress and a version dated 24 March 2019 was shared at the meeting.

#### 4.02 Share the School's RAG Rated School Improvement Plan (SIP) including the identification of changes made following the SEND review

The SIP was tabled at the meeting. The Headteacher reported that the SIP had been updated to reflect recent actions and monitoring arrangements. He drew governor's attention to *Focus 7: to ensure that the SEND provision is effective in all classrooms.*

4.03 The Chair said that this section would need to reflect the recommendations and outcomes from the SEND review. The report had not been shared with the Full Governing Board but he took the opportunity to highlight some of the key findings:

- Teaching

The perception of leaders in the school was that the quality of teaching was generally good. The review found that this was a narrow assessment and acknowledged that SEND pupils were not making sufficient progress. The recommendation was that an action plan be developed to address this and achieve the required improvements.

- Teaching Assistants

The review had identified that there were a significant number of teaching assistants, many with a low skill base and some were resistant to change and opportunities to develop their skills. The review recommended an action plan be developed for gradual rather than radical change.

Governors agreed that the development of the action plan would require significant input from the SENCo who was currently on long term sick leave.

4.04 The Chair said it was crucial that the SENCo led the development and implementation of the action plan and this would be key to ensuring its ultimate success. He reminded governors that the current SENCo had been involved and contributed to the review. The Chair said that he intended to have a discussion with the SENCo to try and find out how long the period of sick leave was likely to continue and to agree a way forward. He said that this would be taken forward via the appropriate HR procedures and with the involvement of the individual's trade union representative. The Chair also reminded governors that the individual concerned had raised a grievance, which he investigated and responded to.

4.05 The Chair said that it was also important to establish if the school was the correct setting for challenging children many of whom had complex special education needs. The Chair stressed that the school needed to be clear that the children's needs could be met and external expert advice should be sought if necessary in order to establish next steps and ensure that children were not being failed.

Chair

#### **5.00 UPDATE ON DATA FROM SPRING TERM ASSESSMENTS**

5.01 The whole school data and associated analysis on attainment and progress was tabled at the meeting. Governors discussed the data for key year groups.

##### Year2

5.02 It was noted that Year Two data was on track with expectations to meet the targets at the end of the year. He said that both Year 2 classes were on track to achieve that the target of 70% working at greater depth in reading and writing but there was less confidence about maths. Plans had been put in place to try and ensure that the greater depth target was met by the end of the year.

##### Year 6

5.03 It was noted that pupils were expected to achieve around 60% in Reading, Writing and Maths which was below the respective targets of 75%, 70% and 76%.

5.04 Governors noted the plans in place to ensure that the 60% target in all three subjects was achieved. These included:

- Easter booster classes
- Revision Afterschool Clubs and Booster Classes
- Action Plans following Spring Pupil Progress Meetings

5.05 The Headteacher explained that in this cohort there were a large number of pupils with behaviour or SEMH problems and these had become more pronounced in KS2. Governors noted the detailed information provided to support the report.

5.06 The Headteacher said that detailed action plans were in place for each class to target the pupils who were close to their expected attainment for the end of the year and these were monitored by the Year 5/6 Assistant Headteacher.

5.07 Governors noted that there would be a switch from the Chris Quigley assessment resources to the Otrack system from September 2019. The national curriculum information would be fed into this and then it would be used for coverage and assessments.

5.08 Governors also reviewed the data provided on the performance of girls versus boys and Pupil Premium versus non-pupil premium. The outcomes and recommendations from the SEND review would have a significant impact in these areas.

The Chair thanked the Headteacher for his report.

## **6.00 STAFFING**

6.01 It was noted that, as discussed previously, the SENCo was currently on long-term sick leave. A more detailed report would be provided to governors at the next meeting of the Full Governing Board.

## **7.00 UPDATE ON SIGNIFICANT BEHAVIOUR ISSUES**

7.01 A presentation delivered to all staff at a training session on 16 April 2019 was shared at the meeting. As a result of restorative training and the introduction of clearer procedures staff across the school had a higher expectation of behaviour. The Headteacher said that there were still a small number of pupils who found it hard to consistently follow school rules but these pupils were managed through different waves of support.

7.02 The Chair observed that there was evidence to suggest that the introduction of a new behaviour policy and the training delivered to support that over the last year was having a significant impact.

## **8.00 ANY OTHER BUSINESS**

8.01 The Headteacher advised that Clare Krasinski had tendered her resignation as a governor and this would be her last meeting. He placed on record his thanks to Clare for the significant contribution she had made to the school during her tenure as a governor particularly since the last Ofsted report.

Clare said that she was pleased to see evidence of the significant progress the school had made since the Ofsted report and that improvements were being made across all areas and she wished staff and governors well for the future.

## **9.00 DATE OF NEXT MEETING**

9.01 It was proposed and agreed that the date of the next meeting be scheduled for **5 June 2019 at 4.00pm.**

The next Full Governing Board meeting scheduled for **22 May 2019** **would also be re-scheduled to the 5 June 2019 at 5.30pm.** The Headteacher agreed to notify all governors following the meeting.

Headteacher

The Chair agreed to seek a new date for the Pupil Support Committee originally scheduled for 5 June 2019.

Chair

*The meeting closed at 6pm*