

# West Cliff Primary School

## Governing Body Meeting

10<sup>th</sup> January 2017 @ 3.30pm

**PRESENT:**

<b>Chair</b>	<b>Diana Jeuda</b>	<b>Dot Russell</b>
	<b>Susan Clough</b>	<b>Diana Robinson</b>
	<b>Bob Dalrymple</b>	<b>Ruth Cockerill</b>
	<b>Mark Burnett</b>	
	<b>Scott Grason</b>	
	<b>(Deputy Head)</b>	
<b>Clerk</b>	<b>Peter Geer</b>	

	<b>Welcome</b> The Chair welcomed the Governors to the meeting.	
<b>17/01</b>	<b>Apologies for Absence</b> Apologies were received and accepted from Paul Gildroy (On holiday) Christina Zanelli-Tyler (School Business).	
<b>17/02</b>	<b>Declarations of Interest and Confidentiality</b> There were no declarations of interest.	
<b>17/03</b>	<b>Confidential Agenda Items</b> There were no confidential items.	
<b>17/04</b>	<b>Minutes of the Full Governing Body Meeting held on the 12<sup>th</sup> December 2016</b> The Governors discussed the minutes of the Full Governing Body of the 12 <sup>th</sup> December 2016.  <b>DECISION: The minutes were accepted by the Governors as a true and accurate record of the meetings, proposed by SC and RC, and were signed by the Chair.</b>	
<b>17/05</b>	<b>Matters Arising not covered elsewhere</b> None	
<b>17/06</b>	<b>Finance Update</b> <u>6.1 Budget</u> Bob Dalrymple - as Finance Governor – has met again with the Bursar and that the prediction now for 18/19 is for a slight underspend rather than an overspend as reported at the last meeting. The amounts are comparatively small in respect of the total budget and he does not have any major concerns but the Governors agreed that it remains crucial that the school continues to look hard at all expenditure.	

	<p><u>6.2 Staffing Structure.</u> The Governors discussed in outline the staffing structure for 2017/18 and noted that the school does have a significant number of job shares which makes organising the structure more complicated.</p> <p>The Governors felt that it was especially important that the staffing of the nursery is right for next year and agreed that DUR and BD should work with CZT and SG to look at this and devise a plan.</p> <p><u>6.3 School Fund</u> BD has had a quick look at through the School Fund and recommends that the Governors accept the independent examiners report on the School Fund. <b>DECISION: The Governors accepted and approved the School Fund accounts.</b></p> <p><u>6.4 Budget Reporting</u> The Governors discussed budget systems within the school and agreed that BD should meet with the Headteacher and Bursar to discuss how budgeting for departments and forms was managed and also about the use of the School Fund.</p> <p>The Governors agreed that at the next FGB meeting they should revisit the delegation of powers in respect of Finance and also revisit the Schools Financial Value Standard.</p>	<p><b>DUR, BD,CZT and SG</b></p> <p><b>CZT, BD and Bursar</b></p>
<p><b>17/07</b></p>	<p><b>Multi-Academy Trust</b> The Deputy Headteacher explained that the first joint training session for the schools within the proposed MAT had taken place in January.</p> <p>The Headteacher Board is due to meet on the 19<sup>th</sup> January and it is likely that there will be more information about the progress of the application after that date. The DfE has contacted West Cliff and the other schools for further information – mainly in respect of finance.</p>	
<p><b>17/08</b></p>	<p><b>Headteacher Update (see attached)</b> <u>8.1 School Development Plan</u> The Deputy Headteacher explained that this is available to Governors via SharePoint. The SDP has been updated to include the success criteria from the autumn term. This will be discussed at the next FGB in March.</p> <p><u>8.2 RaiseOnline / Data Summary</u> The Deputy Headteacher explained that this is a summary of the data collected last term. <i>The Governors asked</i> how this data was used within the school and the Deputy Head explained that each teacher gets a class picture that details each child and there are systems to ensure that no child is overlooked. From the data a list of interventions is devised which are then reviewed each half term when more data is available.</p>	<p><i>Holding to account</i></p>

## 8.2.1 Age Related Expectations / Attainment

### EYFS (Reception)

This is based on observations on the Reception class and form the baseline data for this cohort. The Governors noted that on entry the children were below the National Average but were still above the school figures for recent years. The strongest areas are physical development, communication and language and the weakest areas are understanding the world and expressive arts.

The Governors asked about 'understanding the world' and the Deputy Head explained that coverage of this is fairly topic dependent and as this has been identified as a weakness their current topic is looking at Whitby – which ties into the school-wide European countries project.

*Holding to account*

### Key Stage 1 and 2

#### Reading

The Governors noted that pupils were generally meeting age related expectation other than in Year 2. The Governors asked about the reasons for the lower figure for Year 2 and the Deputy Head explained that the transition from Year 1 to Year 2 is steep in terms of increased expectations and there is a plan in place to boost reading in this group. There is also now storytelling at 3pm which is done across the school.

*Holding to account*

#### Grammar

The Governors noted that grammar was a mixed picture with lower figures for Years 3, 4 and 6. The Deputy Headteacher explained that the analysis of the data showed clearly that it tends to be in spelling where children are lagging.

For Years 3 and 4 there is phonics streaming but the result of this is that the spelling expectations can be higher than the level of language the individual child is working at. The Governors asked how this was being addressed and the Deputy Headteacher explained that they are now introducing games and activities to familiarise pupils with words and spelling patterns even if they are not yet working at this level.

*Holding to account*

#### Maths

The Governors noted that the figures for Years 1 & 2 were strong but that the figures were significantly lower for the other years. The Deputy Headteacher explained that for these other years they are measured against where they should be at the end of the school year; as there are new skills introduced in Maths it is difficult to rely too much on the mid-year figures as they will not yet have covered some of the topics against which they are being

	<p>assessed.</p> <p><u>Writing</u> The data for this is not yet available.</p> <p><b><u>8.2.2 Progress</u></b></p> <p><u>Reading</u> Overall progress in reading is very strong with a large proportion of pupils making outstanding progress. Since September all of the guided reading has been chosen to try to target the weaker areas.</p> <p><u>Grammar</u> Progress is generally good, although it remains spelling where there is a weakness.</p> <p><u>Mathematics</u> Progress is mostly satisfactory, this has been noted by the staff and there is support in place with targeted interventions and booster classes.</p> <p><b><u>8.2.3 Gender Gap</u></b> The girls are outperforming boys in Reading and Grammar but boys are doing better in Maths. <i>The Governors asked</i> what was being done to address this, the Deputy Headteacher explained that this is in line with the national picture but that there is work to support boy's reading – this is partly by the choice of books but also by trying to get male readers into the school.</p>	<p><i>Holding to account</i></p>
<p>17/09</p>	<p><b>Pupil Premium</b></p> <p><b><u>9.1 Data</u></b> In Reading PP are outperforming non-PP in Years 1 , 5 and 6. In Grammar PP are outperforming non-PP in Year 1. In Mathematics PP are outperforming non-PP in Year 1.</p> <p>The Governors noted that there is an overlap between the pupils in PP and SEND.</p> <p><b><u>9.2 Pupil Premium funds 2017/18</u></b> The Governors discussed the use of Pupil Premium funding.</p> <p>The Governors noted that PP results from the school in the past have been strong and that meant that there is a danger of complacency. As such it is important to now review all the systems and the monitoring of PP.</p> <p><b>DECISION: The Governors agreed that a working party of Diana Jeuda, Bob Dalrymple, Diana Robinson, Dot Russell, Christina Zanelli-Tyler, Scott Grason and Hazel Taylor should meet to carry out a full review of</b></p>	

	<b>Pupil Premium.</b>	
17/10	<p><b>SEND</b></p> <p>The Governors would like to thank Beth Grason, Kat Smith and Diana Robinson for their hard work in managing a difficult situation – as well as Scott Grason and Hazel Taylor for their support.</p> <p>The Governors agreed that it is important that they are kept informed of situations at an early stage so that they can challenge and support the school.</p>	
17/11	<p><b>Safeguarding</b></p> <p>Susan Clough – as Safeguarding Governor - has completed the Safeguarding Audit. She noted that the priority is that if there are concerns then people need to be comfortable in speaking up and that staff are familiar with the reporting systems – the Deputy Headteacher confirmed that this was discussed at the last staff meeting.</p> <p>From the Safeguarding Audit the school will produce an Action Plan.</p>	
17/12	<p><b>Policy Reviews</b></p> <p>None</p>	
17/13	<p><b>Governor Monitoring</b></p> <p><u>Staff Questionnaire</u></p> <p>As discussed at the FGB meeting on the 12<sup>th</sup> December 2016 the questionnaire that Governors had given to Teachers and Teaching Assistants had revealed a number of issues.</p> <p>The responses had been looked in detail at by sub-group of Governors – this was for reasons of confidentiality and so that prompt action could be taken. This group had now compiled an outline report on the responses which the Governors now considered and discussed.</p> <p>The questionnaire had covered a number of topics including Work Pressures, Support, Training and Personal Development, Safety, Feeling Valued, Governors and Work-life Balance.</p> <p>The Governors agreed that there were areas that required action but there were also positives from the questionnaire –in particular the Governors felt that the staff showed considerable professionalism in their work.</p> <p><u>Actions Arising</u></p> <p><i>The Governors asked</i> about the actions that were now being taken and the Chair and Deputy Headteacher explained that the LEA was supporting the school. The first step is that two representatives were coming to the school on the 13<sup>th</sup> January to examine the issues further and all Teachers, Teaching Assistants and Governors would be given time to meet privately</p>	<i>Holding to account</i>

	<p>with them. An Action Plan would then be put together by the LEA.</p> <p>The Governors noted that their role was not to deal with the detail of the issues but to:</p> <ol style="list-style-type: none"> <li>1. ensure that the Action Plan is carried out and,</li> <li>2. monitor and confirm that the actions have been effective in addressing the problems.</li> </ol> <p>The Governors agreed that the questionnaire should be a regular feature and the results that they now have would form a baseline from which they can measure progress.</p>	
17/14	<p><b>School Website</b> Deferred to the next meeting.</p>	
17/15	<p><b>Governor Training and Visits</b> Diana Robinson had been on an Early Years Learning Walk before Christmas. She reported that the children were happy and settled and the staff have worked hard to make the step up in terms of expectations on the pupils. She noted that there are some practical issues in terms of the room and resources but also that there are plans in place to tackle these.</p>	
17/16	<p><b>Any other Urgent Business</b> <b>16.1 Malton</b> The Headteacher would like permission to work for four days with Malton Primary School. This work would be to support Malton to establish a system of evidencing work and progress.</p> <p>The Governors agreed that the priority has to be West Cliff but at the same time this was a useful exercise in terms of staff development and was a comparatively small commitment that was manageable within the school.</p> <p><b>DECISION: The Governors approved the Headteacher to work for four days with Malton Primary School.</b></p>	
17/17	<p><b>Future Meeting Dates</b> Tuesday 14<sup>th</sup> March @ 3.30pm Monday 24<sup>th</sup> April @ 3.30pm Wednesday 5<sup>th</sup> July @ 3.30pm</p>	

#### Actions

- To consider staffing structure for the nursery (CZT, SG, BD and DUR)**
- To discuss form and department budget setting and use of School Fund (BD, CZT and Bursar)**
- To revisit SFVS and delegation of powers at the next FGB meeting (Clerk / BD / DJ)**
- To discuss School Development Plan at next FGB meeting (Clerk / Headteacher)**
- Committee to meet and review the use of Pupil Premium (DJ, DR, DUR, BD, CZT, HT and SG)**



## West Cliff Primary School Data Summary Report - Autumn 2016

### What is the purpose of data collection?

- To identify the impact of teaching and learning across the autumn term.
- To identify strengths and areas of development in individual classes and subjects.
- To identify children who may require additional support.
- To hold teachers to account.

### Early Years Foundation Stage (Reception) data summary

- Gathered from observations of children.
- Data judgements form the 'on entry' baseline data.
- Children should be baselined as working within 40-60 months.
- Data shows that a considerable percentage of our reception children are coming in below average/national expectation.
- Only 50% of the cohort began Reception at the expected standard in Reading and Maths. In writing, this was slightly lower (41%)
- There is a general increase in the percentage of children coming into Reception at the expected level from previous years.
- Children's baseline data indicated strengths in the "Communication and Language" and "Physical Development" areas.
- The weakest areas demonstrate children's lack of "Understanding of the World" (14%) and "Expressive Arts and Design" (14%).

### Early Years Foundation Stage (Reception) data implications

<p>How will children be supported to develop understanding across reading, writing and maths?</p>	<ul style="list-style-type: none"> <li>• Analysis of which aspects of reading, writing and maths causing most concerns.</li> <li>• Support groups and intervention groups planned to target the weakest aspects of each subject.</li> </ul>
<p>What is being done to support and develop the weaker areas of children's understanding (knowledge of the world and arts and design)?</p>	<ul style="list-style-type: none"> <li>• Children's opportunities in these areas vary depending on the topic being studied (last term was more historical based)</li> <li>• Spring term topic activities have a heavy focus on geography and the arts.</li> </ul>

**Key Stage 1 and Key Stage 2 data  
Reading, Writing, Maths and GPS (Grammar, Punctuating and Spelling)**

- Gathered from tests and teacher assessments.
- Percentages show the number of children meeting their age related expectations.
- School development target aims for all classes to have at least **85%** of children meeting age related expectations by the end of the year.
- Years 3 and 4 contain less than 19 children, resulting in each child being represented by a higher percentage than in other classes.

Year	Reading	Grammar	Mathematics	Writing
1	80%	97%	80%	Data being gathered
2	38%	65%	88%	
3	67%	50%	39%	
4	68%	42%	26%	
5	85%	73%	56%	
6	88%	44%	33%	

Group	Reading	Grammar	Mathematics	Writing
KS1	69%	81%	84%	Data being gathered
KS2	61%	52%	39%	
Whole School	65%	67%	62%	

**Data implications - READING**

- Children on track across the school.
- Y2 SATs sample paper shows that 38% are meeting the expected standard of last year's test.
- Y6 SATs sample paper shows that 88% are meeting the expected standard of last year's test.

What is being done to improve the percentage of children achieving age related expectations in Year Two?

- Increased focus on developing written comprehension skills.
- Additional reading opportunities in class.
- Opportunities to build up reading stamina to support the expectations of the end of Key Stage 1 SATs test.

**Data implications – GRAMMAR, PUNCTUATION and SPELLING**

- Score given to children based on a combination of their ability to understand grammar concepts and spell at their age related level.
- Data analysis indicates that children's understanding of grammar concepts is stronger than their spelling ability.
- Y6 SATs sample paper shows that 52% are meeting the expected standard of last year's test.

What is being done to improve the percentage of children achieving age related expectations in Year Four?

- Additional grammar sessions have been timetabled for the spring term.

	<ul style="list-style-type: none"> <li>Intervention/booster groups have been timetabled to work with smaller groups with higher need from the class.</li> </ul>
How is the school addressing issues with children spelling at the age appropriate level?	<ul style="list-style-type: none"> <li>Activities and booster sessions have been timetabled to work primarily with children who are not spelling at the age appropriate level. These will focus on spelling patterns that are age related, even if children are working at a lower level than this.</li> </ul>

### Data implications - MATHEMATICS

<ul style="list-style-type: none"> <li>Each year, new mathematical concepts are introduced, rather than in reading and writing, where existing concepts are developed year on year. This means that, in most cases, children begin the new year in September with a very limited understanding (if any) of the mathematical concepts.</li> <li>In all classes, the focus of the autumn term was very much based on arithmetic and the four methods for addition, subtraction, division and multiplication. Whilst these skills are vital for children to have in order to access other areas of the curriculum, they are worth very few marks in mathematical assessments.</li> </ul>	
What steps are being taken to improve the percentage of children meeting age related expectations in Key Stage Two?	<ul style="list-style-type: none"> <li>Very focused intervention and booster sessions planned for children significantly below age related expectation.</li> <li>Some pre teaching strategies introduced to support children's understanding of mathematical concepts in class.</li> </ul>

### Key Stage 1 and Key Stage 2 data PROGRESS

- Data is measured from between September to December 2016.

Year	Reading	Grammar	Mathematics	Writing
1	Outstanding	Good	Satisfactory	Data being gathered
2	Outstanding	Good	Good	
3	Good	Good	Satisfactory	
4	Outstanding	Good	Satisfactory	
5	Outstanding	Outstanding	Good	
6	Satisfactory/Good	Good	Satisfactory	

Group	Reading	Grammar	Mathematics	Writing
KS1	Outstanding	Good	Satisfactory	Data being gathered
KS2	Good	Good	Satisfactory	
Whole School	Good	Good	Satisfactory	

### Key Stage 1 and Key Stage 2 data IS THERE A GENDER GAP?

- In Reading, girls are outperforming boys in all classes.

- In Grammar, Punctuation and Spelling, girls are outperforming boys in all classes, except in Year One.
- In Mathematics, boys are generally outperforming girls. In Year One and Year Three, girls are outperforming boys.
- This is, generally, a historical national picture.

#### Data implications – GENDER GAP

How is the school raising the profile of boys' reading and progress?

- All classes now promoting 'reading for pleasure' through daily reading activities.
- Work planned to promote role models reading.
- Develop choice around activities and texts chosen to support and encourage boys' motivation and interest.
- Intervention groups planned to tackle underperforming boys in individual classes.

#### Key Stage 1 and Key Stage 2 data

##### IS THERE A GAP BETWEEN PUPIL PREMIUM AND NON PUPIL PREMIUM?

- In Reading, pupil premium are out performing non pupil premium in Y1, Y5 and Y6. They are being outperformed in Y2, Y3 and Y4.
- In Grammar, Punctuation and Spelling, pupil premium are out performing non pupil premium in Y1. They are being outperformed in Y2, Y3, Y4, Y5 and Y6.
- This is the same story for Mathematics.
- In some cases, pupil premium children are also our SEND children.

#### Data implications – PUPIL PREMIUM AND NON PUPIL PREMIUM GAP

How is the school tackling pupil premium provision?

- Working party planned to review the allocation and expenditure of pupil premium children.