

Westwood Primary School

Westwood Primary School Local Governing Body
Agenda Monday 19th October 2015 – 4.00 pm

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| Chair of the Committee: | Jackie Cutchey | Clerk to the Committee: | Elaine Szpytma |
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Attendees

| Name | Governor Type Trust/Parent/Staff/Associate | <u>P</u>resent/<u>A</u>pologies/<u>A</u>bsent |
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| Jackie Cutchey | Chair | P |
| Rae Aldous | Headteacher | P |
| Scott Bessey | Trust | Ap |
| Mike Chaplin | Trust | P |
| Mary Corker | Trust | P |
| Emma Hall | Trust | P |
| John Hughes | Trust | P |
| Karen Mitchell | Staff | P |
| Kerry Parlane | Associate | Aps |
| Maria Smith | Staff | Aps |
| Toni Craven | Parent | P |
| Anna Ball | Parent | P |

In Attendance:

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| 5. | Agreement of any additional items to be covered | None | |
| 6. | <p>School Development Plan</p> <p>MC: 2016 predictions?</p> <p>JH: Bar has been raised? See what happens nationally</p> | <p>The headteacher presented the school development plan and headteacher's report, copies have been included in the minute book. Key points arising from the discussion:</p> <p>Nursery: The nursery is full and has a waiting list. From January 2016 it will be possible to offer an afternoon session. Numbers are viable and staffing costs have been included in the budget for this year. Places will be offered for children age 2 and 3 in the next term. This will enable the school to admit children earlier which will help to address low entry levels.</p> <p>Attendance: Attendance is an issue; sickness has been a problem with younger children in Reception, Year 1 and Year 2. There is a gap between the attendance of pupil premium children and non-pupil premium children; the school are working on this. External agencies are supporting. New initiatives have been put in place; the new referral figure for persistent absence is 90% within a 4 week period. Previously the school were working on 80-85%. EYFS attendance is measured as part of the new Ofsted framework. It is important to ensure these children are in school also.</p> <p>Summary of data from last year: The headteacher shared a summary of the un-validated RAISE online data which is validated in March.</p> <p>In KS2 100% achieved L4 in Maths. These are exceptional results based on a cohort of 117; no SEN in this cohort.</p> <p>SATs testing for KS2 and the way they are assessed has completely changed. The children receive a score not a grade; they have to achieve a score of 100+. There are new tests and a new curriculum, which makes it difficult to accurately predict. ALT are supporting the school to do this. This is a weaker cohort with 25% SEN; a realistic target is 75%. There are issues with two children which are having a negative impact on the SATs results; further action is being taken.</p> <p>The school are testing with children; Year 6 completed tests 2 weeks ago. There are 25% SEN in this group, results were more positive</p> | |

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| | <p>to make a judgement of own performance?</p> <p>JH: Small amount of teaching is RI; what is in place to bring this to a good standard?</p> <p>JC: How is the new staffing structure working? Has this been a big change for the school?</p> <p>JC: If staff don't meet targets, no increment?</p> <p>JC: How long between cold and hot write?</p> <p>JC: Huge</p> | <p>than had been anticipated; some children are already on target but the middle group need stretching.</p> <p>Information about teacher performance is still really strong. The new NQTs have made good progress; a development programme is in place with ALT. Where teaching is RI a mentor is working alongside the teacher; this is having the biggest impact. Opportunities are being provided to go and observe outstanding teaching within ALT schools; they are accessing a range of different online CPD courses which are coming online.</p> <p>Deputy is responsible for teaching and learning across all 3 key stages and is also EYFS lead. Phase leaders are working alongside Deputy and are accountable to her. Underneath phase leaders there are literacy/maths coordinators. This is a much better model which is working well and enabling more staff to develop as leaders. By doing this the school are thinking about planning for the future; there are people in place who are being trained. Performance management is rigorous; where targets aren't achieved, increments are not awarded.</p> <p>'Talk for Writing' is another CPD initiative the school have engaged in. Writing in all year groups and especially pupil premium is not as good as in other areas. The school have introduced 'Talk for Writing' to raise standards in literacy. This was introduced over the summer term; there have been benefits in other schools. Staff have been trained; phase leaders have been trialling this in their classrooms. This will be introduced across the school in January. Other hub schools are engaging with this and training is arranged for January.</p> <p>The headteacher provided an exemplar document demonstrating improvements made in writing and explained the process to governors. Governors were asked to observe the changes in the child's writing. The headteacher explained the marking system used; the children also have written feedback. Targets are set and different types of activities involved to improve writing, culminating in a 'hot write' where children are required to rewrite something similar. In KS1 and KS2 this is achieved in 3 weeks; in Year 1 sometimes longer. The example received was from an EAL child who moved from band 3 to the top of band 6. Governors also shared a Year 2 pack and observed 'cold' to 'hot' write</p> | |
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| | improvement? | and amount of progress achieved after 3 weeks. | |
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| 7. | <p>Pupil Premium and PE Premium Update: Outcomes and New Plan</p> <p>JC: Anything from last year which had greatest impact?</p> <p>JC: Parents engage?</p> <p>JC: Work alongside staff?</p> | <p>The headteacher presented an update on the Pupil Premium and PE Premium Plans, copies have been included in the minute book. Key points arising from the discussion:</p> <p>Pupil Premium: Generally across school there are no issues. In last Year 6 there were no issues between pupil premium and non-pupil premium progress; in some cases pupil premium were doing better than non-pupil premium. In KS1 and EYFS this is more of an issue. The school can close the gap by the time the children get to KS2 but it takes all of EYFS and KS1 to do this.</p> <p>Greatest impact relates to a Year 6 child who moved from L3-L5 for writing through the involvement of the parent support adviser. The use of 2 teaching assistants in each room, enabling children to split into small groups more readily, has had a big impact. Learning packs are sent home for parents who will access these for children who need additional homework; the school speak to parents and agree a 6 week input to help their child, 3 times per week. This has had a massive impact. Teachers target parents they know are willing to engage. There are difficulties engaging hard to reach parents to do work at home but these are fewer than previously. The school invested money in a Speech and Language Therapist to tackle pupil premium early in KS1 who worked with KP across school and quality assured all speech and language interventions going on; which also involved individual sessions. This also had a massive impact.</p> <p>PE Premium: The Pupil Premium plan is a proposed document in draft form pending a meeting with JH and Pupil Premium teacher. The headteacher presented information relating to how the school spend the Pupil Premium funding. A large proportion was used on PE tournaments and fixtures. Money has been invested in playground equipment. There have been changes to lunch time arrangements; TAs are used to being with the children, they are now outside at lunchtime doing activities. The mid-day supervisors are in the hall.</p> | |
| 8. | <p>Reports from Sub Committees/Govern or Visits</p> | <p>There were no committee meetings to report.</p> <p>Governor's visits: EH had visited for Harvest Festival; report to be completed. Also attended</p> | <p>EH visit report</p> |

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| | | <p>2 transition days with year 6 at East Point Academy. The headteacher confirmed the transition days are working well.</p> <p>The Chair circulated an update on monitoring responsibilities for Autumn 2015 linked to the SDP and key areas to monitor. New governors have been paired with experienced governors; governors were reminded to arrange visits to monitor identified areas.</p> | Governors to note and action |
| 9. | Additional LGB Papers including review of policies: | <p>Update on Admissions Procedure: Governors received an update from ALT in relation to the Admissions Procedure. ALT are keen to implement a trust-wide policy and are taking legal advice. This may mean changes to Suffolk or Cambridge policies in the future. ALT advice is that all schools should stay with their current procedure but note that this may change in the future.</p> <p>Policies: Governors received and adopted the following policies:</p> <ul style="list-style-type: none"> • ALT Whole School Pay Policy – new • Freedom of Information Policy - updated • Marking and Feedback Policy – new • Nursery Admissions Policy – amended • ALT Public Sector Equality Duty Policy – new • ALT Safeguarding Policy 2015 – new • SEN Information Report – update for this year. • SEN Policy - updated in relation to change of names. <p>ALT Capital Report 2015: Governors received and noted the report.</p> <p>ALT H&S Report for LGBs 2015: Governors received and noted the report. Governors discussed health and safety monitoring at the school and agreed that Westwood are always 100% up to date with HandSAM computer monitoring system for health and safety. This is managed by RA and the site manager and has been well received by ALT. In his absence governors proposed SB to take on governor responsibility for H&S; look at HandSAM and work with the site manager on this.</p> <p>LAL (Leading Active Learning) Report: Governors received and noted the report. This had been a successful CPD programme. A celebration had been held for people across the</p> | JC confirm with SB |

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| | | Hub who completed the programme; those enrolling on the programme were invited to attend, listen to feedback and question those who completed. | |
| 10. | Follow up on Governors' meeting with ALT | <p>Groups of governors from every school in the local Hub had attended. This had been an interesting event; discussions had been helpful. Identified actions:</p> <ul style="list-style-type: none"> • Fill in business interests forms • Complete scaling wheel • Complete checklist for website. <p>Governors agreed to delegate these actions to committees.</p> | Agenda Committees |
| 11. | Items to be deemed as confidential | <p>An update on staffing was included in the headteacher's report; a copy has been included in the minute book.</p> <p>There were no additional confidential items.</p> | |
| 12. | Other issues previously identified above | None | |
| 13. | <p>Any Other Business</p> <p>JH: SATs results are good can you request Ofsted com in?</p> | The school need to be 100% secure they can achieve good in all areas and not just SATs results before requesting. Every ALT school who hasn't had an inspection in the year undertake a mock inspection activity. Ofsted carry out a desktop exercise annually and look at results; this can initiate an inspection if there is a dip. Governors discussed the benefits of requesting another Ofsted inspection and agreed not to take this forward. | |
| 14. | Date of Next Meeting | <p>Governors agreed to change the timings for the committee meetings scheduled on 11th November 2015.</p> <p>Excellence & Standards Committee: Wednesday 11th November at 4.00 pm</p> <p>Finance Committee: Wednesday 11th November 2015 at 5.00 pm</p> <p>Personnel Committee: Wednesday 11th November 2015 at 6.00 pm</p> <p>Full Governing Body: Wednesday 2nd December 2015 at 6.00 pm</p> | |

Signed: Jackie Cutchey.....

Date: 2nd December 2015.....