



Tany's Dell Primary School and Nursery Local Governing Board

Minutes of the Local Governing Board meeting held on Tuesday 26th November 2019 at 7.00pm

In attendance

Renee Joyce (Chair)	RJ	Co-opted	Present
Daniel Nutkins	DN	Parent	Resigned
Simon Lee	SL	Parent	
Scott Allen	SA	Parent	Present
Robert Rowlandson	RR	Parent	Present
Katie Pollard	KP	Co-opted	Present
Andrew Rivers	AR	Parent	Apologies received
Sue Conway	SC	Co-opted	Present
Tina Dobrowolski	TD	Co-opted	Present
Bernie Miele	BM	Headteacher	Present
Andy McWilliam	AM	Staff	Present
Fern Middleton	FM	Associate	Present
Also in Attendance			
Janet Sherwin	JS	Clerk	Present

Action

1. Welcome, Membership & Apologies for Absence

Apologies were received on behalf of AR.

Governors noted the resignation of DN due to personal commitments.

2. Any other urgent business

There was no other urgent business reported.

3. Declaration of Business interests / Conflict of Interests

Governors were asked to declare any new business interest or conflict of interest with any item on the agenda and any gifts or hospitality received since the last meeting.

No declarations were made.

4. Chairperson's Action

RJ reported that a meeting had been held with Karla Martin from the LA and Andrew Sentance, Chair of the Trust Board, to discuss the tribunal in February and what they would do after the tribunal to try to mend the situation.

Legal advice had been sought and a bundle of documents prepared.

5. Minutes of the Previous Meeting

The minutes of the meeting held on 10th September 2019 were approved as a correct record of the meeting.

Matters arising

There were no matters arising.

Actions taken since the last meeting

Outstanding actions are summarized at the end of the minutes.

- ***Safeguarding training*** – the slides from the training were circulated to governors

6. Reports from Committees

- ***Leadership and Management Committee***

The Leadership and Management Committee met on 8th October 2019

RJ reported that they spent a lot of time looking at results as this was the first meeting since they were received.

They also looked at targets and asked lots of questions about why the current Y6 are very needy. FM explained that this is due to family issues and half the pupils are disadvantaged. In Y5 they were a very immature group and needed social and emotional help.

Targets will be re-adjusted after Christmas when the pupil progress meetings have been held.

BM had her CEO Performance Management Review which went very well and they were very pleased with how the three schools are growing in partnership working.

The Subject Leaders from the three schools have held meetings together. Ofsted will be focusing on individual subjects and will want to meet subject leaders to do a “deep dive” into their subject across the whole school.

Lisa Gadd will be returning from long term sickness on a phased return. There will be a lot to do as there are a number of new pupils requiring support.

The Inclusion Policy and Child Protection Policy were reviewed and approved.

The next meeting will focus on writing through science.

- ***Finance and Premises Committee***

The Finance and Premises Committee met on 22nd October 2019.

DN had resigned prior to the meeting so RR was elected as Chair of Finance and Premises.

Bev Ingram had reported that the audit of the 2018/2019 accounts has taken place and she was waiting the final audited accounts.

Indications were that Tany's Dell carry forward will be £330.894 which is more than was estimated in May.

This was partly because of the timings of invoices and also an unexpected income of £23,000.

The committee discussed the annual teachers' pay award and took the decision to recommend to TMAT trustees an uplift to teacher's salaries of 2.75%.

They also recommended an increase in the top slice to 2.5%.

The Month 1 bank reconciliation was discussed but there were still problems with the software so the allocated column in the income and expenditure document had not been completed.

It is hoped that this will be resolved soon as TMAT are looking at a new software system.

Under premises matters, the committee discussed a number of projects which had been identified but not completed. This included air conditioning in the classrooms which will be included in the budget.

7. Report from the Headteacher

The Headteacher's report, which had been circulated prior to the meeting, was noted and approved.

Points to note:

No on Roll: Main school - 414 Whole school – 444

Attendance	96% (national is 96%)
Persistently Absent	54
Applications for term time leave	30

BM told governors that it is Essex Policy to issue penalty notices and fines but a high number of parents say they cannot afford to away during the school holiday and so would rather pay the fine.

SEND/ EHCPs	11
SEND/One Plans	64

Pupil Premium Pupils 125

Safeguarding

The number of pupils on the Red List has increased although those on the CG or CIN category have gone down and there have been fewer online safety issues this year.

Exclusions

There has been one 3-day exclusion.

Staff

The school is fully staffed with three new teacher appointments and a new receptionist.

The leadership structure has been expanded by promoting Lauren Munrowe to Assistant Headteacher. She will assist the Headteacher and Deputy Headteacher in the leadership of teaching and learning.

All members of teaching staff have taken place in performance reviews and new targets have been set.

Support staff will have their reviews in March.

Mastery

The Headteacher reported that the introduction of the Mastery Approach has meant

making changes to the way they teach.

Question: Governors asked how is it different?

All pupils are taught and move through the curriculum at the same speed rather than using differentiation. Those that are able, will be encouraged to learn in greater depth. Those that need more support will move through the concrete and visual stages of developing a concept before moving on to the abstract.

They started with maths mastery and are now expanding into other subjects.

There is a “no hands up” policy and all pupils are responsible for their own learning and it is not “done to them”.

Gaps in learning are created when they move on too quickly. That was how the previous curriculum was designed, as a “race to the top”.

Now there are less things but they go over and over them until the pupils have learnt it so they do not forget it but have “mastered” it.

It is about quality not quantity, and the context is better because it is not rushed.

Question: Governors asked whether all three schools in the MAT are doing it?

Yes they are. There has been a lot of training for staff and staff are becoming more confident in their own knowledge.

Question: Governors asked when this might translate into results?

This is the third year. There are some pupils in the junior school who have been taught different methods so it will be a number of years before pupils have been taught mastery all through.

TMAT

The TMAT partnership continues to grow and as well as peer reviews and teachers meeting together, this year subject leaders are going to meet to develop the curriculum across the MAT.

Safeguarding

A new safeguarding software programme, CPOMS, is now being used which has the highest level of confidentiality and security, and once staff are trained and all existing concerns are uploaded will save on staff time.

The SCR is monitored regularly by the Headteacher and the Chair of Governors does an annual safeguarding check.

Other Matters

BM reported that Reception children still cannot use the reading space because the base has not been constructed and the shed may not now be fit for purpose.

The sandpit is also rotting.

Money needs to be spent to sort it out.

The following reports were included in the Headteacher's report for information:

- EYFS Report to Governors by Sara Smith
- Curriculum Report by Lauren Munrowe and Fern Middleton
- Inclusion by Lisa Gadd
- Writing by Debbie Clifton

Governors thanked BM for a very interesting and informative report.

8 Update on Data

Fern Middleton has completed a thorough analysis of the 2019 outcomes and these are now included in the update SEF.

The analysis and the End of Key Stage data 2019 are attached as appendix 1. The results were shared with the LaMP Committee on 8th October.

Tany's Dell did really well compared to national and to other Harlow schools.

Mobility continues to be a concern. When families leave due to moving out of Harlow, the spaces are often filled with pupils who are disadvantaged, including some from temporary accommodation.

9 School Development Plan

An evaluation of the 2018/2019 academic year has taken place and the following priorities were identified for the 2019/2020 School Development Plan.

KEY PRIORITY ONE	KEY PRIORITY TWO	KEY PRIORITY THREE
INCLUSION & ATTENDANCE	PROVISION	PUPIL PROGRESS
<ul style="list-style-type: none">To improve outcomes for pupils who have special and/or additional needsTo ensure a consistency of approach throughout the whole schoolTo improve attendance so that it is at least in line with national figures	<ul style="list-style-type: none">To ensure the Tany's Dell Curriculum is ambitious, interesting, and relevant for all pupilsTo ensure progression of knowledge and skills is clearly planned forTo adopt the mastery approach in all areasTo introduce Relationships Education	<ul style="list-style-type: none">To further improve Reading across the whole schoolTo promote the use of vocabulary in pupils' dialogue and writingTo improve the quality of pupils' writing across the whole schoolTo embed the whole school mastery approach to further improve maths
<p>SMSC Education is implicit throughout Tany's Dell's whole school provision and may be evidenced more explicitly in areas such as Assemblies, Tutor Group and School Council Meetings, End-of-Term productions, Religious Education (RE) lessons, Philosophy For children (P4C), Relationships Education and Online Safety Lessons.</p>		

The plan will be RAG rated. Some areas are Amber already and it is hoped that they will be changed to Green by the end of term.

10 Policies / Procedures

A number of policies had been reviewed and were circulated to governors prior to the meeting for comment.

- Attendance Policy** A section on "children missing in education had been added. Suggestions for the wording of the section about adverse weather conditions were made.
- Admissions Policy** The Admissions Policy has been reviewed and updated.
- Home Learning Policy** The policy is about "home learning" not homework. It is not compulsory but they do have high expectations.
- Curriculum Policy Statement**
- Health & Safety Policy** The Health and Safety Policy had been reviewed. Governors noted that the map of the fire extinguisher points needed changing.

All polices were approved.

11 Governor Monitoring, Development and Training

SA reported that he carried out a Health & Safety visit.
He told governors that he was concerned about the state of the boys' toilets.
BM told governors that FM talked to the pupils about it at an assembly.

SA also suggested that maybe the Friends could buy a new shed.
He said he will talk to the Friends.

Governors discussed the need to look after the school buildings and items such as
stair carpets
It was agreed that a new Asset Management Plan should be produced.

13 Dates and Times of Future Meetings

The dates and times of future meetings have been agreed as follows:

Spring term 2020

LaMP	7.15pm Thurs 30 January 2020
Finance & Premises	6.30pm Tues 11 February 2020
Local Governing Body	7.00pm Tues 17 March 2020

Summer term 2020

Finance & Premises	6.30pm Tues 19 May 2020
LaMP	7.15pm Thurs 11 June 2020
Local Governing Body	7.00pm Tues 7 July 2020

14 Any other Business

There being no further business, the meeting closed at 9.20pm

Summary of agreed actions

Minutes where action identified	Summary of action	To be actioned by	Date action confirmed
LGB 9 July 2019	Inclusion Policy to be circulated for approval in September,	BM	This was approved by the LaMP Committee.

END OF KEY STAGE DATA – 2019

		Well Below National (More than 10%)				Below National (Between 2 and 10%)				Roughly in-line with National (Within 2% above or below)				Above National (Between 2 and 10%)		Significantly Above National (More than 10%)	
KS1		Reading				Writing				Maths				Combined			
		EXP+				At				EXP+				EXP+			
	Sch	Nat	LA	Sch	Nat	LA	Sch	Nat	LA	Sch	Nat	LA	Sch	Nat	LA		
All ()	72	75	57	69	71	69	76	77	77	55	65	66					
Boys (29)	59	71	35	63	65	55	75	76	76	35	60	62					
Girls (29)	83	79	79	76	77	83	77	77	76	70	70	71					
Pupil Premium (28)	68	62	50	55	55	68	62	62	62	50	50	50					
SEN (14)	43	30	30	21	22	22	36	33	33	21	19	18					
Not SEN (44)	81	83	84	69	78	79	81	84	84	67	73	74					
EAL (10)	80	72	75	70	68	73	80	75	80	60	64	68					

		KS1				KS2				KS3				KS4		
		Reading		Writing		Greater Depth		EXP+		HSS		GPS		Maths		
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
All (55)	84	73	33	27	78	79	26	20	84	78	49	36	91	79	46	27
Boys (29)	79	69	23	22	69	85	17	25	76	74	41	31	86	78	52	29
Girls (26)	89	78	39	32	89	73	36	15	92	83	58	41	96	79	39	24
Pupil Premium (22)	73	62	23	17	68	68	14	11	68	67	36	24	82	67	27	16
SEN (13)	46	36	15	8	15	34	0	3	39	36	8	8	62	40	0	7
Not SEN (42)	96	81	38	31	98	88	33	24	98	87	62	42	100	87	60	31
EAL (7)	83	70	25	25	75	77	25	19	75	80	76	43	88	81	32	32

		KS1				KS2				KS3				KS4		
		Reading		Writing		Greater Depth		EXP+		HSS		GPS		Maths		
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
All ()	75	65	65	66	75	76	77	77	75	65	75	66	75	65	75	66
Boys (29)	60	62	50	52	60	69	69	70	52	60	60	69	60	60	60	69
Girls (29)	70	71	79	71	70	79	77	77	70	70	70	70	70	70	70	71
Pupil Premium (28)	50	50	55	55	50	55	55	55	50	50	50	50	50	50	50	50
SEN (14)	10	9	19	18	10	18	18	18	10	10	10	10	10	10	10	10
Not SEN (44)	13	13	21	21	13	21	21	21	13	13	13	13	13	13	13	13
EAL (10)	11	11	16	16	11	16	16	16	11	11	11	11	11	11	11	11

Analysis of Reception 2018/19 data

On entry, the children achieving a good level of development (all 30-50 months Development Matters Statements achieved for the 12 areas) was 6.89%

Our GLD at the end of the year was 65.5%.

Our 2019 ELG data:

	Whole cohort Baseline	Whole cohort (58)	Boys (28)	Girls (30)	PP (7)	Non-PP	SEN (10)	Non SEN (48)	EAL (10)	Non EAL	Exceeding
Baseline											
GLD	6.9%	65.5%	64.3%	66.7%	57.1%	66.7%	0%	79.2%	50%	68.8%	
Listening & Attention	39.7%	87.9%	85.7%	90%	71.4%	90.2%	40%	100%	100%	85.4%	19%
Understanding	36.2%	87.9%	89.3%	86.7%	85.7%	88.2%	50%	97.9%	80%	89.6%	31%
Speaking	34.5%	81%	78.6%	83.3%	85.7%	80.4%	20%	93.9%	70%	83.3%	31%
Moving & Handling	41.3%	96.6%	92.9%	100%	100%	96.1%	80%	100%	100%	95.8%	8.6%
Health & Self Care	31%	93.1%	85.7%	100%	100%	92.3%	70%	100%	90%	93.6%	22.4%
Self Confidence	27.6%	87.9%	82.1%	93.3%	100%	86.3%	50%	97.9%	80%	89.6%	22.4%
Managing Feelings	29.3%	87.9%	89.3%	80%	85.7%	88.2%	40%	100%	90%	87.5%	24.1%
Making Relationships	25.9%	93.1%	92.9%	93.3%	100%	92.3%	60%	100%	100%	91.7%	19%
Reading	13.8%	67.2%	64.3%	70%	71.4%	68.7%	0%	81.3%	60%	68.8%	19%
Writing	13.8%	65.5%	64.3%	66.7%	57.1%	66.7%	0%	79.2%	50%	68.8%	0%
Number	31%	79.3%	71.4%	86.7%	71.4%	80.4%	20%	91.7%	60%	79.2%	15.5%
Shape & Space	48.3%	75.9%	71.4%	80%	71.4%	76.5%	10%	89.6%	60%	79.2%	27.6%
People & Communities	31%	84.5%	82.1%	86.7%	85.7%	86.3%	40%	93.6%	70%	87.5%	32.8%
The World	18.9%	84.5%	82.1%	86.7%	85.7%	84.3%	40%	93.6%	70%	87.5%	32.8%
Technology	41.4%	98.3%	96.4%	100%	100%	98%	90%	100%	100%	100%	58.6%
Media & Material	37.9%	94.8%	89.3%	100%	100%	94.1%	70%	100%	100%	93.6%	15.5%
Being Imaginative	32.8%	94.8%	89.3%	100%	100%	94.1%	70%	100%	100%	93.6%	15.5%

Our overall GLD data was low this year but the children have made good progress, with some rising above expectations and reaching the exceeding level of development. Reading and writing were priorities for us all year and will continue to be next year as well. All children were read with regularly with more intense focus on the children who were not sharing books with their families at home. We introduced whole class phonics sessions which had a big impact on the children's learning, with most leaving us knowing all of their phase 2 sounds and most phase 3. There are still gaps between boys and girls, PP and EAL children which we will continue to address next year. There were a number of children who were near to achieving the literacy ELGs. Their Year One teachers know who they are and they will continue to work with them to enable them to reach the expected level by the end of next year.

Main barriers to pupils achieving GLD

Barrier	What we put in place to overcome this barrier	What is in place to help these children as they move on to Year One?
Attendance	<p>Julie (Family Support Worker) worked with the families of persistent absentees.</p> <p>When the children reached the age of 5 we fined when necessary.</p> <p>We set up reward systems for those children whose behaviour was affecting their attendance and punctuality.</p> <p>We used the whole school reward system as a carrot.</p>	<p>Attendance is being made a key priority for next year. The parents are being spoken to about attendance in meet the teacher and letters will be sent out to parents at the beginning of the year. Julie will continue to work with the families of persistent absentees.</p>
Lack of parental engagement at home	<p>Daily interventions for the key skills such as reading, writing and maths.</p> <p>We involved parents as much as we could throughout the year eg morning reading, afternoons when they could come in and play.</p> <p>During these times we would talk to the parents and give them advice of what they could do at home.</p> <p>Parent teacher meetings where they were involved in setting targets that they would be able to work on as well at home.</p> <p>Every child receives a homework pack with all the resources they need to be able to complete homework and work on activities at home even if parents weren't helping.</p> <p>We ran a phonics workshop to show the parents how we teach and how they can support at home</p> <p>Easy and fun homework that they could engage with</p> <p>Reminders – written and verbal –</p> <p>Tip of the week in their home school books to give them prompts of things they could be doing at home.</p>	<p>Maths and literacy workshops for parents throughout the year.</p>
Speech and Language	<p>We got the speech and language teacher in from Harlowbury to give us some advice as we were struggling to get outside support.</p> <p>The children (ones with speech and language diagnosis as well as others we deemed as needing extra support) worked with 2 Elkan trained LSAs throughout the year.</p> <p>We made early referrals Speech and Language for those children who weren't already under the speech and language team.</p>	<p>The children will continue to work with Mrs Harris (Elkan trained) and will work on their speech and language targets through quality first teaching and interventions. The Year One teachers will continue to chase up speech and language referrals and visits.</p>

Y1 Phonics – The number of children achieving the expected standard has increased year on year - 73% ('16), 76% ('17), 83% ('18) - and 85% this year. Our children are performing just above National (82%).

KS1 – A considerable number of this cohort were eligible for Pupil Premium expenditure (50%, with nearly 60% of these being boys) and the social and emotional needs linked to this were very high. Class teachers worked very hard on readiness to learn and finding ways of engaging the children's interest in their own learning. They have also given considerable thought as to how the two classes should be re-organised and spoken at length with their next teachers, to maximise the possibility of accelerated progress in Year Three, especially for the boys.

Key positives:

Analysis of the data shows that our girls performed above national figures in all areas (both national total figure and that for girls). It also demonstrates that our Pupil Premium group of children performed above Pupil Premium nationally in reading and maths and in line with Pupil Premium nationally, when looking at reading, writing and maths combined. Our SEN children performed significantly above national figures in reading (43 v 30%) and in line with national figures in other areas.

Children performed in line with national in Science.

	Reading	Writing	Maths	Science
Tany's Dell Girls	83	79	83	90
National Girls	79	76	77	85
National All Pupils	75	69	76	82

End of KS2 – We have made considerable gains this year in terms of progress and attainment. The implementation of mastery strategies, combined with focussed support through Booster sessions, 1:1 and small group tuition all had an impact, together with the level of maturity and commitment to their own learning demonstrated by the cohort.

Key Positives:

The Average Scaled Score for the cohort was above national in all areas:

	Reading	Writing	GPS	Maths
Tany's Dell	107.1	107.1	108.2	108.2
National	104.4	104	106	105.1
Difference	+3.1	+3.1	+2.2	+3.1

The cohort achieved above National in all areas, except EXP+ writing, where achievement was in line (-1%) with National.

Achievement in maths was significantly higher than National – EXP+ = 91% v 79% HSS = 46% v 27%. Figures for Combined at expected and GDS are both above national – EXP+ = 75 v 65% HSS = 16 v 11% Our Pupil Premium Children (40% of cohort) performed in line with national (total) figures for reading, maths, GPS higher scaled score and combined. In writing and GPS EXP+ they were below national (total) figures, but in line with other Pupil Premium children nationally. The Average Scaled Score for the Pupil Premium Group was above or in line with national (total) figures for Reading (105.7), GPS (106.1) and Maths (105.3).

We performed well compared to other schools in our locality, coming 5th in terms of attainment and 2nd in terms of progress. In terms of the higher standard we came 1st in terms of both attainment and progress.

We are very proud of our children's achievements in 2019 and are working hard to put plans into place to help us maintain these in 2020.

Most significant areas for improvement:

- Boys at KS1 – targeted interventions to accelerate progress across Year 3.
- Consistently promoting pupils' speaking and listening skills using Standard English; helping them use this to extend their vocabulary, improve their grammatical accuracy and develop the range of sentence types and structures that they use in their writing.
- Ensuring that we make every effort to develop children's Cultural Capital through our curriculum, in particular reading, to further develop their vocabulary and increase their ability to understand and comprehend more complex texts.
- Further developing mastery approaches to maths teaching, ensuring that teachers fully understand the importance of planning for small steps, fluency and variation in their teaching strategies and the need for concrete-pictorial-abstract at all stages of learning. Supporting teachers in implementing the new Power Maths scheme and analysing its effectiveness.
- Ensure that the EMHWB of the whole school community is identified, analysed, supported and maintained in order to have a positive impact upon Pupil Progress.
- *To accelerate progress of next Year 6 in order to raise standards in reading, writing and maths, so that at least 65% of the pupils attain combined attainment in 2020. To consider other ways to overcome the barriers to learning currently demonstrated (53% Pupil Premium, 42% SEN, 17% EAL).*
- *Having reviewed end of Year 5 outcomes: raise attainment for all groups in writing.*

Evidence base: End of Year assessments; Tracking data; Gaps analysis; ASP; Perspective Light Reports; Teacher Assessment; Making Good Progress Reports; Lesson Observations; Work Scrutiny; Phonic screening; Provision map; End of year targets

Signed **Date**
Chair of Governor