

Ditton Lodge Primary School Governing Body Meeting – Tuesday 25th September 2018, 17:00

Present: Dr S Scarpini, Mrs M Moore, Ms K Caley, Mr S Coulthard, Mrs A Banks, Mrs L King, Mr J Wood, Mr T Coulson (observing) and Clerk, Mrs S Datson.

Apologies accepted: N/A

Not present: N/A

1. Dr Scarpini welcomed everyone to the meeting.			
2. Declaration of Interests: None.			
3. Mrs Datson took the chair for the election of the Chairperson. Dr Scarpini was the only governor to self nominate. Dr Scarpini elected unanimously.			
4. Vice Chairperson: Ms Caley was the only governor to self nominate. Ms Caley elected unanimously. Mrs Datson handed the chair back to Dr Scarpini to continue the meeting.			
5. Prior Claim Items:			
i. Year 6 PGL residential visit to the Isle of Wight – 1 st to 5 th October 2018.			
ii. Potential governor candidates to meet with Dr Scarpini prior to appointment/parent governor elections.			
6. Receive and sign minutes of last meeting:			
i. Agreed actions update – nothing outstanding.			
ii. Matters arising not already on the agenda – none.			
7. Housekeeping:			
Terms of Reference	Amendments to be noted at Resources/Standards committee meetings	Committee Membership	All governors members of both Resources/Standards committee.
Performance Management of Head	Meeting to be arranged between Director of Primaries, Stephen Astley, Mrs Moore and 2 governors. No longer requirement that governors are trained in PM but they are expected to have an understanding of the process. Action: Gobs to meet with SA 20 minutes prior to meeting for briefing.	Reviews committee/Appeals Panels	Selection of a t least 3 governor as and when required.
Governors specific roles and responsibilities: Standards Committee Resources Committee Performance Management SEND/Pupil Premium and Child Protection		Mrs Bank – Chair Ms Caley – Chair and Personnel Lead Mr Coulthard – Finance Lead Mr Perkins – H & S/Premises Lead Dr Scarpini, Mr Wood, Ms Caley & Mr Coulthard Mrs King	

Safeguarding (inc. Safer Recruitment)
EYFS
E-safety
RE

Ms Caley
Dr Scarpini
Mr Perkins
Dr Scarpini

Parent Governor Vacancy – **Action: Mrs Datson to co-ordinate an election.**

KCSiE – All governors are required to read part 2. **Action: Mrs Datson to collate evidence for next meeting.**

8. Raising Standards:

i. Termly Operational Plan and Assessment Summary Report:

Data 2018-2018

Reception - On-entry the cohort's data was indicatively low, but the class teacher's view as expressed to USP colleagues in November 2017 was that the cohort were stronger than the previous cohort on entry. The final outcomes were slightly down from the previous year. One reason for this may lie with a number of children, particularly boys, whose behaviour needs to be proactively addressed this coming year.

Phonics Screening Check - We are very pleased with the 2018 outcomes, particularly given that last year's Y1 cohort attained strong outcomes in the 2017 EYFS profile (80%GLD). The successes reflect very good teaching and excellent support from our teaching assistants.

Year 2 -

	2016	2017	2018
Reading (Expected+)	82%	77%	73%
Reading (Greater Depth)	29%	20%	20%
Writing (Expected+)	79%	70%	77%
Writing (Greater Depth)	18%	10%	13%
Maths (Expected+)	89%	83%	77%
Maths (Greater Depth)	21%	23%	20%

The slight drop in percentages reflects, to a significant extent, the attainment of a small group of children who require additional focused support as they move through KS2. With a single form cohort, each child is worth 3.3%.

We are really pleased with the improvement in Writing, particularly as these assessments were LA-moderated. These results are a proper reflection of the children's ability and will enable the school to continue to deliver value-added to this cohort as it moves through the school.

Year 6 –

	2016	2017	2018
RWM (Expected+)	82%	88%	90%
RWM (Greater Depth)	7%	8%	23%
Reading (Expected+)	82%	88%	90%
Reading (High Score)	32%	24%	47%
Reading (Average Scaled Score)	105.3	106.2	109.2

Writing (Expected+)	96%	100%	97%
Writing (Greater Depth)	39%	28%	33%
Maths (Expected+)	100%	100%	100%
Maths (High Score)	32%	32%	53%
Maths (Average Scaled Score)	107.9	107.5	109.8
GaPS (Expected+)	96%	96%	97%
GaPS (High Score)	29%	36%	57%

	2016	2017	2018*
Reading	1.01	2.3	2.78
Writing	3.54	4.1	2.0
Maths	3.45	3.7	3.73

Reading: All key outcomes at EXS+ and GDS for both attainment and achievement (progress from KS1) are ahead of national, and will be close to significantly ahead. Boys' attainment is slightly below girls', but the former achieved a slightly higher value-added. Higher attaining children performed relatively less well.

Writing: All outcomes at EXS+ and GDS for both attainment and achievement (progress from KS1) are ahead of national, though not significantly so. Boys did slightly less well in terms of attainment but slightly outperformed girls in terms of progress: this is the same as in 2017.

Maths: 2018 results are precisely the same as those in 2017 in terms of attainment at EXP and better in terms of GDS. The average scaled score was almost the equivalent of GDS (109.8). As a result, the progress score (+3.7) is significantly ahead of national. Boys were again slightly below girls in terms of attainment and they were also below girls very slightly with value added.

Achievement:

Further raise achievement and accelerate pupil progress by:

- Maintaining additional support for Year 6 pupils so that they make as much progress as possible;
- Ensuring that high-attaining children are properly challenged and supported;
- Maintaining Success@Arithmetic intervention in Year 6 and First Class at Number in Years 3 and 4;
- Ensuring that reasoning and problem-solving are central to the teaching of Mathematics throughout the school;
- Developing children's access to high-quality reading resources and an attractive and engaging reading environment;
- Using the highly-effective Y5/6 model of working to improve on continuity and progression throughout the school;
- Further develop teachers' understanding of end of Key Stage expectations – particularly in Years 1, 3, 4 and 5;
- Continuing to build pupils' resilience and independent work habits;
- Continuing to develop provision throughout the school for children with SEND.

Assessment:

Ensure that assessment systems throughout the school are accurate, consistently applied and impacting on all aspects of teaching, learning and pupils' progress by:

Maintaining the frequency of Pupil Progress Meetings at one per half-term in Foundation, Year 2 and Year 6, and termly in other year groups;

Ensuring that systems for the collection and analysis of assessment evidence in all key stages are used consistently and with rigour to track pupils and provide evidence for intervention when needed;

Implementing changes to the assessment system to align the school with USP expectations and practice;

Relaunching Tapestry to support EYFS assessment

Ensuring that all staff understand the significance of previous assessments, particularly those in EYFS and KS1 with value-added implications

Emphasizing the importance of ongoing (formative) assessment to drive teaching and learning and adjust targeted interventions/pre and post teaching within and across year groups.

Other Subject Areas Including Computing:

Ensuring that the school offers a full and rich curriculum which enhances all aspects of pupils' learning experiences

Continuing to implement changes to IT provision to improve pupils' learning alongside more effective working practices.

EYFS:

Developing effective EYFS provision;

Ensuring that the Reception children are assessed accurately using the Tapestry software, enabling effective transition into KS1;

Continuing to develop the school's partnership with parents so that they are sharing information about their child's learning on a regular basis

Leadership and Management:

Ensuring that the school's leadership and management is judged to be at least good because actions are being driven with rigour and urgency to address key priorities, build capacity and create sustainable leadership

Ensuring that the school's new Headteacher is properly supported both internally and externally, particularly during the Autumn Term

Ensuring that the school's SBM is properly supported both internally and externally whilst providing a temporary deputising function throughout the Autumn Term

Ensuring that the appointment process for the school's new substantive deputy Headteacher is managed efficiently

Enabling key subject leaders to develop evaluation and action plans that include the monitoring of the quality of teaching, pupil progress and curriculum delivery; staff CPD; policy development; and liaison with the Governing Body

The Governing Body continues to demonstrate that it has the capacity to systematically hold the school to account

Priorities:

Priority 1 - Continue to raise achievement in Maths and English so that all pupils – particularly higher-attaining, vulnerable and disadvantaged - reach challenging targets and make good progress from their starting points

Priority 2 - Ensure that assessment systems throughout the school are accurate, consistently applied and impacting on all aspects of teaching, learning and pupils' progress
Priority 3 - Ensure that the school offers a full-ranging and rich curriculum which enhances all aspects of children's learning
Priority 4 - EYFS - Ensure that Reception children are assessed using proven methods which build towards effective transition into KS1
Priority 5 - External evaluations judge the school's leadership and management to be at least good because actions are being driven with rigour and urgency to address key priorities, build capacity and create sustainable leadership

- ii. Actions/impact to report from Standards and Resources Committees: Future meetings to feed into governor newsletter.
- iii. Governor Training. Every school is entitled to one free in-house training session on a subject chosen from on the online training programme. It was suggested we team up with Laureate and Houldsworth Valley to share resource and enable 3 meetings to take place this academic year. All in agreement. **Action: SD to liaise with other schools with a view to hosting the first training session in January 2019.**
- iv. Chair's briefing update: Dr Scarpini attended a recent briefing for chairs of governing bodies led by CEO, Tim Coulson. Items discussed included: *Agenda organisation; introduction of a written report from the head; The Trusts focus this year is the curriculum. What do we provide for our children? How do we evaluate its efficiency?* **Action: A working party of Mrs Moore, Dr Scarpini, Mrs Banks, Mrs King and the new deputy head will explore provision and feed back to the Standards committee during the spring term.**
- v. CEO Message: Mrs Moore informed the meeting of the welcome message Mr Coulson delivered to staff during a PD day at the beginning of term. He spoke about the Trusts vision, support and focus on learning.

9. Resources to Support Learning:

- i. Committee Reports since last meeting – none.
- ii. Finance – to be reported at Resources following this meeting.
- iii. Governor Conference – this year's conference will take place at Westfield Primary on 3rd November, 10:00 to 14:00.
- iv. Attendance, exclusions and holiday requests. In the first 3 weeks of term attendance is at 98.3%. No exclusions.
- v. Recording and reporting of prejudice related incidents since last meeting – none.

10. Action points and outcomes not included in main minutes:

- i. New roles and responsibilities noted.
- ii. Governors excited to work with new headteacher.
- iii. New statement "Together we achieve as lifelong learners".
- iv. Written report from HT will assist GB in being more effective.
- v. Thanks go to Mr Coulson for attending the meeting.

Dr Scarpini thanked everyone for attending and closed the meeting at 18:46