

DRAFTED MINUTES:
Southwold Sub-Committee Meeting
Thursday 5th October 2017 at 5pm
At Southwold Primary School

Members:

Chair of Governors: James Gowland
Sub-Committee Chair: Richard Allen (RA)
Sub – Committee Vice Chair: Cllr Ian Rathbone (IR)
Stephen O'Brien (SOB)
Lenna Marson (LM)
Alberta Senyah (AS)
Noah Birksted -Breen (NBB)

Clerk:

Cvijeta Lazic

1. Welcome and Apologies for Absence

1.1 All present

2. Governing Body Organisation

- 2.1 RA elected to be Sub-Committee Chair
 - 2.2 IR elected to be Sub-Committee Vice Chair
 - 2.3 Membership
 - 2.4 SH - functional membership, no members to be added
 - 2.5 Declaration of interest in items on the agenda & Register of pecuniary interests for 2017/18
 - 2.6 NBB confirmed no business interest on the agenda
 - 2.7 All other members confirmed no interest
 - 2.8 Agreement of TOR
 - 2.9 Page 9 shows division of responsibilities between governors, no changes there
 - 2.10 Governing Body Annual Calendar
 - 2.11 Page 10 – Governor Visit Coffee Morning - Tuesday 17th October, Topic: Pupil Ambassadors. Also, next Sub Committee meeting 22nd February at 4pm
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3. Agreements of the meeting from the last meeting

- 3.1 *RA questioned previous minutes. Page 13, pupil role decreasing?*
 - 3.2 The Headteacher (SOB) confirmed we are going to talk about this when we come to school action plan.
 - 3.3 *JG questioned page 14, point 3.6 - Year 5, a group of black Caribbean boys pulling writing statistic down?*
 - 3.4 SH – current Year 6, we had some concerns regarding their achievement, so far the early indications based on baseline tests are positive.
 - 3.5 SOB informed that we have put in place a number of strategies to address this. Year 6 pupils were organised into four teaching groups with SLT supporting with teaching. The group of black Caribbean boys is now part of the group taught by the Assistant Headteacher. They have settled in well. Year 6 just done the first round of testing and the results show they are roughly in line with where the out-going cohort were this time last year. This is a good place to be based on the attainment of the out-going Year 6 pupils.
 - 3.6 *JG questioned (page 13) the drug workshop for year 6 – has this been done in other schools or is there any specific reasons what prompted this?*
 - 3.7 SH no, there was nothing that prompted this. The workshop was offered to all Hackney Schools in preparation to transition to secondary school and all the Year 6 pupils attended the transition workshop at Hackney Library.
 - 3.8 *NBB queried point 3.5, a couple of new children that joined year 2 with very little education, how are they doing and have they settled in well?*
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- 3.9 SH confirmed the outcome of the Year 2 is positive, when pupils join us in that year group it's much easier as the children have more time to catch-up, also teaching is aimed at initial language learning.
- 3.10 SOB confirmed we have admitted 12 new pupils; however most of these pupils came from local schools.
- 3.11 SH just an update on point 5.4 we are not getting any school direct teacher training students from London Met University, this is very disappointing so now we will have to widen our teacher training providers
- 3.12 RA questioned page 16, point 8.1 - if there is any improvement regarding Reception/Nursery numbers.
- 3.13 SH Nursery numbers have reduced on all three sites because of the change in 30 hours allocations. This new legislation has impacted on disadvantaged families eligibility, at the moment we have 28 Nursery pupils on role.
- 3.14 SOB air aim is to increase our Reception pupils next year so we will be working closely with local children centres and the local community. Also we have set up a twitter account so we are doing a lot of marketing
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4. Headteacher's Report including Self Evaluation & SIP Annual Report 2016-17

SOB – Table 1 shows Key stage 2 outcomes, % of children working at the expected standard is above the National figure across all subjects and 20% higher than national for Reading/Writing/Maths combined.

Disadvantaged pupils achieved in-line with or better than their peers. Progress measures are significantly above national.

Table 2 shows % of Key Stage 2 children working at greater depth which is above the National figure in Writing, Maths and GPS. The school is broadly in line with National for Reading/Writing/Maths combined, but below in Reading.

Table 3 & 4 shows % of Key Stage 1 of children working at the expected standard and greater depth standard is broadly in line with or above the National figures for all pupils and disadvantaged. This shows good progress from the end of EYFS. Reading at greater depth is 1% below national and will be a focus this year.

Table 5 shows EYFS outcomes and the number of children achieving a good level of development at the end of Reception year was 77% which is above national averages (70%). This shows that children make excellent progress from low starting points. Disadvantaged pupils are just slightly below at 65% which will be a focus this year.

Phonics scores - % of children passing the Year 1 test was 87% which was again above the National figure (77%).

JG on table 4 disadvantaged numbers in reading/writing and maths are all comfortably above national but for all its lower, does this mean that non disadvantaged numbers are pulling down the average?

SOB yes, but 'disadvantaged' is complicated measure because there is another group of children who do not fit into that disadvantaged category but actually they are disadvantaged – children whose parents do work, but don't meet the criteria for PPG.

4.1 SH it is of interest to us that reading outcomes at greater depth in Key Stage 1 and 2 is below the national figure and so will be focus. Children are making exceptionally good progress to get to expected standard, but we would like more children to get to greater depth in reading. One of the barriers is the level of oracy and English as an additional language that many of the children have, this makes it harder for children to be able to infer and answer those comprehension questions as well. The school also has data for disadvantaged pupils at greater depth, this will be included in the analysed school performance which comes out shortly. This will show how disadvantaged pupils are doing in each subject at greater depth, but judging by the rest of the data we can see that disadvantaged children are doing very well indeed.

4.2 SO'B - Quality of Teaching and Learning - We have 11 teachers and 3 NQTs and at the moment all teachers are graded good or better, so 60% of teachers are graded Good and 40% Outstanding. Our target is to move more teachers to Outstanding. The school has put in place 'good to outstanding plans' for teachers so that they will have opportunities to develop their practice and move to outstanding. These teachers will be working with our teaching and learning consultant Johnny Allams. They also have the opportunity to observe other teachers within the organisation that are graded Outstanding.

4.3 Behaviour and Safety – there have been no reported incidents of bullying this term and no exclusions. There have been a number of internal exclusions so there is a focus in the School Development Plan on ensuring the very best behaviour. The school will be electing the new school council next week and Governor IR will be

coming in to support with this. The school is also in the process of electing pupil ambassadors, head gardeners. Governors will have a chance to meet pupil ambassadors during the governor open morning on 17th October.

4.4 SH – at the last full governing body meeting we discussed exclusions, it is worth noting that at Southwold exclusions are above National and our methodology is to avoid exclusions and to use different strategies, pupils access therapeutic support, alternative play provision etc. Before the summer break the school recruited a new Learning Mentor Ms Motunyaró who is doing fantastic work in building children's self-esteem and helping pupils to manage their behaviour effectively. Reducing the number of fixed term exclusions will continue to be an aim.

4.5 Operational Data – when this report was written we had 387 pupils on role, but it has slightly gone up to 391. % of SEN pupils is 22.5% and FSM 37.21%. Attendance is currently just above National average; we are still having attendance meetings every three weeks. Our Attendance Officer Sharon Allen and Alberta are monitoring children whose attendance is not good enough and putting support in place to improve it.

4.6 Y2 & Y6 Target Predictions – the Year 6 prediction targets are based on how children performed last year and how children performed into the baseline tests just completed. In Reading, Writing and maths the school target is 89%.

KS1 targets are: Reading 78% / Writing 74% and Mathematics 83%, broadly in line with last year's National figures.

4.7 Current Risk and Priorities: to ensure that behaviour is of the very highest standard. Continual CPD and to ensure we move more teachers from good to outstanding. Track and ensure that all pupils who achieved at an exceeding level last year continue to make good progress.

4.8 RA – *questioned on Behaviour and Safety, are there any safeguarding issues that we need to track or be aware of?*

4.9 SOB – we have CP overview document with all children in need information on it. This document identifies which member of the leadership team is point of contact for each child. We also track intervention those children have. Most of these children get therapeutic support from SideBside. Also, if there are any issues that arise we discuss this in our weekly local Senior Leadership team meeting. In these meetings we discuss children who receive behaviour forms (blue forms) and also we discuss children that get red safeguarding alert forms.

5 The School Development Plan: Key areas for improvement

5.1 Page 21 - Leadership and Management – one of the plans is to raise the public profile in the local community in order to increase a pupil role. The school has set up social media Facebook and twitter accounts and this has been very successful so far.

5.2 Teaching and Learning Standards – to ensure majority of teachers are Outstanding.
Personal development and well-being – developing oracy across all areas of the curriculum. The school has made a good start with this because the destination reader program supports this, the program helps children develop their language skills, it is our aim that all our children become confident speakers. The school would also would like to see language rich classroom environment and as such we expect adults to be using lots of key rich words and to draw attention to those key words. Some children enter the school with very limited vocabulary so the school is seeking to tackle this. Another focus is to ensure that creating writing happens across the curriculum, and so the wider curriculum will be focus. The school is applying for Geography and History Quality Gold Mark and will be renewing the Science Quality Mark and Arts Mark.

5.3 Personal Development and Well-being – to further develop current school systems to ensure the very highest standards of behaviour; behaviour was something that Ofsted picked up on in the last inspection so it is a priority to ensure that behaviour is of very highest standard. The school is insisting that in playground children are lining up in silence and that they are and moving around the school without talking. It is noticeable that children are not moving around the building as quietly as they do on the other two sites, but systems are in place to raise expectations and this will be tackled by Christmas. Also, it is an aim to further develop pupil voice and pupil ambassadors to raise the profile of, and enrich the curriculum, particularly through school council. The school's author of residence, Nicola Davis visited Southwold last week and was making books with the most able children. There is also a new artist in residence this year from Bow Arts

Education, coming in next week to work with children in Year 4 to create a hanging sculpture in the bottom hall; this work is linked with the art curriculum. The school will also be entering the Mayor's Music Award this year.

6 Communication strategies with parents, website and yearly calendar of events

6.1 SOB shared that the school has had a significant increase in parents attending workshops and coffee mornings. The Inclusion Lead Ms Larkman has been actively working with the Friends of Southwold parent group. The school recently has a 'bring a significant male to school' during which approximately 70 males came into school. The next school event is international evening next week, where parents are invited to bring a dish from their home country and children are invited to wear international clothes. On page 29 there is an overview of the school events calendar and also the school website has updated content to reflect current academic year and the governor content on the website. The school also uploads new photographs and information about what children are doing in the class on the year group webpages.

5.6 NBB – confirmed attending the significant male to school event, the art activity that Mr Durak organised was very impressive.

7 Any Other Business

None

8 Any Other Business

None

Meeting finished at 6.15pm

Supporting Documents below

(Double click the document icons presented below to open and view for further details. A hard copy is always available to access from the folder, kept at the school).

Appendix 1:



201710131309-1.pdf

Appendix 2:



201710131313.pdf

Appendix 3:



9. Viridis Governing
Body Calendar 2017-

Appendix 4:



2. SW
Sub_Committee_Mee

Appendix 5:



4. Viridis HT Report
SOUTHWOLD AUTUM

Appendix 6:



7. SW School
Development Plan 20

Appendix 7:



6. OSH Staff Training
& Whole School Event