

West Blatchington Primary and Nursery school:

Governor Quality Assurance Visit January 2018



Governor Comments: Progress against the Strategic Aims and Goals identified for Autumn term 2017

Four members of the Governing Body Marian Gerrett, Ray Allen, Julie Pelych and Jen Colwell visited the school on Wednesday January 10th 2018. The purpose of the visit was to review progress against the Strategic Aims and Goals as identified in the School Improvement Plan 2017-18 (SIP). Data was gathered through a variety of sources including:

- the review of documents-including pupil questionnaires
- observations of lessons
- discussions with the Senior Leadership Team, Curriculum Leads, Teachers, Specialist Teachers and pupils.

The Governors found the school to be a welcoming and happy learning environment. Staff know pupils well and pupil behaviour, both within lessons and around the school, is impressive.

Governors were impressed with the progress made against the identified aims and goals. Of particular interest:

- Pupil Voice has been developed – including greater pupil input into the curriculum.
- The staff induction process has been improved and developed.
- Pupil behaviour both within lessons and around the school was impressive.
- The assemblies observed were engaging and well devised.
- Staff engage in Action Research, with their findings directly impacting upon their practice.

The SLT and Chair of Governors thanked the visiting governors for their involvement in the review and their feedback.

SIP 2017-18 Governor Review

Effectiveness of Leadership and Management			
	Autumn 2017		Governor Comment Jan 2018
1.1	<p>Subject leaders to conference pupils and staff re: units of work delivered during Autumn term to gauge high engagement and quality outcomes (review effectiveness of Summer term changes to curriculum)</p> <p>Subject leaders to review planning of Spring units of work for high engagement</p> <p>Subject leaders to monitor reading within their specific subject and actively promote this to ensure there are good quality reading opportunities across the curriculum</p>		<p>Discussions with both staff and pupils confirmed that pupils are being consulted regarding the development of topics to support their engagement. The survey data gathered indicates that this is having a positive impact. Pupils did identify that it is possible for more to be done to ensure that lessons are engaging. They had few suggestions for how this could be achieved. They did note that they preferred some subjects to others-perhaps due to personal preference. They did comment specifically that French was not taught to the same standard by the class teacher as it had been by the French teacher. This is an example of financial constraints impacting upon pupil experience. Efforts are made to overcome this including the Pen-Pal initiative.</p> <p>Staff evidenced regular meetings to review and plan the curriculum.</p>
1.2a	<p>All foundation subject leaders audit existing KPIs to ensure progressive planning and accurate assessment:</p> <ul style="list-style-type: none"> - success criteria correct for year - group into chronological order (Autumn objectives/Spring/Summer) 		<p>The Governors were satisfied with the review procedures in place.</p>
1.1 1.2b	<p>Reading subject lead to identify through a deep dive into slow progress children</p> <ul style="list-style-type: none"> - Hove Cluster involvement – moderation; observation of cluster wide good practice (Rudyard Kipling; St Lukes) - Establish reading routines and gaps within learning - Book audit for Guided reading - Guided reading provision monitoring - Collate information - Provision analysis shared with relevant staff - Support specific, identified year groups with modification of planning 		<p>The Governors found that significant effort had been put into the provision, planning and monitoring of Reading.</p>

1.3	<p>SLT to identify target children through data harvest and School Information pack:</p> <ul style="list-style-type: none"> - to spotlight any under achieving groups across whole school - establish analytical case studies <p>SLT to monitor planning, provision and assessment of target groups</p> <p>SEND and Assessment leads to streamline reporting intervention impact All teachers to familiarise needs and vulnerabilities of target children</p>		<p>The Governors found that the SLT had worked hard to identify those pupils who may benefit from additional support and to understand the needs of those pupils.</p> <p>A range of pupil work was reviewed including a range of abilities. Through the examination of 'hot' and 'cold' tasks the progress being made by pupils was evidenced.</p>
1.4	<p>SLT to provide fully comprehensive induction package to new staff and those new to role (NQT mentorship, buddy system, CPD, PDMs)</p>		<p>New staff had experienced a strong induction package with on-going support which was tailored to their needs. The Governors were pleased with the developments in the induction experiences of staff.</p>
1.5	<p>SEND lead to strategically map out actions following SEND review (see SEND action plan)</p>		<p>The SEND lead has responded to the review and continues to feedback to Governors and SLT on developments.</p>
1.6	<p>Governors :</p> <ul style="list-style-type: none"> - Review and refine Portfolio system - Recruit new Governors - Attend relevant training courses <p>Raising profile of Governors through:</p> <ul style="list-style-type: none"> - Whole school display - Regular newsletter articles - Links to year groups, school council - Attendance at prominent school events over year 		<p>The Portfolio system has been revised. To date this has been deemed successful and will be reviewed in the Summer term.</p> <p>There is a pressing need to recruit more Governors. Following a recruitment drive at least one of these vacancies has been filled.</p> <p>Governor presence has increased, for example at Pupil Progress Meetings -more could be done- additional recruitment could support this.</p>

1.7	<p>SLT, CC lead, Business Manager to form working party and develop action plan to promote school and as a result increase pupil numbers and attendance</p> <ul style="list-style-type: none"> - Website review - Updating photos <p>Class teachers update website information</p> <p>Business manager to continue to attend and disseminate information around new build</p>		<p>The working party has been formed and pupil numbers look set to increase.</p> <p>Information regarding the new build is regularly disseminated.</p>
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Quality of Teaching, Learning and Assessment			
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Autumn 2017			
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2.1	<p>From triangulation, strong practice is identified and team teaching co-ordinated in line with CPD by SLT and Senior Curriculum Lead</p> <p>Workshops established to tailor CPD around AfL, high engagement strategies – open offer to all staff</p> <p>SLT to refine the Pupil Progress Meeting documentation to ensure accountability of key actions including revising SEND pupils’ paperwork accordingly EYFS- see separate section</p> <p>SEND Lead to establish Forest School in Year 5</p>		<p>The Governors felt confident that the process of review was working well.</p> <p>One teacher, a new member of staff, has a PDP. Governors felt that the teacher was receiving relevant guidance and support to ensure they continue to progress.</p>
2.2	Reference 1.1/1.2b		
2.3	English leads to undertake ‘Deep Dive’ into Spelling		Discussions were held with the relevant Subject Leads. The evidence demonstrated this was underway- alongside other enquiry processes.
2.4	<p>Maths subject leads and Lead teacher familiarise with Maths Mastery approach principles and programme</p> <p>Maths subject leads and Lead teacher attend training provided by Sussex Maths Hub</p> <p>Maths subject leads and Lead teacher disseminate to staff – deliver x1 PDM on principles, outlines</p> <p>Monitoring to review current mastery delivered within curriculum</p>		<p>A discussion with the Maths Leads and a review of books revealed staff have developed, and continue to develop, the Maths Mastery Approach.</p> <p>This approach has been well received and is providing demonstrable results.</p>

<u>Personal Development, Behaviour and Welfare</u>			
Autumn 2017		Governor Comment Jan 2018	
3.1	<p>Ensure staff attend Well Being group and that regular communication is established (min. of half termly meetings)</p> <p>INSET arranged on WWO WWO Founder and WWO school leads explore how to transfer WWO principles to support staff as well as children SLT presence co ordinated at key points in the day SEND Leader strategically leads supervision for appropriate staff</p>		<p>The Working With Others approach is being introduced across the school. This will take time to embed but has been shown to positively support well-being and attainment.</p>
3.2	<p>Establish WWO through INSET and CPD for individual leads Attendance at CPD and dissemination amongst whole school Establish curriculum organisation and monitor implementation</p>		<p>A WWO inset day was held.</p>
3.3	<p>Establish Online safety group to review and update policy and establish priorities Complete Online Safety audit using 360 Safe Establish Digital Leaders</p>		
3.4	<p>Ensure all new staff and volunteers complete Channel online training and Safeguarding training</p> <p>FLO to make links with new PREVENT education lead to ascertain LA priority</p> <p>Key staff and governors to attend WRAP workshop to provide a high level of understanding around PREVENT issues</p> <p>Family liaison Officer to work alongside PSHE co-ordinator to review and evaluate current curriculum</p> <p>Designated members of SLT attend appropriate EVC training, update policies and procedures and disseminate to staff</p>		<p>This is underway. The school has an excellent Family Liaison Worker, who is coordinating this work in addition to attending extended training herself.</p>

3.5	<p>SEND / Attendance leads to case study persistent absence 2016 – 2017</p> <p>Attendance Lead target specific children and groups Attendance Lead to report back to SLT and Governors</p>		<p>Attendance is being regularly reviewed. The family Liaison Worker and Inclusion Manager work hard along with all staff to ensure pupils are able to attend school.</p> <p>It was noted that the admirable Inclusion policies of the school negatively impacted upon attendance where pupils were integrating into the School's ASD unit from other schools on agreed part-time attendance.</p>
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<u>Outcomes for Pupils</u>			
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	Autumn 2017		Governor Comment Jan 2018
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4.1	<p>Assessment Lead completes deep dive on maths</p> <p>Maths Subject Leads focus on thorough book scrutiny, Learning walks, pupil conferencing to assess competence</p> <p>Maths Subject Leads coach and mentor teachers to refine planning including development of mastery, contextualisation and high engagement</p> <p>SLT to ensure PPM have maths as secondary focus</p>		<p>The Governors were satisfied this was underway. (see 2.4)</p>
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4.2	<p>Assessment Lead complete deep dive across whole school</p> <p>English Leads to complete diagnostic deep dive around slow progress in KS2</p> <p>English Leads analyse and synthesise information gathered and present to SLT</p> <ul style="list-style-type: none"> - Guided reading/ reading systems - Good practice at leading schools - Reading across the curriculum - Interventions - Library use <p>SEND/English Leads to support ASC development of reading provision</p> <p>SLT to ensure PPM have reading as primary focus</p>		<p>The Governors were satisfied this was underway. (See 2.3)</p>
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4.3	<p>SEND / Assessment Lead pilot SIMs tracker</p> <p>SLT prepare appraisal paperwork reflecting school priorities for intervention teachers</p> <p>SEND case study trajectory of slow progress children</p> <p>SEND disseminate revised Pupil profile paperwork that includes pupils' targets</p>		The Governors were satisfied this was underway.
Autumn 2017			Governor Comment Jan 2018
5.1	<p>EYFS meetings to be allocated to sharing excellent practice across Nursery and Reception</p> <p>EYFS policy to be updated by EYFS leader to exemplify 'outstanding' practice</p>		<p>The EY team were seen to be working well together and sharing expertise.</p> <p>The learning Environment was noted as being particularly engaging.</p> <p>The foundations for learning and behaviour being set with the EY were noted as being well linked with those expected throughout KS1 and KS2 providing pupils with continuity and clear expectations.</p>
5.2	<p>EYFS and Reading Lead to identify through a deep dive into slow progress children</p> <ul style="list-style-type: none"> - Establish reading routines and gaps within learning - Reading Workshop provision monitoring - Collate information - Provision analysis shared to relevant staff <p>Support specific, identified year groups with modification of planning</p>	-	The Governors were satisfied this was underway.
5.3	<p>EYFS Lead to review the 2Simple assessment</p> <ul style="list-style-type: none"> - Ensure that software meets the needs of each class - Accurate assessments are regularly recorded with robust judgements - Judgements are routinely moderated by teachers and EYFS Lead - Training is provided to staff on maximising the effectiveness of 2Simple <p>2Simple data used by class teachers to analyse gaps and refine teaching accordingly</p> <p>2Simple data tracked during Pupil Progress Meetings to strategically identify vulnerable groups</p>		The Governors were satisfied this was underway.

5.4	<p>From regular learning walks, drops ins and triangulation, strong practice is identified and team teaching co-ordinated in line with CPD by EYFS Lead</p> <p>EYFS team meetings to tailor CPD around challenge and high engagement strategies</p> <p>SLT to refine the Pupil Progress Meeting documentation to ensure accountability of key actions including revising SEND pupils' paperwork accordingly and using 2Simple data as a gap analysis tool</p>		The Governors were satisfied this was underway.
5.5	EYFS lead to undertake 'Deep Dive' into Phonics		The Governors were satisfied this was underway.
5.6	<p>EYFS Lead to review the 2Simple emailing system</p> <p>SLT to discuss expectations for content and frequency of communications</p> <p>Emailing system rolled out to EYFS classes</p>		The Governors were satisfied this was underway. The frequency of communications and the resulting additional conversations was discussed. Governors supported the plan to devise a bank of resources and support for common issues to be developed to offer maximum support whilst minimising additional work.