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 Head teacher: Mrs S Hay

Minutes of Governors Rapid Improvement Group meeting held on Tuesday 6th January 2015 at 6.00pm	
Present: Mrs C Middleton, Mrs K McSherry, Mr A Jacques, Mr R Abbott, Mrs C Capewell, Mrs M Lumley, Mrs S Hay (Headteacher),	
In Attendance: Mrs L Richardson (Clerk to the Governing Body)	
	Action
<p>1. <u>Welcome</u></p> <ul style="list-style-type: none"> • Mrs Middleton welcomes Mrs Lumley as our new Associate Governor. Governors introduce themselves <p><u>Apologies</u></p> <ul style="list-style-type: none"> • Mrs B Kelly <p>Resolved: that the apologies for absence be accepted & consented to.</p> <p><u>No Attendance</u></p> <ul style="list-style-type: none"> • Mr P Hopkins – Clerk to check that she has updated email address • Mr J Dunwell 	Clerk
<p>2. <u>Confidentiality & Declaration of Business Interests</u></p> <ul style="list-style-type: none"> • Confidentiality reiterated • No new business interests 	
<p>3. <u>Minutes of Achievement meeting held 23rd October 2014</u></p> <p>Resolved: Unanimously agreed that the minutes of the Achievement meeting held on 23rd October 2014 be signed by Chair as a correct record.</p>	

4.	<p><u>Matters Arising</u></p> <ul style="list-style-type: none"> • None 	
5.	<p><u>Minutes of meeting held on 8th December 2014</u></p> <p>Resolved: Unanimously agreed that the minutes of the Rapid Improvement Group meeting held on 8th December 2014 be signed by Chair as a correct record</p>	
6.	<p><u>Matters Arising</u></p> <p>Q – Why does one set of minutes say Achievement Committee and the other say Rapid Improvement Group and why is this classed as a Full Governors meeting</p> <p>A - The Rapid Improvement Group superseded the Achievement Committee after the Ofsted visit. It was decided that as we are only a small Governing body then all Governors should be invited to the RIG meetings</p>	
7.	<p><u>Ofsted Action Plan</u></p> <ul style="list-style-type: none"> • In year progress information is coloured so it is clearer to understand • New assessment is harder to see in writing and maths • After requests from Governors at last meeting to add timescales to the action plan and produce a separate spreadsheet, Headteacher struggled to find a format that fitted the information required. After speaking to another local Headteacher she shows Governors via the Smartboard how she has incorporated milestones for each action, where dates can be added and where impact can be shown at the bottom of each action. The action plan will be completed by the end of the week and can then be sent to Governors. <p>Headteacher and Mrs Capewell to attend HMI meeting, getting to good on 30th January 2015 and they will need to take the action plan with them.</p> <p>Governor states that it includes what evidence Governors need to see done</p> <p>Governors are happy with the new format</p> <p>Q – where does it indicate when a milestone needs to be completed by</p> <p>A – It could include a mini milestone showing the month when completed</p> <p>Q – should we have a progress column</p> <p>A – We could do that or it could be highlighted once completed.</p> <p>Governors agree to try and see what works best</p> <p>Q – Is training cascaded to other members of staff</p>	Headteacher

<p>8.</p>	<p><u>Current Progress</u></p> <p>A – Yes Q – How is it proved to Governors that it has been done A – Progress and monitoring will include when training has been completed and any extra relevant information Q – Is training information be kept in a single file A – Yes Q – Could the information from training file be cross referenced on the Action Plan A – Yes once completed a copy of the action plan will be sent to Governors</p> <ul style="list-style-type: none"> The action plan will change on a regular basis as it is updated after each action has been completed <p>Q – So it will be constantly evolving A – Yes Q – Can the milestones be made specific so that there is no ambiguity A – Yes. Staff training list will also be included. A copy of which is given to Governors, this was previously included in Headteacher’s report and can now be found in the file in the school office Q – When are HMI due to visit school A – they can come at anytime Q – What notice will we receive A – we do not know, Governor states that in her experience we may get a week’s notice</p> <ul style="list-style-type: none"> Action plan includes main points from the Ofsted report Milestones were missing but are now included First HMI visit will be to review what has been done and when it was done. They will ring school to make an appointment, so there will be more notice than for an Ofsted visit <p>Q – Will progress be referred to in action plan A – Yes it will need to be summarised Q – Was the information sent out prior to meeting useful to Governors in respect of progress A – Yes</p> <ul style="list-style-type: none"> Groups of children in Y4/5/6 will be re-arranged, this will give a more dynamic class <p>Q – Will this be the same children for each subject A – No different children depending on need in Guided reading, English and Maths Q – will this raise expectations in the children’s minds A – Yes</p> <ul style="list-style-type: none"> School is using Assertive Mentoring for Maths and we are using the following stages to assess the children: Emerging, Developing, Secure and Next stage ready. Progress is 	
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	<p>no longer shown in APP (average points progress). Previously progress was reported termly. HT using the term points but is not APP</p> <p>School is using Emerging to Developing = 1 point Emerging to Secure = 2 points.</p> <p>Year 2 & 6 are still using levels this year, Assertive Mentoring is also used for these year groups</p> <p>Q – Looking at the percentages, they do not add up, they are above 100%, how can that be right</p> <p>A – This happens when you divide by the number of children, it is not always a whole number. Governors agree it is better to be above 100% rather than below</p> <p>Q – Is school secure in the progress made</p> <p>A – Yes, particularly in maths, this was one of the reasons school bought Assertive Mentoring so it could be secure in the results. The children know where they need to go and know their targets and what they are working towards. Weekly assessments are completed with similar questions so we can see where the children are at.</p> <p>During Ofsted the children talked to the inspectors about their targets with knowledge and understanding. Each child has their own folder which includes all the information they need. It shows where they are now and what they need to do in that year to progress, they tick off items when completed. Children have a very positive attitude in respect of their progress</p> <ul style="list-style-type: none"> • School started trialing a new process during the first half term in writing, which included 3 pieces of work • Writing assessment is completed with Hemingbrough • Next week we are leading a meeting with English leaders • Objectives are set for Autumn term 1 and term 2, Spring term 1 and term 2, Summer term 1 and term 2; these are then dated and highlighted when achieved <p>Q – Is this in line with age related expectations</p> <p>A – Yes</p> <p>Q – Are they child friendly</p> <p>A – Yes</p> <p>Q – If a child ticks all the boxes before the end of the year do they move on to the next year's work</p> <p>A – Yes, it is stage 2 not year 2 etc; it is possible that a Year 4 child may be at stage 2</p> <ul style="list-style-type: none"> • The sheets showing progress are kept in the child's file and moves throughout the school with the child <p>Q – Is this new scheme one derived by school or is a national one</p> <p>A – Assertive Mentoring has been bought from a company but the new writing assessment has been devised by the cluster English leaders</p> <p>Q – Is this aspirational</p>	
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A – Yes

Q – What happens if a year 6 child completes the Year 6 work

A – They would move on to Year 7 work

- Assessment and Achievement sheet for Year 6 shows that 66.67% of children are working below expectations in reading and writing, but there are only 6 children in this year group. The reading SATs paper completed would normally be taken in July; some of the children did not finish the paper
- Class will be split for booster lessons so that Year 6 will be on their own and Years 4 & 5 together for 1 hour 3 days a week. Headteacher to teach 3 mornings a week during this time

Q – Is every cohort making progress

A – Yes, although Year 2 girls went down in maths, this was due to the TA not reading the questions to the children which she was allowed to do but hadn't realised, this is a teaching point and TAs will be more informed in future, this is to be reviewed

Q – Generally in some schools the weakest children are taught by TAs as they are taken out of class to work in groups, do we do this

A – Not always

Any poor teaching in our school has now gone and TAs are being upskilled. We have a large class in South wing and the HLTA has been added to this class to help

- When we have the Spring term data it will make it easier to see some progress

Q – are we still using the tracking system

A – yes but it does not work in the same way as previously, we now look at the percentage of children who are emerging etc.

- Analysis of results will be done in January by the co-ordinator rather than at the end of the year by the class teacher
- There will be some data to compare with once the analysis is complete. We need to be secure that children are making age related progress or beyond

Q – Are the different groups considered, such as SEN and Pupil Premium

A – Yes although we do not have many PP children. Our SEN register has also been reduced

Q – What about HAPs (Higher Achieving Pupils) are they also being considered

A – Yes we always consider what needs to be done for them to move forward

Health & Safety issues

- None

Correspondence

	<ul style="list-style-type: none"> • None <p><u>Any other business accepted by Chair</u></p> <ul style="list-style-type: none"> • Chair asks that Safeguarding is included on every agenda <p><u>Presentation of English Action Plan by Mrs Capewell</u></p> <ul style="list-style-type: none"> • Priorities for Writing are: <p><u>Handwriting to be consistent across school</u> There are mini book scrutinies during staff meetings. This will continue throughout the year Q – When do children begin to join up their letters A – It depends on the child but we start teaching the children in Year 1, although EYFS children are taught letter formation. School is keen to work with pre-school so as to give consistency. Q – If there is no consistency then does that make it harder to teach later on in school A – Yes it does</p> <p><u>Speaking and listening programme to be assessed</u> APP will continued to be used. Set format handed out and discussed with staff during staff meeting</p> <p><u>Improve spelling</u> School has changed to the North Yorkshire spelling programme, for Year 3 and above, this is more investigative using spelling patterns etc.</p> <p><u>Grammar and punctuation to be in line with requirements in Ofsted action plan</u> Teachers are aware of what is expected in each year group to be in line with requirements of the National Curriculum. A meeting with subject leaders is to take place next week and a new SPAG policy will be written, this will be a policy which is specific for our school</p> <p><u>To monitor Big Writing</u> This has already had a big impact in school. Big Writing sessions take place fortnightly throughout school. To be reviewed with staff later this month</p> <ul style="list-style-type: none"> • Priorities for Reading are: <p><u>Encourage reading at home</u> We have a reading tree and when a child reach a target they</p>	Clerk
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	<p>receive a leaf for the tree. This worked ok for the first two half terms but it is not fair for smaller classes so school is looking for a new fairer system. Home journals work well and are popular, any homework or notes are added to the journal</p> <p><u>Read to class teachers and records to be kept</u> We are holding guided reading sessions. We have used staff meetings to give staff information on guided reading. Ofsted were impressed. We need to maintain this level</p> <p><u>Celebrate reading</u> We are to have read a book week. There will also be another specific reading activity during Spring term</p> <p><u>KS1 teacher to attend Phonics Training</u> Mrs Capewell is attending the Phonics Counts training, which is over 6 days, only qualified teachers are allowed to attend this training</p> <p><u>Improve understanding of Phonics for parents</u> We held a Phonics meeting for parents which was well attended and we received positive feedback</p> <p><u>Specific reading displays in classrooms</u> New displays have been put in place around school</p> <p><u>Improve the library and make it a focal point</u> We had a leak in the library, this has now been fixed it was a problem with guttering. This priority is a big job and will take a long time to complete</p> <ul style="list-style-type: none"> • Copy of Action Plan to be emailed to Governors <p>Governors thank Mrs Capewell for her report, they feel that it was very useful</p> <p>Q – What is the situation with Mr Jubb A – He is still working in school for 1 day per week until 9th February then he will be leaving Q – What will happen then A – Mrs Fogg was not able to take on the extra hours to replace Mr Jubb, although she has agreed to cover for Mrs Capewell when she attends the Phonics training. There is a new part time teacher at Hemingbrough Primary, we will see how good they are and then will consider whether to offer them some supply work at our school Q – Do we know that the children in Mr Jubb’s group made good progress</p>	<p>Mrs Capewell</p>
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