

Combe Down Primary School Governing Body

Parents' Meeting, November 2011

Aims of the session

To enable parents and carers to gain a fuller understanding of:

- The role of the Governing Body
- How governors work together with school staff to achieve the strategic goals of CDPS

Feedback on.....

- The Ofsted report, September 2011
- The new school Single Standards Plan

The Role of the Governing Body

‘The governing body has general responsibility for the conduct of the school with a view to promoting high standards of educational achievement’

(Section 21 of the Education Act 2002)

How governors promote high standards

- Setting the strategic framework
 - School aims and values
 - Curriculum policy
 - Clarifying objectives
 - Setting targets to achieve objectives
 - Reviewing progress on objectives
- Reviewing the strategic framework
 - Is it securing progress?

What is the strategic framework?

- The Single Standards Plan
- Agreed curriculum policies

How governors work together with school staff

How do governors work together with school staff? – Sharing advice

Governors **take advice from the head** before taking their **own decisions** on setting the strategic framework e.g.

- School aims
- Curriculum policy
- Objectives
- Setting targets to achieve objectives
- Reviewing progress on objectives

How do governors work together with school staff? – Sharing advice

- The governing body should act as a “critical friend” to the head teacher by providing advice and support
- Committees
- Link governors
- Question - Does the governing body have the capacity to provide the right advice and support?

How do governors work together with school staff? - Ensuring accountability

‘The head teacher and professional staff are accountable to the governing body for the school's performance’

(Ref: Guidance on the roles of governing bodies and headteachers)

Ensuring accountability – Performance Management (Statutory arrangements)

Governing Body via PM Committee

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graph TD; A[Governing Body via PM Committee] --> B[Headteacher]; B --> C[Senior Leadership Team/PM Team Leaders]; C --> D[Teachers];
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Headteacher

Senior Leadership Team/PM Team Leaders

Teachers

How do governors work together with school staff? - Ensuring accountability

- Monitoring and evaluating the school's performance
- Progress and standards
- Review of SSP
- Signing off self-evaluation judgements

But who holds the Governing Body
to account?

‘The governing body must be
prepared to explain its decisions
and actions to anyone who has a
legitimate interest’

(Ref: Guide to the Law for School Governors 2011)

Clarifying roles - the Governors are not responsible for:

- The internal organisation, management and control of the school (although this needs to be congruent with curriculum policy)
- Implementing curriculum policy
- Standards of teaching
- Responsibility for individual child's education
- Exclusion
- Arrangements for collective worship

The Journey to outstanding starts with...

- Continuing to evolve improvements in governance
- Ensuring policies and improvement plans work i.e. they impact on achievement

‘Working strategically, governors should then use any monitoring evidence to review and evaluate progress against any targets set to see whether a policy is working or needs changing’

Positive Comments from Ofsted, September 2011

- The Early Years Foundation Stage has moved from being good to being outstanding.
- All pupils' knowledge about how to keep healthy is excellent.
- In maths, potentially higher attaining pupils were exceptionally successful at the more advanced levels.
- In English, significantly better than average standards..... have been maintained.
- The specific weaknesses in the safeguarding system identified at the last inspection have been fully rectified.
- Senior leaders have a clear programme for developing the school further.
- Governance is satisfactory, and has begun to act more in its capacity as 'critical friend' to the school.
- Within lessons, assessment was clearly evident in all classes, as teachers were observing, questioning and monitoring how the pupils were doing in their new classes.

Areas for Development

The Single Standards Plan

What is it?

Key Area 1: Securing effective leadership at all levels

Key Area 2: Improving standards and accelerating progress

Key Area 3: Raising the standard of teaching and learning

Key Area 4: Improving the conditions for learning

Key Area 5: Strengthening the school as a learning community

Key Priorities and Actions from the Ofsted Report

- Improving Communication
- Developing Middle Leadership
- Developing our assessment systems
- Further Raising Achievement and Attainment, particularly in maths.

How will the school ensure good communication?

Calendar of Events

- For the first time school has produced a comprehensive calendar of what is going to inform parents.

Greater use of Website/Parent Evenings

- The school is aware that the website is not fully utilised to inform parents. This is being addressed.
- More information evenings are planned.

Development of the Parent Forum

- The aim is take the views of parents on various topics and sit down with the forum and exchanges views and ideas.
- We have just had a meeting on 'Challenge', where parents questioned the senior leaders thoroughly for example on Maths.
- This will provide positive connections between the staff, governors and parent forum.
- We are confident that this will provide a platform for effective three way communication.

Journey to outstanding

- Assessment and Progress in Maths
- (+ Reading and Writing)

Higher attainment and good rates of progress

Self-evaluation

Good progress recognised –
underachievement robustly challenged and
supported

Accurate tracking – progress of
individual pupils and classes
monitored closely

Governors Monitor Data
and ask questions at
Curriculum Committee
e.g. Summer born boys

Next steps in
learning

Single Standards Plan

1. Ensure teacher assessment is robust
2. Further raise achievement and attainment in maths

Accurate,
detailed
assessment

Assessing Pupil Progress – Maths, reading and writing

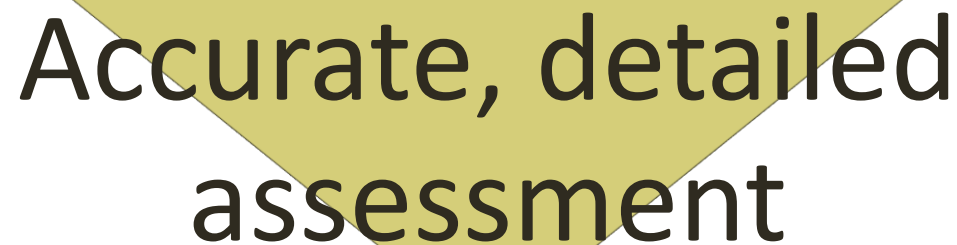
- Highly detailed profile of what a child can and can not yet do
- CDP using APP for each individual child

How do we know judgements are accurate?

- Moderation with other schools
- Congruence of teacher assessment with tests

What is the key to raising standards?

- Consistency – all classes using APP as the basis for assessment
- Monitoring of practice and support from middle leaders



**Accurate, detailed
assessment**

Assessing Pupil Progress – Maths, reading and writing

- Highly detailed profile of what a child can and can not yet do



- To plan lessons – identify the next steps for all children
- Differentiation – to set the right level of challenge for each individual child

Next steps in
learning

Assessing Pupil Progress

- Clearly identifies the National Curriculum sub level that each is at in maths, reading and writing e.g. Level 3 b
- Pupils making good, satisfactory or inadequate progress clearly visible (and additional support given)

Accurate tracking – progress of individual pupils and classes monitored closely

- Classes making good, satisfactory or inadequate progress clearly visible (and additional support given)
- Support is reviewed three times a year accountability.

What is satisfactory progress?

- Each NC sub level has two points e.g. Level 3c – point 18, 19
- Expected progress is 3 points per year
- Expected progress – 12 points in KS2 = satisfactory

Self-evaluation

Good progress recognised – underachievement robustly challenged and supported

- Quality of assessment informs judgements on the quality of teaching
- Rates of progress in classes and year groups evident
- Rates of progress in subjects evident
- Accountability leads to celebration of success and robust challenge for improvement of weak areas
- Performance management – hard edge to accountability

Higher attainment and good rates of progress

All of the below leads to

Self-evaluation

Good progress recognised –
underachievement robustly challenged and
supported

Accurate tracking – progress of
individual pupils and classes
monitored closely

Next steps in learning

Accurate,
detailed
assessment

Single Standards Plan

1. Ensure teacher assessment is robust
2. Further raise achievement and attainment in maths

Questions?

- Open forum
- Questions to individual Governors – following this meeting
- Via Governors' email - feedback@combedown.com