

CLIFFDALE PRIMARY ACADEMY

MINUTES OF FULL GOVERNING BOARD

HELD ON THURSDAY, 6th OCTOBER 2016

Present : Judith Smyth – Co-Opted Governor, Chair
Lionel Smith – Co-Opted Governor, Vice Chair
Will Atterbury – Co-Opted Governor
Sherri-Ann Parsons – Parent Governor
Sarah Clatworthy – Support Staff Governor
Glynis Ford – Teaching Staff Governor
Alison Beane – Executive Headteacher
Ashley Oliver-Catt – Head of School

In attendance : Amanda Mackenzie – Clerk

		ACTION
	The meeting commenced at 5.00 p.m. and was quorate.	
1.17	<u>Apologies</u> All Governors were present.	
2.17	<u>Declarations of interest</u> Governors confirmed and signed the written declaration of interests.	
3.17	<u>Minutes of meeting held on 30 June 2016 and matters arising</u> The minutes were accepted and signed as a correct record. MATTERS ARISING <u>Governor Vacancies</u> – following the resignation of Paul Thomas, there was a vacancy for a Co-opted Governor, particularly with finance skills. JS would review the skills matrix to assess any other skills requirements, as a start to the process of recruiting a new governor. A new parent governor also needs to be recruited.	JS AB
4.17	<u>Headteacher’s Report to Governors – review of the past year and progress against the Strategic Plan</u> <u>PUPIL ACHIEVEMENT</u> Cliffdale continues to assess the progress of pupils to be Outstanding, with good evidence to show that progress has been sustained through the past year. AO-C presented a report on Pupil Outcomes at the end of 2015/16. Cliffdale defines outstanding progress as at least 80% of pupils achieving their target – across the whole school in every subject over 80% of pupils met or exceeded targets. In addition, stretched targets of a level and a half of progress had been set for the most able pupils – all had made good progress even if they had not all achieved a level and a half. EARLY YEARS – progress is outstanding, with 80% of pupils progressing at a rate of 3 steps or more in 15 out of the 17 areas of assessment. In 14 of these areas, 100% of pupils had progressed at 2 steps or more. KEY STAGE 1 – Achievement across the board in English, Maths and Science was outstanding. Whilst it is not mandatory to report achievement in Science, the school had worked hard on Science, which was reflected in over 80% of pupils achieving their target, and it was felt that this excellent progress should be celebrated. Governors were delighted to see the results of this focus and the impact of work put in. Governors challenged why in Speaking and Listening only 67% of pupils had achieved targets. The school was reviewing the data to assess the reasons, and whether speaking and listening should be separated into two categories.	

One pupil is making progress in Writing, but has not yet reached the level where progress can be measured, and therefore is shown statistically as making no progress.

KEY STAGE 2 – Achievement in English, Maths and Science is outstanding in all strands. Out of 8 pupils who had not met the target in Reading, 5 had had the stretch target and had exceeded a level of progress for the year.

The continuing work of teachers in identifying creative and exciting ways to help pupils in writing, which did not involve pen and paper, was helping to raise standards, with 89% achieving the target in writing. Again, outstanding progress in Science was being reported, to reflect the impact of the focused work in this subject

Governors **questioned** whether there was any impact on those who had not met their targets, particularly those who had been given stretch targets. They were reassured that it was the teachers who knew the targets, the children were aware of what was coming next, but not the quantitative target.

Governors also **challenged** how the school ensured targets were robust, and also ensured interventions ensured progress was back on track. Progress was monitored regularly by the Leadership Team, and progress over time generally indicated that the interventions were having the desired effect. In terms of targets, as well as regular monitoring and review by the Head of School, Cliffdale worked with other similar schools and with Challenge Partners, to ensure targets were realistic and in line with national comparisons. The measure of 80% of pupils meeting their targets equating to outstanding progress had also been benchmarked with other similar schools.

COMPARISON OF GROUPS – the data showed that there was no significant difference between pupils according to gender, ethnicity or pupil premium. In Science there was a difference of 4% of pupil premium children achieving target, against non-pupil premium children, (86% v 90%) which was **queried** by Governors. This represented 2/3 pupils, but the SLT would drill down into the reasons and ensure that any necessary measures were put in place.

AO-C reminded Governors that boys made up 75% of the cohort at Cliffdale, a very high percentage.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Overall the quality of teaching remains outstanding, with the Autumn round of observations and learning walks about to begin. New teachers have already been given significant support to understand what is expected in special schools, as well as taking part in a coaching programme.

CPD continues for all teachers, with a focus on peer coaching with continuous feedback and dialogue. All staff have had professional development sessions focusing on high quality teaching and the use of work files and portfolios to evidence progress.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Continues to be very well managed. Attendance continues at the high level of 95%. The use of Behaviour Support Plan is an area of excellence for the school.

SAFEGUARDING

All Staff had read Section 1 of Keeping Children Safe in Education, which was recorded on Blue Sky, together the reading of the policy.

Safeguarding Training had taken place at the start of term for all staff, attended by the Chair of Governors. She reported that the training had been both thorough and realistic, with the practical application of well-designed systems. The School is now using the COPMS on-line system for recording safeguarding issues.

There is also an on-line course available for staff regarding Keeping Safe on Line.

LEADERSHIP AND DEVELOPMENT

AO-C continued towards completing her NPQH – delayed by changes to the system, and one member continued to study for their Masters. The appraisal process had begun for

	<p>all staff, and recommendations for pay awards will go forward to the SAT Pay Committee.</p> <p>Further developments have been made to the curriculum, increased Forest Schools and outdoor learning. All pupils now experience Forest School, and the impact will be measured at the end of the year.</p> <p><u>THE WIDER LEARNING ENVIRONMENT</u></p> <p>As well as Cliffdale continuing to provide support to Redwood Park School, there is genuine collaboration and interlinking between the 3 schools, which is exactly what the SAT envisaged.</p> <p>Governors were assured that there was no detriment to Cliffdale from the support provided, and in addition it provides good CPD opportunities for the staff involved.</p> <p>The outreach service is now managed by the SAT for the Local Authority and continues.</p> <p>The issues with the swimming pool continue and the School will be applying for a Sport England grant. WA advised he could support the school with this, through his experience and contacts, which was welcomed.</p> <p>Plans continue for the new build which is expected to start in the Spring.</p> <p><u>ADMISSIONS</u></p> <p>There are 113 pupils on role, with 18 pupils starting in the lower school, and 3 in Yr. 3. All new starters have worked well, with staff working hard to ensure the transition was successful.</p> <p>Governors thanked AB and all the staff for the good results, and for their efforts in continuing to move the school from strength to strength.</p>	
5.17	<p><u>The Solent Academies Assessment Wheel – Evidencing what we value</u></p> <p>AB outlined the new assessment wheel which has been developed to measure what the schools values, not just progress recorded in B Squared. The wheel will enable staff to track the progress of each pupil in Personal Health & Wellbeing, Communication, and Resilience for Learning – all key areas for pupils with special needs.</p> <p>Progress is not intended to be hierarchical or RAG rated, but to see how each child makes progress over time in developing independence and social skills.</p> <p>Once fully developed, as well as staff inputting evidence, pupils will be able to assess themselves and how they are developing, and it could also be used with families.</p> <p>As a Parent Governor, SP confirmed she was very excited about this new tool, and the ability to assess a child's development and share this with parents.</p>	
6.17	<p><u>Finance Report</u></p> <p>No report in LoS absence – next agenda.</p>	
7.17	<p><u>Governors Training Update</u></p> <p>JS – attended Staff Safeguarding Training WA – Prevent training SP – Ofsted training</p> <p>The next training session for the FGB would be on Readiness for Ofsted.</p>	
8.17	<p><u>Website Review</u></p> <p>The Website was being updated, and AB gave Governors a flavour of how the new website would look. Governors were asked to provide a photo and brief profile for inclusion.</p> <p>She reported that at the end of the summer there had been a failure of the servers. However, responding to Governors concerns, she confirmed that robust back up processes were now in place.</p>	Gov's

48.16	<p><u>Post to Governors</u> –</p> <ul style="list-style-type: none"> • Review of Library Service 2015/16 	
49.16	<p><u>Date of next meeting</u> – 1 December 2016 at 5.00 p.m. JS gave her apologies and LS would chair the meeting.</p> <p>The meeting closed at 6.30 p.m.</p>	

Signed
Chair

Date