

## Mellers Primary School

### Governors' Impact Statement 2017/2018

The following is a statement by the Governors of Mellers Primary School showing the monitoring work that has been carried out by the board and the impact that the visits have had for the education of the pupils.

The Governing Body is divided into 3 working groups each monitoring a different area:

Pupil Progress

Pupils and Curriculum

Finance and General Purposes

Governors visit the school for many different reasons and in doing so monitoring of all areas of the work is an ongoing process. We have a Governors' Blog which is on the Resources section of the school website and it is interesting to read about all the activities that are undertaken by Governors.

Below are the specific areas of the School Improvement Plan which the Governors have monitored last academic year and notes regarding the impact we believe our activities have had.

If any parents would like to meet to discuss our work please contact me through the school office.

Lesley Lyon

Chair of Governors

### **Priority area 1: Leadership and management**

<b>Improvement Area</b>	<b>Activity</b>	<b>Impact</b>
<b>To lead improvements in spelling and reading</b>	The Pupil and Curriculum Committee received a report from Joy Buttress about the work being done to improve fluency in reading. A designated Governor attended a work scrutiny meeting which addressed the impact of the project The Power of Reading and its impact on extended writing.	In reading, writing and Maths combined at Mellers we are above the National Average with the school scoring 74% whilst the National average was 64% of pupils achieving level 4 and above.
<b>To lead improvements in mathematics, with a particular focus on fluency and geometry</b>	Governors received detailed feedback on the results in 2017 and agreed the new targets for school improvement.	In mathematics 73% achieved L4 and above the figure nationally was 76% Governors are confident that maths is a strength of the school

	<p>The designated Governor for Maths attended lessons and observed teaching in mathematics.</p>	
<p><b>To lead improvements in the progress of vulnerable (including those working at or towards Greater Depth) pupils</b></p>	<p>The designated Governor met with the SENCo to discuss those children on the SEND list and to check they were making progress.</p> <p>The Chair met with the SENCo to look at the PP data to ensure that pupils were being tracked carefully and that each child was getting their allocation of funding</p> <p>The Pupil and Curriculum Committee has met throughout the year with various cohorts of pupils to get feedback about teaching and learning. This had a special emphasis on those working at greater depth at one of the meetings.</p> <p>As part of the Pupil Progress work the Governors had training from Claire Colemore, Clerk to the Governors so that they understand the school data and how to challenge the Head and staff about the progress pupils made at the school – this was followed by an excellent session in which Governors took part in a meeting in which progress of pupils was reviewed by a class teacher and TA</p>	<p>The students achieving Greater Depth in their learning has increased. This will continue to be a focus for the school and we hope to achieve improvements year on year.</p>
<p><b>To maintain the school's strategic approach to the expansion of the school</b></p>	<p>The subject of the school expansion has been an ongoing subject of discussion and monitoring for the Governors. Conversations with staff have lead the Governors to conclude that staff cohesion and interaction is probably greater than before and that the expansion has lead to further developments in many aspects of school life.</p>	<p>Evidence suggests that the school expansion has been successful although Governors are mindful that the impact needs to be monitored over the coming years. Views of staff and pupils support this view. The views of parents are to be gathered in the new academic year.</p>

	<p>In the middle of the year we were approached by the LA to expand by taking in another class. There was much debate by the Governors and two Governors attended a meeting with the LA. The children are now in school and whilst there is still much to monitor around progress of the children and the effect of the transition on the school Governors are happy that the children have settled well.</p>	
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## Priority area 2: Behaviour and safety

Improvement Area	Activity	Impact
To further decrease persistent absenteeism	The Pupil and Curriculum Committee received a detailed report from the Deputy Head about attendance and in particular about persistent absence. It has dropped despite the school having grown in size. Governors are confident in the hard work being done by the school to address the issue and are pleased with the progress.	The number of persistent absentees in the school has dropped from 3 to 6 despite the increased number of pupils. Evidence suggests that pupils enjoy coming to school and feel safe and secure.
To continue year on year improvements in pupil attendance	See above	See above
To maintain the Mellers ethos (the Mellers' Way) through behaviour and attitudes, with school having expanded and building work completed	The Pupil and Curriculum Committee have met on several occasions to discuss the behaviour and safety of pupils in the school. Pupils are confident that behaviour is excellent and when it is challenging it is dealt with quickly and effectively. This view was also evidenced by the Peer Review which was attended by a small group of Governors and fed back to the FGB	Evidence collected from pupils, staff and other school improvement partners suggest that the ethos at Mellers is fully embedded and continuing to develop

### Priority area 3: Quality of teaching

<b>Improvement Area</b>	<b>Activity</b>	<b>Impact</b>																												
To ensure that all teaching is good or better	Governors received reports from the Headteacher giving feedback from lesson observations and details of plans put in place where necessary. The feedback has been evidenced in learning walks and work scrutiny attended by Governors.	Of the 15 teachers at Mellers: 5 are rated outstanding overall 10 are rated good overall																												
To further develop improvements in the quality of teaching through peer coaching and support	Governors have attended several sessions in which staff have worked alongside others in partner schools. Governors have received reports and joined sessions of work done in partnership with the Transform Alliance and the NLT	The peer coaching review which took place in the Autumn of 2017 judged the school to be grade 2+ Evidence suggests that the school is reflective and evaluates its progress honestly. It then puts in place effective improvement strategies.																												
To increase the number of children working at greater depth in each class	Governors took part in an excellent session in which provision for these pupils was discussed and planned. The Pupil and Curriculum Committee discussed the provision with a group of more able pupils.	The number of children working at greater depth increased in all year groups from 2017, when there were very few pupils working at GD. 2018: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>R</th> <th>Wr</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>20%</td> <td>15%</td> <td>17%</td> </tr> <tr> <td>Y2</td> <td>5%</td> <td>5%</td> <td>7%</td> </tr> <tr> <td>Y3</td> <td>7%</td> <td>7%</td> <td>3%</td> </tr> <tr> <td>Y4</td> <td>3%</td> <td>3%</td> <td>0%</td> </tr> <tr> <td>Y5</td> <td>17%</td> <td>14%</td> <td>3%</td> </tr> <tr> <td>Y6</td> <td>24%</td> <td>7%</td> <td>7%</td> </tr> </tbody> </table> <p>Those children with English as an Additional Language and receiving Pupil Premium do particularly well.</p>		R	Wr	M	Y1	20%	15%	17%	Y2	5%	5%	7%	Y3	7%	7%	3%	Y4	3%	3%	0%	Y5	17%	14%	3%	Y6	24%	7%	7%
	R	Wr	M																											
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### Priority area 4: Achievement of pupils

<b>Improvement Area</b>	<b>Activity</b>	<b>Impact</b>
To further raise standards in English at KS1 and KS2, particularly spelling and reading	The Pupil and Curriculum Committee received a report from Joy Buttress about the work being done to improve fluency in reading.	Grammar punctuation and spelling for this year was in line with National standards. Reading was considerably above National standards

	A designated Governor attended a work scrutiny meeting which addressed the impact of the project The Power of Reading and its impact on extended writing.	
To further raise standards in maths at KS1 and KS2, particularly fluency	The designated Governor for Mathematics has been involved in the scrutiny of pupils work and has observed teaching. The Pupil and Curriculum Committee has received detailed feedback from the School Council on teaching and learning.	Maths was 3% below National.
To ensure that the outcomes of the peer review focusing on vulnerable pupils are further developed	A group of Governors attended an excellent morning when staff worked alongside teachers from other schools to develop strategies to ensure the more able pupils were reaching their full potential.	The children achieving greater depth in reading has increased from 0 – 23% It has also increased in writing and Maths

#### **Priority area 5: Early years' provision**

To consolidate and embed recent improvements in Early Years to secure consistently outstanding provision and outcomes in EYFS	Two Governors have made visits to the Foundation Stage	The KS1 cohort was -12.6% below the National Average for Reading, -14.1% below for Writing, -11.0% below for Maths, -3.7% below for Science, and -14.1% below for RWM
To improve outdoor provision	In her visit to a Pupil Progress meeting the Lead teacher talked about the impact of the improved outdoor space. Governors are now confident that it is fit for purpose and an inspiring place for the children to learn.	
To further develop early SEND identification and support	Two TAs from EYFS attended the meeting of the Pupil and Curriculum Committee to explain the provision for children with Special Educational Needs. Governors asked them many questions and felt confident that the provision is good. This was	

	underpinned by visits to the EYFS provision by members of the committee.	
To ensure that the newly-expanded F1 team is embedded	The Lead Teacher of Foundation Stage reported to the Full Governing Body her work to draw the team together – its challenges and successes.	The F1 Team is now fully embedded and the Governors are confident in the strong Leadership and the integrated team approach to the education on the children. This is evidenced by the much improved results in EYFS
To develop a mastery approach to the teaching of maths in early years	One of the Governor visits to the Foundation Stage had a special emphasis on Mathematics.	

All the minutes from the Governors' Meetings are on the website and we would encourage parents and carers to read them and ask questions of the Governing Body who can be contacted through the school office.

Lesley Lyon

Chair of Governors

October 2018