

## Mellers Primary School

### Governors' Impact Statement 2018/19

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 on 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 on - going process. We have a governors' blog which is on 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 develop a programme for leaders which focuses on the leading of teaching and learning and which impacts on standards</b>	<ul style="list-style-type: none"> <li>🛡 Governors underwent the same training programme as staff on the FED programme</li> <li>🛡 Governors agreed to support the school as a National support school</li> <li>🛡 Governors have carried out learning walks around classrooms</li> <li>🛡 Joint lesson observations have been carried out with middle and senior leaders</li> <li>🛡 The Governors Pay Committee has received feedback on improvements to teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>🛡 Governors have a good understanding of the pedagogy and research behind the improvement in teaching and learning</li> <li>🛡 Governors are now taking a more targeted approach to monitoring</li> <li>🛡 The school has benefitted from contacts and advice from experts working as part of the national support programme and pupil outcomes have increased</li> <li>🛡 All teaching now at Mellers is judged to be at least Good by SLT</li> <li>🛡 Governors have been able to ensure that excellent teaching is rewarded and values resulting in a high level of staff retention.</li> </ul>						
<b>To monitor the impact of mobility on standards and progress</b>	<ul style="list-style-type: none"> <li>🛡 The Pupil Progress Committee has received information regarding the data of pupils entering the school and the impact on Mellers pupils</li> </ul>	<p style="text-align: center;"><u>Mobility rates</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #4F81BD; color: white;">Cohort</th> <th style="background-color: #4F81BD; color: white;">%</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>18</td> </tr> <tr> <td>Y2</td> <td>12</td> </tr> </tbody> </table>	Cohort	%	Y1	18	Y2	12
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Y1	18							
Y2	12							

	<ul style="list-style-type: none"> <li>A focus on the 'bulge' class has been taken for monitoring purposes eg learning walks to the class, observation of Pupil Progress meetings</li> </ul>	<table border="1"> <tr><td>Y3</td><td>47</td></tr> <tr><td>Y4</td><td>12</td></tr> <tr><td>Y5</td><td>0</td></tr> <tr><td>Y6</td><td>10</td></tr> </table>	Y3	47	Y4	12	Y5	0	Y6	10																																																																																																																										
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<b>To review and update safeguarding practice and provision</b>	<ul style="list-style-type: none"> <li>The named Safeguarding Governor visits to the monthly Safeguarding meeting</li> <li>Review of school Safeguarding Policy</li> <li>All Governors have read the latest safeguarding guidance and been appraised of updates – 'Keeping Children Safe in Education'</li> </ul>	Governors are confident that the school safeguarding systems are robust and effective																																																																																																																																		
<b>To further develop governors' monitoring and align it with school leaders' termly monitoring</b>	<ul style="list-style-type: none"> <li>Governors visits to school during Governor Monitoring Week</li> <li>Governor Monitoring visit to the Pupil Progress Meeting focussing on data for pupils receiving Pupil Premium</li> </ul>	<p><b><u>Pupil premium attainment data</u></b></p> <table border="1"> <thead> <tr><th>Exp</th><th>Reading</th><th>Writing</th><th>Maths</th><th>Combined</th></tr> </thead> <tbody> <tr><td>Y1</td><td>17</td><td>17</td><td>18</td><td>17</td></tr> <tr><td>21</td><td>74%</td><td>74%</td><td>78%</td><td>74%</td></tr> <tr><td>Y2</td><td>17</td><td>17</td><td>19</td><td>15%</td></tr> <tr><td>24</td><td>68%</td><td>68%</td><td>76%</td><td>60%</td></tr> <tr><td>Y3</td><td>18</td><td>14</td><td>16</td><td>12</td></tr> <tr><td>29</td><td>62%</td><td>48%</td><td>55%</td><td>48%</td></tr> <tr><td>Y4</td><td>12</td><td>10</td><td>11</td><td>10</td></tr> <tr><td>14</td><td>80%</td><td>67%</td><td>73%</td><td>67%</td></tr> <tr><td>Y5</td><td>12</td><td>11</td><td>12</td><td>10</td></tr> <tr><td>17</td><td>71%</td><td>65%</td><td>71%</td><td>59%</td></tr> <tr><td>Y6</td><td>17</td><td>16</td><td>17</td><td>11</td></tr> <tr><td>21</td><td>81%</td><td>76%</td><td>81%</td><td>79%</td></tr> </tbody> </table> <table border="1"> <thead> <tr><th>GD</th><th>Reading</th><th>Writing</th><th>Maths</th><th>Combined</th></tr> </thead> <tbody> <tr><td>Y1</td><td>5</td><td>4</td><td>4</td><td>2</td></tr> <tr><td>21</td><td>22%</td><td>17%</td><td>77%</td><td>13%</td></tr> <tr><td>Y2</td><td>6</td><td>3</td><td>4</td><td>2</td></tr> <tr><td>24</td><td>24%</td><td>12%</td><td>16%</td><td>8%</td></tr> <tr><td>Y3</td><td>4</td><td>1</td><td>4</td><td>1</td></tr> <tr><td>29</td><td>14%</td><td>3%</td><td>14%</td><td>3%</td></tr> <tr><td>Y4</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>14</td><td>7%</td><td>7%</td><td>7%</td><td>7%</td></tr> <tr><td>Y5</td><td>3</td><td>2</td><td>1</td><td>0</td></tr> <tr><td>17</td><td>18%</td><td>12%</td><td>6%</td><td></td></tr> <tr><td>Y6</td><td>7</td><td>3</td><td>5</td><td>1</td></tr> <tr><td>21</td><td>35%</td><td>21%</td><td>36%</td><td>7%</td></tr> </tbody> </table>	Exp	Reading	Writing	Maths	Combined	Y1	17	17	18	17	21	74%	74%	78%	74%	Y2	17	17	19	15%	24	68%	68%	76%	60%	Y3	18	14	16	12	29	62%	48%	55%	48%	Y4	12	10	11	10	14	80%	67%	73%	67%	Y5	12	11	12	10	17	71%	65%	71%	59%	Y6	17	16	17	11	21	81%	76%	81%	79%	GD	Reading	Writing	Maths	Combined	Y1	5	4	4	2	21	22%	17%	77%	13%	Y2	6	3	4	2	24	24%	12%	16%	8%	Y3	4	1	4	1	29	14%	3%	14%	3%	Y4	1	1	1	1	14	7%	7%	7%	7%	Y5	3	2	1	0	17	18%	12%	6%		Y6	7	3	5	1	21	35%	21%	36%	7%
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## Priority area 2: Behaviour and safety

Improvement Area	Activity	Impact
<b>To ensure the ethos and culture remain central to school's work and continues as school expands and meets</b>	<ul style="list-style-type: none"> <li>Governors received feedback via the Head's Report to Governors</li> <li>Governors scrutinised feedback from pupils and staff survey</li> <li>Pupil and Curriculum Committee reviewed the Anti - Bullying Policy and Health and Safety Policy</li> </ul>	See parent and pupil surveys on the 'Surveys' section of the website.

<p><b>challenges of a more mobile population</b> To ensure that pupils' wellbeing and resilience are developed, particularly in relation to gangs, gun and knife crime</p>	<p>🛡️ Governors observe behaviour and ethos on visits to school</p>	
<p><b>To reduce persistent absenteeism</b></p>	<p>🛡️ Governors receive frequent updated regarding attendance, punctuality and persistent absenteeism</p>	<p><u>Attendance data</u></p> <p>Attendance – 94.2%          Authorised absence – 2.4%          Illness – 1.8%          Unauthorised absence – 3.4%          Unagreed holiday – 0.7%          Less than 90% - 36, 14%          Less than 85% - 23          Late before register – 1.7%          Late after register – 1%</p>

**Priority area 3: Outcomes for Learners**

Improvement Area	Activity	Impact																																			
<p><b>Raise standards of Greater Depth particularly English and maths</b></p>	<p>🛡️ Interview of Yr 5 and 6 pupils who should reach Greater Depth</p> <p>🛡️ Classroom observations to follow up Yr 5 and 6 interviews with a specific target to look at Greater Depth pupils, including book reviews</p> <p>🛡️ Governor attendance at a staff meeting to feedback findings from the GD review</p>	<p><b>Greater depth attainment data</b></p> <table border="1" data-bbox="983 1294 1455 1686"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td><b>Y1</b></td> <td>18% 11</td> <td>17% 10</td> <td>18% 11</td> <td>13% 8</td> </tr> <tr> <td><b>Y2</b></td> <td>25% 15</td> <td>18% 11</td> <td>18% 11</td> <td>10% 6</td> </tr> <tr> <td><b>Y3</b></td> <td>9% 5</td> <td>2% 1</td> <td>9% 5</td> <td>2% 1</td> </tr> <tr> <td><b>Y4</b></td> <td>7% 2</td> <td>7% 2</td> <td>3% 1</td> <td>3% 1</td> </tr> <tr> <td><b>Y5</b></td> <td>15% 4</td> <td>10% 3</td> <td>10% 3</td> <td>0</td> </tr> <tr> <td><b>Y6</b></td> <td>31% 9</td> <td>21% 6</td> <td>20% 6</td> <td>3% 1</td> </tr> </tbody> </table> <p>Staff belief about the abilities of pupils has been challenged resulting in more challenging lessons and better pupil outcomes</p>		Reading	Writing	Maths	Combined	<b>Y1</b>	18% 11	17% 10	18% 11	13% 8	<b>Y2</b>	25% 15	18% 11	18% 11	10% 6	<b>Y3</b>	9% 5	2% 1	9% 5	2% 1	<b>Y4</b>	7% 2	7% 2	3% 1	3% 1	<b>Y5</b>	15% 4	10% 3	10% 3	0	<b>Y6</b>	31% 9	21% 6	20% 6	3% 1
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<p><b>Improve y1 phonics test results to national levels</b></p>	<p>🛡️ The Early Years Governor has visited a phonics lesson and met with the lead teacher to understand the work</p>	<p>Phonics data</p> <p>National y1 – 82%          Y1 – 77%          National Y2 – 91%</p>																																			

		Y2 retake 47% - (9) of the 19 passed retake																																																																						
<b>Analyse data of vulnerable groups including pupil premium and Roma</b>	<ul style="list-style-type: none"> <li>🛡️ The Governor with responsibility for SEND has met termly with the SEND Coordinator – particularly on the tightening up of the recording of the spend.</li> <li>🛡️ The Pupil Progress Committee has received termly feedback regarding the progress of vulnerable groups</li> <li>🛡️ Governors have received Case Study reports on the success of pupils receiving Pupil Premium</li> </ul>	<p style="text-align: center;"><b><u>Pupil premium attainment data</u></b></p> <table border="1"> <thead> <tr> <th>Exp</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td>Y1 21</td> <td>17 74%</td> <td>17 74%</td> <td>18 78%</td> <td>17 74%</td> </tr> <tr> <td>Y2 24</td> <td>17 68%</td> <td>17 68%</td> <td>19 76%</td> <td>15% 60%</td> </tr> <tr> <td>Y3 29</td> <td>18 62%</td> <td>14 48%</td> <td>16 55%</td> <td>12 48%</td> </tr> <tr> <td>Y4 14</td> <td>12 80%</td> <td>10 67%</td> <td>11 73%</td> <td>10 67%</td> </tr> <tr> <td>Y5 17</td> <td>12 71%</td> <td>11 65%</td> <td>12 71%</td> <td>10 59%</td> </tr> <tr> <td>Y6 21</td> <td>17 81%</td> <td>16 76%</td> <td>17 81%</td> <td>11 79%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>GD</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td>Y1 21</td> <td>5 22%</td> <td>4 17%</td> <td>4 77%</td> <td>2 13%</td> </tr> <tr> <td>Y2 24</td> <td>6 24%</td> <td>3 12%</td> <td>4 16%</td> <td>2 8%</td> </tr> <tr> <td>Y3 29</td> <td>4 14%</td> <td>1 3%</td> <td>4 14%</td> <td>1 3%</td> </tr> <tr> <td>Y4 14</td> <td>1 7%</td> <td>1 7%</td> <td>1 7%</td> <td>1 7%</td> </tr> <tr> <td>Y5 17</td> <td>3 18%</td> <td>2 12%</td> <td>1 6%</td> <td>0</td> </tr> <tr> <td>Y6 21</td> <td>7 35%</td> <td>3 21%</td> <td>5 36%</td> <td>1 7%</td> </tr> </tbody> </table>	Exp	Reading	Writing	Maths	Combined	Y1 21	17 74%	17 74%	18 78%	17 74%	Y2 24	17 68%	17 68%	19 76%	15% 60%	Y3 29	18 62%	14 48%	16 55%	12 48%	Y4 14	12 80%	10 67%	11 73%	10 67%	Y5 17	12 71%	11 65%	12 71%	10 59%	Y6 21	17 81%	16 76%	17 81%	11 79%	GD	Reading	Writing	Maths	Combined	Y1 21	5 22%	4 17%	4 77%	2 13%	Y2 24	6 24%	3 12%	4 16%	2 8%	Y3 29	4 14%	1 3%	4 14%	1 3%	Y4 14	1 7%	1 7%	1 7%	1 7%	Y5 17	3 18%	2 12%	1 6%	0	Y6 21	7 35%	3 21%	5 36%	1 7%
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#### **Priority area 4: Quality of Teaching Learning and Assessment**

<b>Improvement Area</b>	<b>Activity</b>	<b>Impact</b>										
<b>To identify areas of weakness from school attainment and progress data eg Y4 and Y5 attainment dip</b>	<ul style="list-style-type: none"> <li>🛡️ Governors have discussed the school data at length and have challenged leaders particularly about levels of writing</li> <li>🛡️ All Governors observed a Pupil Progress Meeting to see the level of challenge leaders present to teachers and teaching assistants</li> </ul>	Governors have a deeper understanding of what happens at a Pupil Progress Meeting, the level of knowledge the staff have about pupils and the high standards that SLT expect.										
<b>To monitor teaching across school for consistency, progression and continuity within year groups and across phases</b>	<ul style="list-style-type: none"> <li>🛡️ Regular visits to school by the Governors – see Governor Blog</li> <li>🛡️ Governor approval of extensive CPD for staff based on recent research and pedagogy</li> </ul>	All teaching at Mellers is now judged to be at least good										
<b>To ensure challenge for</b>	<ul style="list-style-type: none"> <li>🛡️ Lesson observations</li> </ul>	<p style="text-align: center;"><b>Greater depth attainment</b></p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Reading	Writing	Maths	Combined					
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<b>more able pupils in lessons monitoring planning, teaching and work</b>	Pupil and Curriculum invitation to pupils to feedback	<b>Y1</b>	18% 11	17% 10	18% 11	13% 8
		<b>Y2</b>	25% 15	18% 11	18% 11	10% 6
		<b>Y3</b>	9% 5	2% 1	9% 5	2% 1
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		<b>Y5</b>	15% 4	10% 3	10% 3	0
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#### **Priority area 5: Early years' provision**

<b>To provide opportunities for play therapy in the early years</b>	Pupil and Curriculum invitation to pupils to feedback	Play therapy is now provided												
<b>To embed the maths mastery approach to teaching maths</b>	Visit by maths lead to explain to Governors Maths Mastery in EYFS	Maths Mastery is becoming embedded in Early Years												
<b>Increase the percentage of parents reading at home with their children</b>	Governor visit to EYFS	<table border="1"> <thead> <tr> <th>Year group</th> <th>% reading at home 2017</th> <th>% reading at home 2018</th> </tr> </thead> <tbody> <tr> <td>F2</td> <td>43</td> <td>60</td> </tr> <tr> <td>KS1</td> <td>52</td> <td>53</td> </tr> <tr> <td>KS2</td> <td>79</td> <td>88</td> </tr> </tbody> </table>	Year group	% reading at home 2017	% reading at home 2018	F2	43	60	KS1	52	53	KS2	79	88
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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 2019