



The Federation of Burley and Sopley Primary Schools



Update from the Governing Body

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Winter 2016/17

Introduction

We would like to wish you all a very Happy New Year and welcome back to the Spring Term. This is the first termly newsletter from the federation governing body and our aim is to give you an idea of what the governing body has been working on, updates on the progress being made and what lies ahead.

Leadership and staffing

It has been a very busy start to the academic year for the staff and governors across our new federation. The new leadership arrangements started at the beginning of term with Mr Dan Twyman in his role as Executive Headteacher, supported by a new Head of School on each site - Mrs Sarah Harvey (Burley) and Mrs Alison Timmings (Sopley). The governors would like to thank Dan, Sarah, Alison and all the staff for working so hard to get the federation off to a great start. We would also like to share that Burley School received a letter of thanks from the Department for Education Regional Schools Commissioner (South East and South London) for the standards achieved in the KS2 tests in 2016 - very well done to all the children and adults who played a part in this achievement. We look forward to both schools learning from and building on this success.

Several new staff have been recruited:-

- Burley School have welcomed; Mrs Carey and Mrs Johannesen to teach Years 3 and 4, and Learning Support Assistants - Mr Tim Harris, Miss Abigail Croton, Mrs Joanne Stealwell
- Sopley School have welcomed; Mrs Emma Coffey and Miss Linda Sarfas to teach Years 1 and 2 and Mrs Clare Roche joins the team in the school office.

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Our best wishes go to Mrs Lizzie Shutler, our reception teacher at Burley & staff governor, who is expecting her first baby and will begin her maternity leave next month.

The autumn term has seen a number of joint training and development sessions for staff and governors across the federation - these have been valuable opportunities to work together on common priorities, share good practice and get to know each other better. The governors have also undertaken whole governing body and individual training to support them in their new roles.

Role of the governing body

As governors we have our focus on three core functions:

- ❖ Ensuring clarity of vision, ethos and strategic direction
- ❖ Holding the Executive Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
- ❖ Overseeing the financial performance of the school and making sure its money is well spent

To focus on these strategic functions, the governing body is split into committees who look after key areas which include; School Improvement, Resources & Finance, Safeguarding & Compliance and Pay. Each of the committees is made up from between 4-6 governors who were selected based on their skills and experience. Details of the full governing body, areas of responsibility and a register of interests can be found at <http://www.sopleyprimaryschool.org/federation/governor-details-2/> More information about the general role is available at <http://www.sopleyprimaryschool.org/governors/> There is a Sopley link shown but all the same information for all the links is also available from the Burley website.

The key areas covered by the governing body, committee and working party meetings this term have been:

- ❖ Drafting a new integrated improvement plan (SIP) and self-evaluation (SEF) with shared overall priorities across the federation and school specific objectives as needed

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- ❖ Evaluation of outcomes for all pupils and groups of pupils and commissioning a new tool 'Target Tracker' to improve how we are able to track and analyse the progress of all children in each school
- ❖ Financial forecasting, revised budget plans and planning for sustainability
- ❖ Organising surveys to find out what pupils, parents, staff and other stakeholders think about the schools
- ❖ Policy reviews with a focus on aligning practice across the federation
<http://www.sopleyprimaryschool.org/federation/federation-policies/>
- ❖ Review of the information on our school websites
- ❖ Audit of arrangements for safeguarding children
- ❖ Termly audit of Health and Safety arrangements
- ❖ Recruitment of new staff
- ❖ Drafting a new federation equalities policy, equality objectives, and accessibility plans - currently available for comments and feedback at
<http://www.sopleyprimaryschool.org/wp-content/uploads/2016/11/Federation-Equalities-Policy-DRAFT-Dec-2016.pdf>
- ❖ Audit of compliance with statutory requirements
- ❖ Staffing structure, performance management and pay determinations
- ❖ Governing body membership, organisation, training and development - including new governor recruitment

Further information about some of the key areas is outlined below.

Attendance

The attendance rates last term were 96% at Burley and 95.5%* at Sopley. The national average and expected level of attendance is 95.8%.

We would like to thank all parents for their continued support in ensuring your children are at school. A high level of attendance is so important and essential for our children to benefit from their education. Children with poor attendance tend to achieve less. It is vital that your child is at school, on time, every day school is open, unless the reason for their absence is unavoidable.

(*adjusted from 93.9% to reflect exceptional circumstances)

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Surveys

At the parent teacher consultation meetings in November and December we were delighted to meet many of you and thank you for taking the time to complete the parent survey questionnaires. The response rates were very high so this gives us a really valuable insight to the broad parent view of each school. We were very encouraged by the results and it helps us to focus on some areas where we need to improve.

Burley Parent/Carer Survey Nov/Dec 2016 (67 responses) Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1 – My child is happy at school	66%	30%	4%	0%	0%
2 -My child feels safe at school	66%	30%	3%	0%	1%
3 -My child makes good progress	52%	40%	4%	0%	3%
4 – My child is well looked after at school	58%	36%	4%	0%	1%
5 – My child is taught well	55%	39%	1%	0%	4%
6 – My child receives appropriate homework	42%	43%	9%	0%	6%
7 - Pupils are well behaved	49%	33%	4%	0%	13%
8 – School deals effectively with bullying	28%	22%	6%	0%	43%
9 – School is well lead and managed	46%	36%	6%	4%	7%
10 – School responds to concerns	46%	36%	7%	3%	7%
11 – I receive valuable information re progress	42%	40%	10%	0%	7%
12 – Would recommend school to another parent	60%	31%	1%	0%	7%
13 – School promotes equality and respect	51%	31%	0%	0%	18%
14 – Would attend a session re behaviour	58%	31%	4%	0%	6%

Sopley Parent/Carer Survey Nov/Dec 2016 (62 responses) Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1 – My child is happy at school	62%	32%	3%	0%	0%
2 -My child feels safe at school	66%	33%	0%	0%	0%
3 -My child makes good progress	45%	41%	6%	1%	3%
4 – My child is well looked after at school	56%	41%	0%	0%	1%
5 – My child is taught well	38%	56%	3%	0%	1%
6 – My child receives appropriate homework	33%	53%	9%	0%	1%
7 - Pupils are well behaved	29%	61%	6%	0%	4%
8 – School deals effectively with bullying	24%	32%	9%	1%	35%
9 – School is well lead and managed	32%	53%	6%	0%	8%
10 – School responds to concerns	35%	40%	4%	0%	20%
11 – I receive valuable information re progress	30%	54%	14%	0%	1%
12 – Would recommend school to another parent	53%	38%	1%	0%	6%
13 – School promotes equality and respect	43%	38%	0%	0%	19%
14 – Would attend a session re behaviour	26%	33%	1%	0%	4%

N.B. Respondents do not always answer every question – where this is the case responses do not total 100%

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In the coming weeks we will be visiting the children at Burley to complete an informal survey (this survey has already been completed by the children at Sopley). This will be done on a one to one basis with the older children and in groups with some of the younger children. We are looking forward to meeting the children and hearing what they think of school. We will be analysing and sharing the results in due course.

Staff and governor surveys are also being carried out so that we can get a picture of how everyone is feeling within the federation.

Self-evaluation and School Improvement Planning

The governing body has been working develop a clear understanding the priorities for the development for the federation and each school. The outcomes from this review have been shaped into a plan with the following priorities for improvement:

Leadership and management

- To establish a sustainable provision within each school, and across the Federation, in order to raise and/or secure high standards for children over time.
- To develop leadership roles, including that of Governors, within and across the federation so that they are effective in securing consistently Good outcomes for all children.

Teaching, learning and assessment

- To ensure that teaching in both schools is consistently at least good over time with increasing evidence of outstanding teaching. At Sopley there will be a focus on Maths and Burley will be focussing on the effective integration and development of the new members of the team.

Outcomes for pupils

- Rationalise the information capturing and data management systems across the Federation in order to inform the targeted provision for individuals and groups over time.
- Enhance capacity for, and provision of, targeted intervention so that children are enabled to 'catch up and keep up' leading to Good or better outcomes over time.

Personal development, behaviour and welfare

- To ensure that Federation processes for the monitoring of attendance are robust and that, where necessary, appropriate action is taken leading to Good or better rates of attendance over time.
- To develop and refine the curriculum for PSHE, including keeping safe online, so that children understand their place in society and make good choices over time.

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Sustainability

Since forming the federation there have been further external changes (e.g. National Insurance levy and National Apprenticeship Scheme contribution etc.) which have resulted in a significant decrease in the budget of each school of around £20,000.

We know that the funding of all schools is becoming increasingly stretched, this is felt most acutely in small schools. We are also aware of a growing shortage of applicants for teaching posts with increasing reports of local schools not attracting any applicants for headteacher and teacher vacancies. Our schools have been helped in the short term by federating; the next step is to develop a strategic sustainability plan which builds on this foundation so that we can secure and manage the resources to offer good provision for the children into the future - work on this is underway.

Priorities for the coming term

- ❖ Ensuring that new staff are effectively integrated and the ongoing development of consistency in teaching and learning
- ❖ Implementation of 'Target Tracker' and review of pupil progress data using this important new tool
- ❖ Continuing to establish effective governance practices to help drive school improvement
- ❖ Monitoring and evaluating of our improvement plan and the areas set out in our annual programme of activity
- ❖ Developing sustainability across the federation

We would like to thank you for your support during this first term of the federation, we are looking forward to a busy and productive Spring Term.

We welcome any feedback about the schools, and you can share your views by speaking to any of the governors or by contacting the clerk to the governors, Liz Holroyd, who works in the school office at Sopley on 01425 672343 or by email at adminoffice@sopley.hants.sch.uk

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