



## The Federation of Burley and Sopley Primary Schools



### Update from the Governing Body

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Spring 2018

Welcome back to the Summer Term! We hope you had a lovely Easter break, despite the weather and are looking forward to this term.

### Leadership and staffing

We said a fond farewell to Mrs Fiona Adams as the interim Executive Headteacher. Fiona carried out the role with professionalism, a strong sense of purpose, generosity, and amazing vigour. We thank Fiona, for all that has been achieved and wish her all the very best as she returns to her substantive role at Hordle School - we hope to nurture the links that have been created.

We are delighted to welcome Mrs Helen Morris who joins us as our Executive Headteacher. We are very grateful to Helen for the time and energy that she has invested in our schools since Christmas. Helen has met with parents and children in each school, she has had handover time with Fiona, worked with the teams in both schools, attended governing body meetings and been involved in the recruitment of new staff. We look forward to the onward journey under Helen's leadership; she has great drive and passion for the continuing development of our schools and the federation.

**Burley School** - Mrs Hannah Parker (Y1/2 Teacher) has left us after securing a promotion at another school. Mr Marcus Fidge has joined us as in Robins class.

We wish Mrs Lauren Carey (Y3/4 Teacher) well for her maternity leave and we welcome back Mrs Hayley Tucker as maternity cover for Kestrels class.

We also wish Mrs Nicky Pothas (Learning Support Assistant Y5/6) our congratulations as she has secured a promotion at another school. Ms Tanya Duce has joined us in Y5/6.

Mrs Nicky Cutts has replaced Mrs Heidi O'Connor (YR/1 Learning Support Assistant) during the Spring term.

A huge thank you to all our 'leavers' for all they have done for our children and we wish them all the very best for the future. We welcome our 'joiners' to the federation and wish

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them every success in their new roles.

**Administration team** - the re-structuring of the administration function across the federation continues to evolve. More of the team are working in both schools, enjoying the opportunity to get to know the schools, children and parents. The team work on behalf of both schools regardless of their physical location, which benefits both school teams.

### **Progress with School Improvement Priorities**

A reminder that we have recently published an annual review of our impact as a governing body, please visit <http://www.sopleyprimaryschool.org/federation/post-2715/>

Individual pupil targets reflect an ambitious culture where children are expected to make good progress from their own starting points. Where children are not meeting 'Age Related Expectations' (ARE) the aim is to help them to catch up and then keep up with their peers.

Progress with the areas we are working on in both schools:

- **Quality of Teaching and Learning** - Mrs Adams and the Heads of Schools main focus has been in this area, with regular monitoring, meetings & discussions with the school teams to ensure that consistency and improvements are being made across both schools in all areas of learning. The two teams are working closely together to share their expertise and best practice and this will continue to be the priority for Mrs Morris during the next term.
- **Challenge and depth in learning** - Identify and target those children capable of achieving higher standards. Planning for and providing challenge for the more able pupils to ensure that they are securing a greater depth of understanding in their learning.
- **Mathematics** - Pupils have been working hard on their times tables, the new National Curriculum age related expectation (ARE) is that children should know their tables by the end of year 4. Depending on their individual starting points, not all children achieve this. Additional support is given where needed, the governors were pleased to be shown evidence of how this is enabling some children to catch up. Times tables are a key tool which require practice, practice and more practice to help children be really secure in their knowledge.
- **Spelling** - Governors were very pleased to learn about the impact of the 'No Nonsense

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Spelling' programme. The focus of the programme is on the teaching of spelling, which embraces knowledge of spelling conventions - patterns and rules; including statutory words, common exceptions and personal spellings. This has proved to be highly effective in both schools, enabling pupils to make accelerated progress towards their personal targets..

- **Early Years** - Our schools have recently received routine visits from the Hampshire Inspection and Advisory Service. Feedback was very positive for both Sopley and Burley schools.

Thank you to the leadership and staff teams for the impact they are having.

## Attendance

	SOPLEY	BURLEY
<b>TARGET</b>	96%	96%
<b>WHOLE SCHOOL</b>	94.99*	95.22
<b>YEAR R</b>	94.66	97.01
<b>YEAR 1</b>	97.38	93.71
<b>YEAR 2</b>	95.95	95.1
<b>YEAR 3</b>	94.6	96.47
<b>YEAR 4</b>	97.81	94.52
<b>YEAR 5</b>	89.92*	95.9
<b>YEAR 6</b>	94.42	94.2

Figures with a \* are affected by a pupil not in school

This puts our schools currently below the national average and we will be working to address this. The restructuring of the administration team will provide better support for the leadership team in the management of poor attendance.

We would like to thank all parents for their continued support in ensuring your children are at school.

### Attendance - how good is good enough for your child?

Many of our children have attendance rates above 95% (the national average is 96%) and some achieve 100% - a huge achievement by the children and their parents.

We understand that children get unwell, and sadly a very few children have conditions that mean they are more prone to illness. It is also true most of us have experienced those 'borderline' days when we have had to dig that bit deeper to get to school (or

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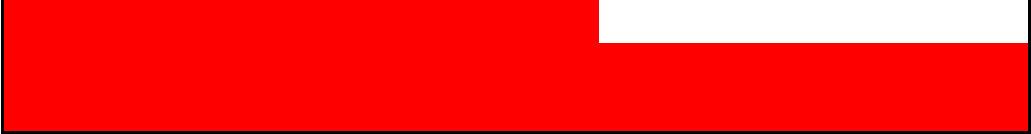

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work!). Extra encouragement by parents can work wonders in these situations and helps children to learn resilience - a great gift for successful learning and later life. Unauthorised holidays can quickly drag down attendance but even the 'odd day off' soon builds up - as does the impact of the 'lost learning'.

**95%** attendance means that your child is not in school for 5% of the time so they lose **9 ½ days of learning each year, which adds up to 13 weeks by the time they leave primary school.**

**90%** attendance means that your child is not in school for 10% of the time so they lose **19 days of learning each year, which adds up to 26 weeks by the time they leave primary school.**

**85%** attendance means that your child is not in school for 15% of the time so they lose **28 ½ days of learning each year which means that by the time they leave primary school they will have built up a WHOLE YEAR of 'lost learning'.**

Attendance rate	Time lost from YR to Y6 (7 years in primary school)
<b>95%</b>	
	<b>13 weeks 'lost learning' = one THIRD of a school YEAR</b>
<b>90%</b>	
	<b>26 weeks 'lost learning' = TWO THIRDS of a school YEAR</b>
<b>85%</b>	
	<b>Nearly one WHOLE school YEAR of 'lost learning'</b>

Good attendance supports good learning- if you are concerned about your child's attendance or would like some help or support with this, please contact Mrs Elaine Down via the school office.

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## Feedback and Response

**Burley Parent Survey** - Thank you to the parents who have taken the time to complete the parent survey questionnaires. 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 Feb 2018 (50 responses) Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1 – My child is happy at school	23	23	2	2	
2 -My child feels safe at school	25	22	2		1
3 -My child makes good progress	20	19	8		3
4 – My child is well looked after at school	26	20	3		1
5 – My child is taught well	21	22	3		4
6 – My child receives appropriate homework	17	18	10	2	3
7 - Pupils are well behaved	17	20	9	1	3
8 – School deals effectively with bullying	13	16	7	5	9
9 – School is well lead and managed	12	22	7	2	7
10 – School responds to concerns	15	17	9	3	6
11 – I receive valuable information re progress	15	27	5	3	0
12 – Would recommend school to another parent	21	20	5		4
13 – School promotes equality and respect	19	25	2	1	3
14 – Would attend a session re behaviour	22	22	1	1	4

### In response to recent feedback from parents we have:

- Conducted a follow up consultation into the demand for before and after school care which has resulted in taking this further & looking at ways in which we could implement this provision
- Reviewed the cycle of parent consultation evenings and developed a new format for the written pupil report - we hope this will give parents a clear picture of how their child is progressing.
- Been working on the school behaviour management arrangements - further information has been shared with parents and we will be inviting parents into school to find out more about how the school promotes good behaviour for learning.
- Feedback, discussion and planning by the school team about behaviour management procedures - this has lead to a new lunchtime routine, early monitoring by governors shows that this seems to be working very well
- Discussions with Mrs Helen Morris about more outdoor and physical learning being introduced

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Surveys are a great way to share general views about the schools but as they are anonymous this is not a route for addressing specific concerns. Our schools aim to be open and responsive to parents - please share any concerns with the appropriate member of the team. Further guidance is set out here <http://www.sopleyprimaryschool.org/wp-content/uploads/2016/11/8.12.16-Federation-Complaints-Procedure-HCCModelComplaintsProcedure-2016.pdf>

**Burley Pupil Survey** - We have trialled a different approach for the pupil survey this year - we used an e-survey in the first instance, with the understanding that governors would investigate or follow up as necessary.

We are pleased to report that 92-96% of children agreed that:

- TEACHERS SHOW ME HOW TO IMPROVE MY WORK
- I FEEL SAFE WHEN I AM IN SCHOOL
- I CAN TALK TO AN ADULT IN SCHOOL IF I HAVE A PROBLEM
- I LEARN ABOUT HOW TO KEEP MYSELF SAFE
- TEACHERS AND OTHER ADULTS IN THIS SCHOOL TREAT CHILDREN FAIRLY
- I KNOW HOW TO KEEP MYSELF HEALTHY

85-87% agreed that they like school and learn a lot at school.

Children were also able to include comments - these give a further valuable insight into their experience of school.

### **Examples of reasons why children like school**

- I like learning new things
- I learn a lot and I like maths
- My hand writing is getting better
- I like maths, there is not anything I do not like
- I enjoy being at school here and wouldn't want to change anything
- I like it because I learn lots of new things every day
- I know that the adults will help if they can, if it's a school or a home problem
- People are kind

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**A few of the many comments about how children know they are doing well with their learning**

- I get given targets that I work towards
- Because of comments in my book they tell me to improve my work and the things I have done well
- The teachers tell us and then you can see it on your work with marking
- I try really hard

**There were also lots comments to show that children understand how to keep themselves healthy & safe and feel safe at school.**

The key area for follow up from the Burley pupil survey was behaviour for learning. This has been done in a number of ways including:

- Comments from the children were analysed & discussed by the school team and new behaviour management procedure introduced along with a new lunch time rota
- A governor conducted 1:1 interviews with pupils to try to find out more about behaviour and what the children thought. The interviews indicate that children understand the behaviour systems well and were highly articulate in sharing their thoughts about the school.

We have also learned that next time we conduct the survey some children may need more support from adults to help them to be confident in their responses, so that we receive less 'not sure' responses

**Sopley parent and pupil survey** - results were published in the Winter Update from The Governing Body available at <http://www.sopleyprimaryschool.org/federation/post-2715/>

**Burley and Sopley staff survey** - the views of staff have contributed to the updating of behaviour procedures and we are also exploring opportunities to support clarity of expectations and consistency of practice across both schools.

## **Governing Body Developments**

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## Membership

We are very grateful to Michael Lester (co-opted former), Rory Watts (co-opted), and Lizzie Shutler (staff governor) for the contribution they have made to the governance of our schools - we are always sad to lose colleagues from the governing body but do understand that priorities and situations change. We wish each of them all the very best for the future.

A staff governor election was held and Mrs Claire Bleakley (YrR Teacher at Sopley) has been elected as our new staff governor. Claire has been a co-opted governor for 18 months and we are very grateful for the continued experience that she brings to the team.

Mrs Abigail Tuddenham joins us as a co-opted governor, her experience as a parent and working background will be invaluable to our School Improvement Committee which oversees outcomes for all groups of pupils across the federation.

Mr Kevyn Doolan joins us as a co-opted governor. Kevyn has a wealth of corporate experience and will be joining our Safeguarding and Compliance Committee in the first instance.

A full list of governing body membership, roles and responsibilities is shown at <http://www.sopleyprimaryschool.org/federation/governor-details-2/>

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

- ❖ Evaluation of outcomes for all pupils and groups of pupils
- ❖ Financial forecasting for 2017/18 financial year budget plans
- ❖ Sustainability research and planning
- ❖ Surveys to find out what pupils, parents and staff think about the schools
- ❖ Consultation on before and after school provision
- ❖ Policy reviews in line with the annual policy review cycle  
<http://www.sopleyprimaryschool.org/federation/federation-policies/>
- ❖ Investigation of future website development
- ❖ Termly Health and Safety review and audit submissions
- ❖ Governor monitoring visits have included:
  - 1:1 pupil interviews
  - audit of the effectiveness of performance management

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- lunch time supervision
- School Council
- H&S walk arounds
- budget monitoring
- audit against the Schools Financial Value Standards framework
- ❖ Finalising IT procurement for implementation during the Easter break
- ❖ Audit of compliance with statutory policy and information requirements
- ❖ Annual report and audit of performance management
- ❖ Governing body training and development - new governor recruitment, training, e-learning, and briefing sessions including; Sustainability, Induction, Looked After Children, Whole Governing Body Self-evaluation, Target Tracker.

**Priorities for the coming term include:**

- ❖ Continuing induction & supporting new Executive Headteacher
- ❖ Monitor progress against School Improvement Plan focusing on pupil progress
- ❖ Approval of 2018/19 budget & 3 year financial strategic plan
- ❖ Focus & review of attendance & punctuality
- ❖ Review safeguarding & child protection arrangements
- ❖ Review transition arrangements for children in YR6
- ❖ Recruitment of Y1/2 teacher at Sopley
- ❖ Continued preparation for GDPR (General Data Protection Regulation) compliance
- ❖ Explore the setup of wrap around school provision
- ❖ Financial benchmarking
- ❖ Continue to explore opportunities to develop sustainability across the federation

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 Elaine Down, who works in the school office at Sopley on 01425 672343 or by email at [e.down@burley.hants.sch.uk](mailto:e.down@burley.hants.sch.uk)

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