

# RISLEY LOWER GRAMMAR SCHOOL — PARENT CONSULTATION

20<sup>th</sup> March 2018



Parent governor election

School updates

Governor updates

Feedback from stakeholder  
consultations

**SESSION  
OUTLINE**

**3 NEW PARENT  
GOVERNORS —  
MARCH 2018**

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**Chair and Vice Chairs of Governors:**

Gayle Wardle, Helen Davison, Glyn Lucas

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**Staff Governors:** Paul Bridgmount, Julie Walsh

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**Parent Governors:** Shelley Down, **Fiona Hopewell, Rebecca Martin, Alan Ure**

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**Co-opted Governors:** Helen Percival, Marie Edinborough

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**Foundation Governors:** Roger Jones and Meryl Lacey

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**Associate Governor:** Michael Wallis

# WHAT DID OFSTED SAY SCHOOL NEEDS TO IMPROVE (1)?

**ACTION POINT 1: Improve teaching so that pupils make consistently good progress across all year groups, especially in reading and mathematics by:**

1 a) Reducing gaps in some pupils' understanding of mathematical concepts, especially in Years 3, 4 and 5

1 b) Developing some pupils' skills in understanding more complex texts, especially in key stage 2

1 c) Ensuring that the work of teaching assistants is consistently planned well so they support pupils more effectively in all classes

1 d) Developing the planning of lessons to make work more interesting for some pupils, especially boys, who become disengaged.

# ACTION POINT 1

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**Improve teaching so that pupils make consistently good progress across all year groups, especially in reading and mathematics**

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1 a) -Since inspection selected teachers have attended DCC training on using models and images as a step towards using formal calculations in maths

-NFER reading and maths tests purchased for years 3, 4 and 5. Scale scores allow tracking over time more carefully.

# ACTION POINT 1

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**Improve teaching so that pupils make consistently good progress across all year groups, especially in reading and mathematics**

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1 b) - teaching reading comprehension and “Good Readers” inference training (including a Teaching Assistant). Training cascaded across school.

# ACTION POINT 1

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**Improve teaching so that pupils make consistently good progress across all year groups, especially in reading and mathematics**

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1 c) TA timetable re-allocated (Nov 2017).

- Teaching assistant non-contact time is now matched more closely with teachers planning, preparation and assessment time.

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1 d) Children have been consulted about what they want from lessons, which has been shared with staff.

- Formal observations show this work is being applied. Will be followed up with unannounced observations.

# WHAT DID OFSTED SAY SCHOOL NEEDS TO IMPROVE (2)?

**ACTION POINT 2: Improve leadership and management so that the school's expectations are more consistently used and applied, by:**

2a) Ensuring that subject leaders check that additional training and resources provided for staff are leading to more pupils making good progress, especially in key stage 2

2b) Improving the assessment of foundation subjects, such as history, geography, languages and computing

2c) Ensuring that the school's behaviour management systems are used effectively in all classes.

## ACTION POINT 2

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**Improve leadership and management so that the school's expectations are more consistently used and applied**

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2a) Some supply time provided to maths leader to scrutinise work. More needs to be planned in next budget.

## ACTION POINT 2

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**Improve leadership and management so that the school's expectations are more consistently used and applied**

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2b) Inset day (Jan 2018) focus on assessment of foundation subjects

- School has now subscribed to Twinkl resources
- New assessment resources have been reviewed by leaders which will be trialled in the summer term.

## ACTION POINT 2

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**Improve leadership and management so that the school's expectations are more consistently used and applied**

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2c) All school staff aiming for consistent use of behaviour management systems for children with no significant additional needs. Increased communication between key staff to meet the needs of children with additional needs.

- Staff received further training (March 2018) on supporting children with behavioural needs.
- Class DOJO being trialled in three classes (being set up in other 2). Increased communication between home and school. Positive feedback from pupils and parents. Impact will be reviewed.
- School has subscribed to PSHE resources

# WHAT DID OFSTED SAY SCHOOL NEEDS TO IMPROVE (3)?

**ACTION POINT 3:** An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

# ACTION POINT 3

- **External Review of Governance (ERG) is underway**
  - Appointed a National Leader of Governance in Nov 2017 – experienced governor in similar school context.
- **Review consists of 3 phases**
  - Phase 1 – appoint reviewer, collate data and review documentation (**COMPLETED NOVEMBER 2017**)
  - Phase 2 – Reviewer meets with governors, conducts a self review meeting, and agrees areas for improvement/develops an action plan (**COMPLETED JANUARY 2018**)
  - Action Plan drawn up and sent to Governing Board in Feb. Will be ratified at Full Governing Board (FGB) meeting (20/03/2018)

# ACTION POINT 3

- **Review consists of 3 phases**
  - Phase 3 – Ratify and Implement action plan. Progress and impact review (impact review meeting booked June 2018)

**CURRENT PHASE OF WORK.**

# ACTION POINT 3: HEADLINES FROM REVIEW

Commendations	Recommendations
<p><b>Record keeping</b> relating to Governor activities is extensive, comprehensive, clear and readily available. Records are exemplary, and in many cases enviable.</p>	<p><b>Analysis of data:</b> Ensure all available internal and external data relating to performance is received by all Governors, analysed by staff and both the data and analysis discussed in a timely manner.</p> <ul style="list-style-type: none"><li>- Ensure that reports from external assessors are received by all Governors.</li></ul>
<p><b>Activity:</b> Governors are patently active in any number of activities other than meetings.</p>	<p><b>FGB Agendas:</b> Streamline FGB agenda to provide for more discussion and challenge on key issues.</p>
	<p><b>Performance Management (PM):</b> Ensure all Governors are aware that PM of the Headteacher and staff are conducted effectively, objectives contribute to improving outcomes for pupils and that pay decisions are based on the outcomes of PM.</p>
	<p><b>Develop School Vision:</b> Develop school vision, include views of stakeholders (planned for Autumn term 2018).</p>
	<p><b>Administration:</b> Review the Governing Body administration &amp; record keeping.</p>

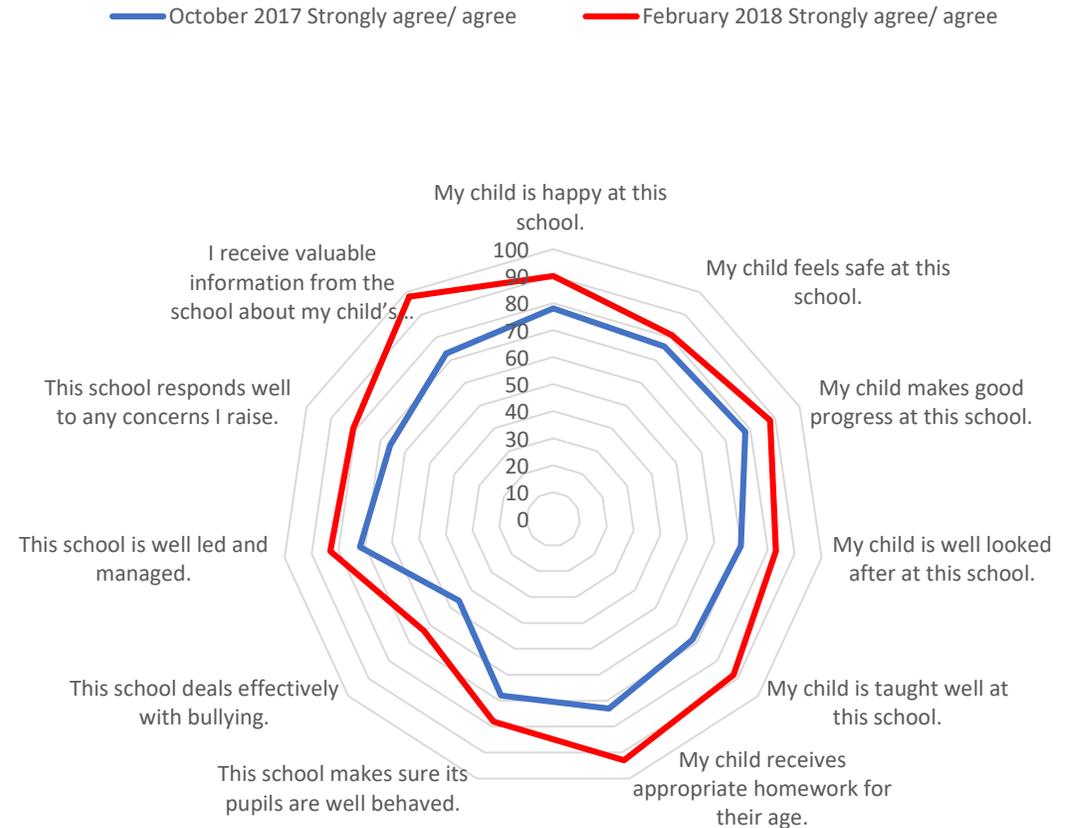
# ACTION POINT 3: GOVERNING BOARD ADDITIONAL WORK

- Improved communication between Governing board and stakeholders:
  - Governor information on school website
  - Updates in school newsletters
  - Face to face parent meetings
- Increased frequency of consultations – staff, parent and children
  - Parent consultation: Rewarding behaviour in school (Nov/Dec 2017)
  - Staff and pupil: Behaviour consultation (Feb/March 2018)
  - Parent consultation: Additional P.E. funding (Feb 2018)
  - Parent View (Oct 2017 (OFSTED) & Feb 2018)

# ACTION POINT 3: PARENT VIEW FEEDBACK

Parent View questionnaire –  
Comparing responses from Oct 2017 (N=59) and Feb 2018 (N=40)

**Fig 1: Comparing the Percentage of Parents Responding in Strongly Agree/Agree categories for Parent View Questionnaires in Oct 2017 and Feb 2018**

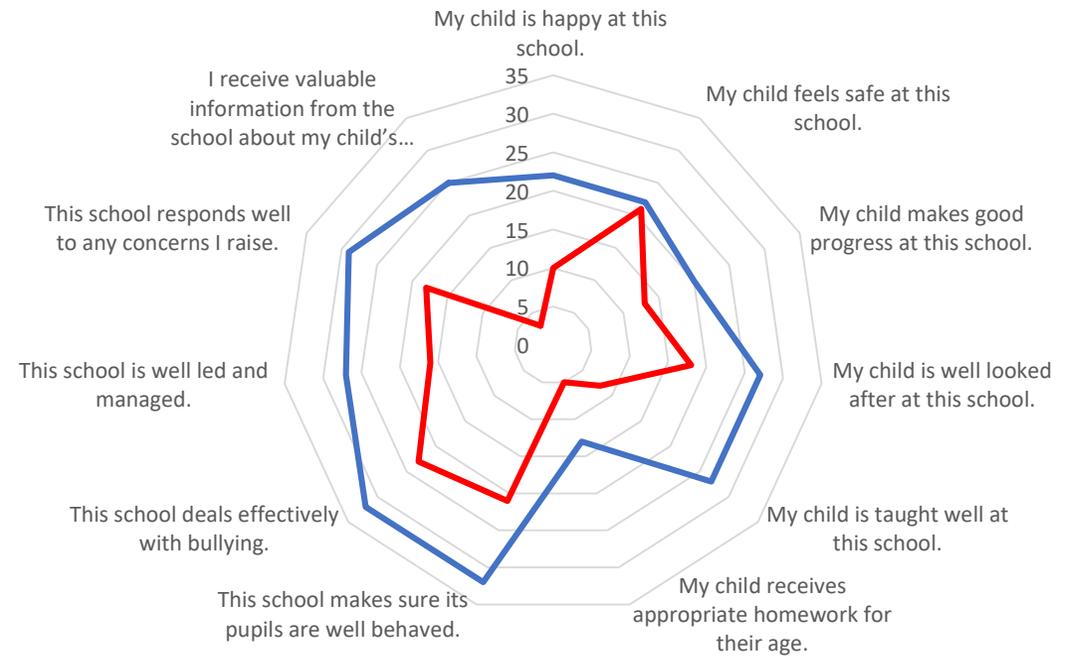


# ACTION POINT 3: PARENT VIEW FEEDBACK

Parent View questionnaire –  
Comparing responses from Oct 2017 (N=59) and Feb 2018 (N=40)

**Fig 2: Comparing the Percentage of Parents Responding in Strongly Disagree/Disagree categories for Parent View Questionnaires in Oct 2017 and Feb 2018**

— October 2017 Strongly disagree/ disagree    — February 2018 Strongly disagree/ disagree



# BEHAVIOUR CONSULTATIONS

Parent: Nov 2017

Children: March 2018

Staff: March 2018

# P.E. STAKEHOLDER CONSULTATION

- Parents, Staff and Children consulted regarding allocation of additional P.E. funding (Feb 2018)
- Parents & staff (N=49) keen to increase participation in sport and would like to increase the variety of P.E. offered by school.
  - Less interested in increasing competitive element
- Children: KS2 children chose variety of different sports to put to rest of school to vote on.
  - Zumba and target activities most voted for so far
- Plan: continue current P.E. plan, plus add P.E. specialist from Erewash sports partnership 2 afternoons a week (lunch time play/activities and small groups activity in the afternoons).
  - Recruitment of P.E Teaching Assistant

**Questions?**

**Feedback:**  
**[goo.gl/oFG6jj](https://goo.gl/oFG6jj)**

