

Aboyne Lodge - Governor Questions from Heads Report 2.10.22

You reference the implementation of a monitoring and assessment schedule for curriculum leaders – is this something the Governors should/can have sight of?

- **Yes – attached to Governor Hub for your perusal**

SDP: the doc is a work in progress and we should reference the fact that we need final sign off in the next FGB but two practical questions:

At the same time should we conclude on last year's SDP?

- **I have linked to the document from the last meeting on Gov Hub with all of my annotations. Happy to revisit.**

Are we happy with the format? Is this a Herts template? (We have not been as good with completing the Impact column I would note)

- **It works for me and is very similar to all of the templates that I have seen or used before. Happy to reflect on or tweak the format as needed if Governors would like something different or potentially clearer.**

Early Learning Goals. Are you able to provide some detail as to how this is measured? You note that 56% is lower than expected and especially in English. Do we have national comparative data and are you able to provide any further context / explanation and any necessary consequent action?

- **I think that it's clear that the Reception results were disappointing. Essentially they are all done on teacher observations via a number of statements. I will seek to find National and local comparisons and add on to Governor Hub, but I am fairly sure they are below both markers. To reach a 'good Level of development' the children must achieve the expectation in Reading and Writing, so our results were only as good as this marker.**
- **In terms of context, I feel that the impact of the restructure in that year group was particularly significant and may have been a factor.**
- **This highlights the need for a comprehensive synthetic phonics programme that includes writing, which is now in place (Read Write Inc.)**

Times Tables Check – what happens to the data and again, can we benchmark it?

- **National and local authority results will be reported by the DfE to allow us to benchmark performance although this isn't published until November. There is no pass mark and school level results will not be published in performance tables.**

Safeguarding: The data is the conclusion of the 2021/22 data? There appears to be one movement from the last FGB - an increase in 1 on referrals made to social care. It is also useful to see the logging of the 'cause for concerns' forms which I think is a new addition? Would it be possible to confirm what period these were for and whether any lead to action?

- **We had three referrals made to children's services last year – these are made when there is a potential risk to a child. I won't outline this in too much detail on the basis that this information could identify the families or children involved but they range include police involvement and sexualised behaviour. Given that this is quite low by many school's standards; means we have to be particularly vigilant here. If we aren't sure we call a Herts advice line for clarity and direction.**

- **Logging caused for concern is not new: we have just tried to expand on the system to make it easier for TAs to share any concerns. Most staff input any concerns directly on to the cpoms, but we felt there was a potential gap. There are currently 24 children in the school who have been flagged as a cause for concern. These are wide ranging, in their makeup. In short there is a detailed write up about the incident and the actions taken – this follows the guidance from the KCSIE document. I have attached a form for you to see.**
- **So far this year none of the referrals have led to further action, with the three not making threshold after children services investigated.**

Safeguarding : when there are ALSA events eg. Christmas Fair/Summer disco and any other school events where adults are mixing with AL pupils on school property after school hours eg Y6 leavers party, I noticed that there weren't separate loos for the adults and the children. In fact, Mr Hobbs seemed completely unaware that the Y6 party, and the ALSA Summer disco were happening and was very keen that only the children's toilets were used (understandably, he didn't want people all over the school). I think this leaves the school in a compromising position, and that separate toilets for adults / children should be clearly signposted at every event (with whoever the caretaker is on the night in support!). Should there be a point in your document specifically addressing onsite/after hours safeguarding where AL pupils are involved?

- **There are some questions to think about with PTA events, particularly who is responsible for what. If the event is being run by the ALSA then they need to think of a lot of elements. For example, first aid, risk assessments and security are often discussed but identifying areas of safeguarding is something that may need to be clarified further. For example, who is going to supervise the children? Can children come to an event by themselves? Who's on the gate, and how do they screen for strangers? (And as you have asked) what are the toilet arrangements. I will speak to ALSA about this and am more than happy to send the CP policy to them. It is also available on the website.**

Local school partnerships (pg 3 of i,i and i doc) : pre-Covid there was a programme for a handful of students in Y6 from local schools (Abbey School, City School and AL amongst others) who excelled in Maths to go to St Albans Boys School for extra 'stretch' sessions before school on a Thurs morning. Do you know if this is up and running again?

- **Yes, we now go to the girls school instead, although we are having trouble freeing staff to take them. Any volunteers would be warmly received.**

15% of pupils with SEN support (pg 1 of SEF) / **(11% on SEND Register in Head Teacher Report)**: can you please give some insight into how this figure breaks down so I can understand in more granular terms the SEN requirements of the pupils in the school (because SEN covers such a varied blanket of needs). Also, some clarity on which figure it is would be helpful SEF vs HTR.

- **I based the number on the Arbor figure which was 22 children (11%) and may not be the most up to date figure. I have just rerun the number and according to Arbor it is now 23 children (12%) Last year's percentage was 15% so it could be that the SEN report refers to last year's number - I will check the numbers with Ruth an**

update accordingly. I have highlighted the figures on the SEF as they need checking. As with the SDP it is a draft document.

- *SEN is a blanket term for any child with support additional needs. It could be physical, emotional or a specific learning need. These are children who have been marked by the school as having a special need so some will not have additional support from an outside agency.*
- *I have attached an anonymous list on Gov Hub that breaks down the needs across the school for your perusal.*

Pupil Update - the numbers don't add up - unless I've missed something obvious (which is entirely possible). Are there 30 pupils in Y4 and 31 in Y5? And overall Boys + Girls figure doesn't make sense?!

- *I'll check – probably just me in my haste. I haven't managed to work out the right arbor report*

SEN - does the SENCO help in the 'diagnosis' of SEN children eg dyslexia? Does she take any groups for extra (academic) intervention help?

- *Yes – there are targetted interventions for individual pupils and small groups where needed. We also have a SEN TA who supports with intervention work. More recently they have been trained on RWI interventions.*

Early Learning Goals - What to all of the letters in the table mean? May be easier to explain in the FGB! Interested particularly in Literacy / 'WR' and 'W' where we are falling short. Can we look at this?

The EYFS profile is a summary of your child's attainment at the end of Reception. It's not a test, and your child can't 'pass' or 'fail'.

The profile measures your child's attainment in areas of learning known as Early Learning Goals (ELGs). There are seven key areas that are broken down into further areas outlined below. Essentially these assessments are made from teacher observation across the year.

Communication and language

- *ELG: Listening, Attention and Understanding (following instructions, responding to questions)*
- *ELG: Speaking (sharing ideas and explanations for why things might happen, expressing feelings using full sentences, including use of past, present and future tenses)*

Physical development

- *ELG: Gross Motor Skills (showing good control and coordination in large movements, like climbing)*

- **ELG: Fine Motor Skills (holding a pencil correctly in preparation for handwriting and using other tools like scissors)**

Personal, Social and Emotional Development

- **ELG: Self-Regulation (demonstrating an understanding of their own feelings, and other people's)**
- **ELG: Managing Self (showing independence, being able to explain the reason for rules and managing basic hygiene and personal needs)**
- **ELG: Building Relationships (playing cooperatively with other children and being aware of others' needs)**

Literacy

- **ELG: Comprehension (for example, being able to retell a story in their own words)**
- **ELG: Word reading (being able to say a sound for each letter in the alphabet and at least 10 digraphs)**
- **ELG: Writing (being able to write recognisable letters and simple sentences)**

Maths

- **ELG: Number (for example, knowing number bonds to 5)**
- **ELG: Numerical patterns (being able to count up to and beyond 20 and recognising patterns in numbers up to 10)**

Understanding of the world

- **ELG: Past and present (understanding the differences between events in the past and the present day and talking about the roles of the people in society)**
- **ELG: People, Culture and Communities (knowing some similarities and differences between different environments and communities in this country and in other countries)**
- **ELG: The Natural World (exploring the natural world around us and the changes we see in it)**

Expressive arts and design

- **ELG: Creating with Materials (experimenting with colour, design, texture, form and function using different materials)**
- **ELG: Being Imaginative and Expressive (exploring stories and narratives in different mediums, including music and dance)**

In addition to the ELGs, in planning what your child will learn in the EYFS, teachers and school staff are guided by three 'characteristics of effective learning'. These are:

- **Playing and exploring**
- **Active learning**
- **Creating and thinking critically.**

Y6 SATs - Do you have any idea how other local schools did (the ones who we would compete with for entry) eg ACS, GFS? Should we publish the results on our website (I realise the govt have said it's not compulsory but if we've done well vs other schools we should shout about it).

I have attached to the website, although some of this data is missing so I will update. This has come through from Herts recently:

EYFS Profile - % of children achieving a Good Level of Development (GLD)

Herts: 65% National: 65%

Year 1 Phonics Screening Check - % of children achieving the standard

Herts: 76% National: 76%

Key Stage 1 (teacher assessments)

	Herts	National
Reading EXS+ 68%		67%
Reading GDS 23%		18%
Writing EXS+ 58%		58%
Writing GDS 10%		8%
Maths EXS+ 68%		68%
Maths GDS 18%		15%
Science EXS 78%		77%

Key Stage 2 (SATs tests and teacher assessments)

	Herts	National
Reading, Writing and Maths combined at EXS+	60%	59%
Reading, Writing and Maths combined at GDS/High Scaled Score	10%	7%
Reading EXS+ (Scaled Score of 100+)	78%	74%
Reading High Scaled Score (110+)	33%	28%
Writing EXS+	69%	69%

Writing GDS	17%	13%
Maths EXS+ (Scaled Score of 100+)	73%	71%
Maths High Scaled Score (110+)	26%	22%
Science EXS 80% 79%		
Grammar, Punctuation & Spelling EXS+ (Scaled Score of 100+)	76%	72%
Grammar, Punctuation & Spelling High Scaled Score (110+)	33%	28%

Health and Safety - I mentioned this to Adam having spoken to someone on ALSA. There is a specific cleaning fluid for the rubber surface outside Reception. It should apparently be cleaned regularly (once every half term at least) this should stop it getting slippery... The cleaning fluid had to be kept under lock and key so was in the disabled toilet. Not sure where it is now. We should find it and get the surface cleaned before deciding to replace it. It cost ALSA £10,000...! ALSA's view is that the school has not maintained it as it should have done (I'm not aware when it was last cleaned)

- ***I have heard this too, although where this is, I don't know. I will check with David. The caretaker's cupboard needs sorting out but it is a big job without a caretaker. It may well be in there?***
- ***I don't know really what to say about this as this was the condition of the surface when I joined here.***

It would be good to understand the lower Early Learning Goals score in more detail. I'm sure this will be discussed in the meeting.

Ditto all the scores from the end of last year. Mainly the lessons learned and what we're doing differently – if anything – as a result.

- ***Covered above***

Introduction

A clear monitoring and assessment schedule has been set out for Subject Leaders to follow which means that our curriculum leads have the opportunity to develop their subject further and ensure that the changes we have made are impactful and adjusted where necessary.

Can you please elaborate on this monitoring and assessment schedule? Could the outcomes of this be shared with the governors? We discussed the potential for a curriculum dashboard.

- ***I have added this to Governor Hub – essentially this is an overview of the monitoring for subject leaders and when evaluations/assessments are needed to be done.***

Pay - is the pay increase completely unfunded? What provision has been made in the budget for this year for staff pay increase? Given potentially 5% - is the provision sufficient?

- ***The school factored in a 3 percent pay rise which was indicated by the Government. There has been no additional funding to pay for the 5% which was announced during the summer holidays. The school will need to factor this increase in leaving a shortfall in the budget which is already tight. We will find it somewhere.***

Y1 Sats - great to see additional support (SEN TA etc) being provided to mitigate the impact from covid for this group of children. Are there other additional options should this group of children not make the required progress.

- ***See above – SEN support***

Behaviour - at one of the previous boards - you discussed the focus you were placing on ensuring there was a consistent behavioural standard and "routine" set throughout the school? Has this been fully implemented and any observations?

- ***The new behaviour policy is now in place. We have also now implemented the Read Write Inc actions for behaviour across the school e.g the team stop signal. Ruth and Alex attended the 'train the trainer' for STEPs – the Herts approved behaviour system, which needs to be delivered to all staff.***

Early Years - You reference process improvement - will you seek feedback from the parents?

- ***This refers to the process of introduction into the school e.g 6 pupils a day building up to the end of the week and the amount of time it takes for children to build up to a full day. This hasn't been agreed but will be discussed and likely changes.***

Website - was keen to know what you were referring to?

- ***Just having a standalone page for Early Years so that parents have a clearer view about process. This was mentioned during the Early Years visit.***