

Bury Governor Association Meeting

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School Improvement Update and the role of Governors

1. Update on school performance headlines and questions governors might ask
2. Simplifying the school-led system
3. SEMH Partnership working update
4. Feedback from governors to the LA
5. The role of governors in school improvement including the new inspection framework

1. Update on school performance

PRIMARY HEADLINES 2019

Measure	2019	National	Commentary
Early Years (age 5) Good Level of Development	72	72	Up 1%, now in line with national
Year 1 Phonics (age 6)	82	82	No change, now in line with national
Key Stage 1 (age 7) Reading, writing and mathematics Expected Standard	61	65	Down by 1%, now 4% below national
Key Stage 2 (age 11) Reading, writing and mathematics Expected Standard	64	65	No changes, now 1% below national
Key Stage 1 (age 7) Reading, writing and mathematics Higher Standard	8	11	No change, gap to national reduced to 3%
Key Stage 2 (age 11) Reading, writing and mathematics Higher Standard	8	10	Up 1%, gap to national reduced to 2%

KEY PRIORITIES PRIMARY

- Raise Standards in Key Stage 1 at the combined measure for the expected standard
- Increase the number of pupils attaining the higher standard at Key Stages 1 and 2 at the combined measure, with a particular focus on writing at Key Stage 2
- Improve boys' reading at Key Stage 2
- Improve progress in writing for girls, EAL, SEN Support and high prior attainers

Possible questions for primary governors (1)

- How does the Key Stage 1 curriculum build on pupils' learning in literacy and mathematics in the Early Years?
- How do we plan for sequencing learning from entry to Year 6?
- How do the number of pupils reaching the expected standard in reading, writing and maths at Key Stage 1 link to pupils' performance in a Good Level of Development?
- How literacy and numeracy rich is our learning environment?
- How are we fostering a love of reading?

Possible questions for primary governors (2)

- Do all Year 1 pupils who ‘pass’ the phonics screening check reach expected standard in reading by the end of Key Stage 1? If not, why not? How well do our pupil premium pupils perform in this measure? Is there anything additional to support our vulnerable groups to reach the expected standard?
- Have all of our staff been trained in the delivery of phonics to cater for new arrivals and pupils who did not ‘pass’ the phonics check by the end of Year 2?
- What are we doing to ensure that pupils are stretched and challenged to reach the higher standards across school?

SECONDARY HEADLINES 2019

Measure	2019	National	Commentary
Progress 8	-0.29	-0.03	Dipped by 0.06, progress is below national
Attainment 8	43.4	46.7	Down by 1.8pts, gap to national widened
English & Maths 'Good' Pass (Grade 9 – 5)	37	43	Down by 2%, gap to national increased to 6%
English & Maths 'Standard' Pass (Grade 9 – 4)	62	65	No change, gap to national widened by a further 1%
Entry for EBacc	52	40	Bury entry 12% above national, similar to 2018
EBacc 'Good' Pass	13	17	Dropped from in line with national to 4% below
EBacc Average pts	3.9	4.1	Dropped from in line to 0.2 below national

KEY PRIORITIES SECONDARY

- Improve the percentage of pupils gaining a ‘good’ pass in both English and mathematics, continuing the focus on mathematics
- Explore the impact of Bury’s relatively high entry for the English Baccalaureate and curriculum pathways. MFL is a concern.
- Explore the Open element in Attainment 8

Possible questions for secondary governors (1)

- How does school use Key stage 2 data to plan for pupils' starting points on entry to Year 7? Do we use the Question Level Analysis information available? Have we made links with a feeder primary school to understand the demands at Key Stage 2?
- How are we fostering a love of reading?
- How do we plan for sequencing learning from entry to Year 11 across each subject? If relevant, can we justify our model of a two year Key Stage 3?
- What is our approach to entry for the English Baccalaureate and how does this link to meeting pupils' needs?

Possible questions for secondary governors (2)

- Is pupil premium funding used to support pupils in reaching their potential by the end of Key Stage 4? Does it add-value?
- How does our target setting process encourage pupils to aim high?
- Does our extra-curricular offer enable equality of access?
- How well do we prepare our pupils for transition to education, employment and training?
- What are we doing to ensure that pupils are stretched and challenged to reach the higher standards across school?

Ofsted Grades

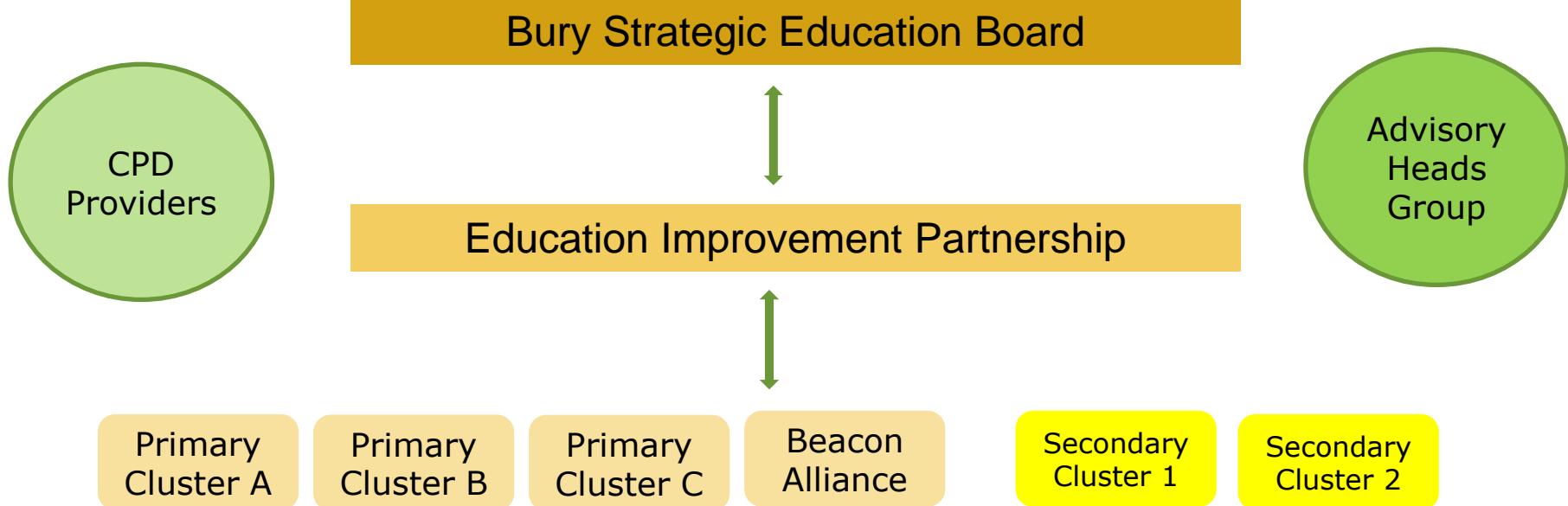
At the start of this academic year:

- 88.7% of primary schools were good or better with 87.3% of pupils attending good or better schools
- 57.1% of secondary schools were good or better with 49.4% of pupils attending good or better schools

Action 'we' are taking

- School readiness
- Attendance strategy
- Associate Headteacher scheme
- Cross-sector partnership grant application
- Peer review e.g. Schools Partnership Programme
- Continuing strategy to improve progress in secondary mathematics
- School: LA partnership meetings

2. Simplifying the school-led system



3. SEMH Partnership Update

- Inclusion Partnerships supported by Inclusion Leads
- Development of specialist provision e.g. SEMH Hubs at secondary for assessment and intervention at Key Stage 3
- Partnerships to moderate referrals
- Owned by schools
- Ultimate goal is one model across Bury with a range of provision

4. Feedback from Governors to LA



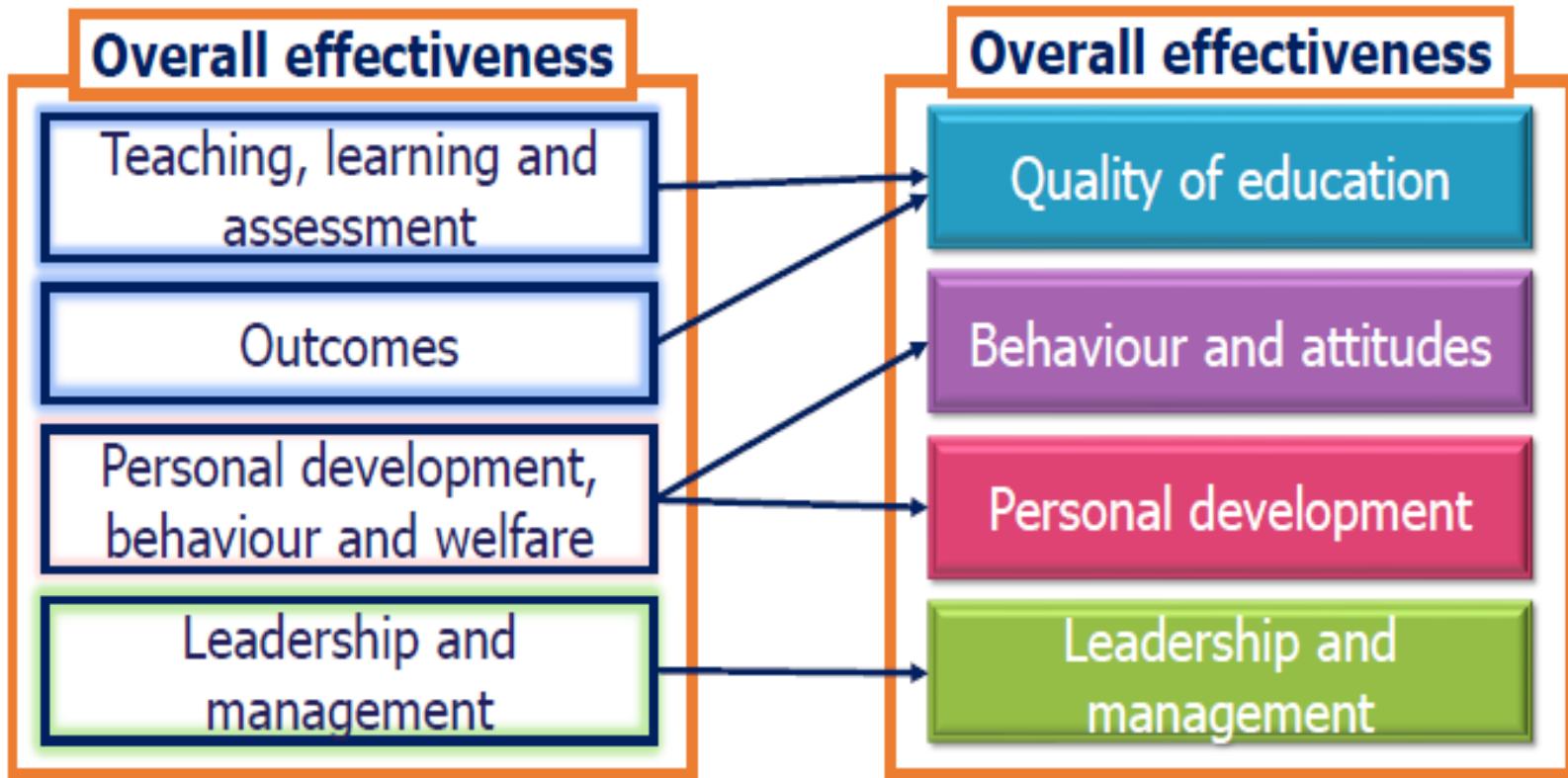
5. The role of governors in school improvement

The purpose of governance is to provide:
confident and strong strategic leadership which leads to **robust accountability, oversight and assurance** for **educational** and **financial performance**

Effective governance is based on six key features including:

- Strategic leadership that sets and **champions** vision , ethos and strategy
- Accountability that **drives up educational standards** ...
- Compliance with **statutory** ... requirements

... including the new inspection framework



Particular focus on how governors ...

- hold the school to account for the quality and shape of the curriculum
- help ensure that all pupils (including those with SEND or from disadvantaged backgrounds) receive the benefits of the school's full curriculum offer

In general:

- Are governors familiar with the expectations of the new framework?
- Have governors read the leadership and management section as a minimum p64 – 76?

Questions governors may be asked

- What training have governors done and have access to?
- What are the school's priorities?
- How do governors ensure that the priorities move school forward?
- How do governors ensure staff well-being? Give examples.
- What do you hope Year 6/ 11 pupils will have achieved when they leave?
- How do governors ensure that the equality act is met?
- How do governors ensure that safeguarding requirements are met?
- How do you ensure the headteacher's well-being? Give examples.