Governors' work at Manea 2014/2015

The governing body work closely with the school and monitors the work of the school in a variety of ways.

Click on this link to find out how the governors work. http://www.manea.cambs.sch.uk/what-do-governors-do/

Individual governors liaise with their 1:1 staff member on a termly basis however, key features of the impact of their monitoring work from 2014/2015 are as follows:

Business committee related work:

1. Lunchtime provision;
   Confirmed the supervision was very good.
   Confirmed the outdoor play provision was very good.
   Children's behaviour and interaction with lunchtime supervisors was very good.
   "Play equipment" Children took real responsibility in the management of their play equipment.
   New phones will be purchased for communication amongst lunchtime staff.
   Log piles have been moved away from playing fields.

2. Managing the development of the key stage 2 toilets:
   Newly refurbished brightly painted toilets (with budget constraints) have been installed following governor monitoring.
   Relocating of children to different toilets is now in place giving children better facilities.

3. Working with the head:
   Discussion and decision for the monitoring strategy used by the governors this year (2015-2016)
   Monitoring of the budget expenditures following Spring decisions and decision strategies are in place with the head and finance officer.
4. The work of the financial management for property, including the damp work quotations, telephone systems, new location of head’s office and the creation of the new office:

Following examination of quotes, discussions of details in specifications, decisions have resulted in best value principles used in all of the above plans, and also the delay in the damp proofing scheduling until 2015/2016.

5. Support in personnel sickness and maintaining the best provision in their absence:

Discussion and decisions on the redeployment of personnel, teachers and TAs to support groups of children.

6. Safeguarding and Safer recruitment and interviewing for all roles within school:

The governors have been an instrumental part of safer recruitment within the school with governors being part of the interview panel for all roles within the school. Health and safety walks have taken place with the site officer.

Education related work:

7. English action plan:

Governor monitoring of the "stay and read" sessions on a Wednesday morning has identified that parents enjoy coming to read with children. On these special occasions parents read with children who are sometimes not their own, and there is a real buzz around the school. Sessions now happen every week.

Following governor dialogue with the school colleague, at the whole school productions in Summer of 2014 and 2015, there was a real confidence in the oracy about the children and a shared joy in their singing and speaking parts. The summer of 2015’s production of "A celebration of Roald Dahl" exhibited children's creativity in writing their own scripts and speaking with a joyous confidence. Pie Corbett's approach and the work the classes had learned was clearly evident in the individual presentations. The range of creativity in the children’s presentations was huge.

(See head's weekly reports in June 2015.)

The Library was uplifted in the Spring with a new style attracting children to enjoy their reading there.
A new library will be located in a more central place 2015/2016.

8. New development of the web site and its subsequent content:

New website is now in use with governors working with the school monitoring the up to date content, community links, consistency of photographic content and the best representation of the school is depicted.

9. Outdoor learning:

Samples of end of year reports from all year groups 1-6 showed that in the majority of children’s comments they explained why they enjoyed outdoor learning and could explain examples of their best experiences.

10. New role of child and family worker:

Employment of colleague who fulfils job description following consultation with school on personal qualities and experiences.

11. Monitoring of the year 6 provision throughout the year:

Discussion and decisions on the most effective support for year 6 children in view of their end of year targets.

12. Pupil premium working party:

Discussion and decisions for the employment of a family support worker, the deployment of TA to support children, the monitoring of pupils throughout the year ensuring the planned support was provided and the impact this is having on the children and their achievement.

13. End of Year Liaison with Maths Leader

Following a lengthy discussion whilst sharing the file of maths leadership work, it was evident the MAST course was so motivating, inspiring yet challenging.

The leader shared at length how the school has directly benefitted from the maths 2 year course this year, the high lights of the year and how personally the course had been helpful.
Governors were presented with a new maths policy earlier in the Summer.

14. End of year Liaison with Key Stage 2 leader

It was quite evident the leader in the new role received support from the senior leadership team in a variety of different ways throughout the year.

The head teacher had been a good role model for the leader throughout the year.

The planned leadership work was monitored by senior leadership team.

It was identified how help could be given in the future building on this year’s support.

The leader shared the ranges of challenge in the role.

It was shared how much the leader had enjoyed the role even though it was challenging.

15. Liaison with Early Years Leader for EYFS (Deputy Head).

The EYFS leader is a moderator for county and visits her schools in the summer terms.

The leader and her TA are both lead practitioners for Early Years and are working closely with other schools. They attend a steering group forum which hears new information on practice which obviously helps the school directly and promptly.

Governor visits to EYFS include assemblies and parent classroom visits throughout the year.

School Leader has updated the governor on progress of the children throughout the year and any changes.

A class assembly based on their book showed how really motivated the children were and excited about performing the story.

As usual after a class assembly children could share any of their work with parents and their classroom inside and out. Children could share their work in their workbooks. It was evident the progress they had made from seeing their learning.

Parents’ consultation evening changed slightly to share the "passport for learning" with parents. These sessions were longer than usual. Explanations were made of the child’s progress and how parents or carers could help at home to assist with their child’s learning.

Interventions to support and extend children are evident from talking and discussions with children.

16. Key stage 1 end of year liaison
Teachers confirmed there had been improvements throughout the whole school and in their key stage since last Ofsted.

Teachers commented on improvements to outdoor learning environments impacted directly on learning which they plan for and these are monitored by the school.

Teachers worked hard on the new marking feedback and there was evidence in children's books it was being used with children's comments also. The children were reported to be positively responding to the necessary follow up tasks.

Children responded well to the push in phonics.

The new national curriculum continued to be worked on and was becoming easier to follow.

The school website was successfully developed by one staff member this year and another colleague was leading a new subject from September.

Classrooms were welcoming with evidence of celebratory work on the classroom walls.

17. Literacy

Elements in literacy were identified by Ofsted for improvements.

Discussions were held throughout the year concerning the action plan, which included actions for

Writing -

Reading -

Spelling -

Meetings with the school throughout the terms identified -

The school is resourceful and diligent in deploying personnel to support the leadership of the subject and also the children's provision in their intervention groups

These groups, their support, and the subject leadership were monitored throughout the year for changes in quality of support, despite staff sickness and its potential impact.

The year 6 children received additional support in many different ways ranging from timetable changes and additional personnel support.

Some Actions in the overall "literacy year plan" were delayed and rescheduled in their implementation owing to the priorities in children’s learning throughout the school.

17a. Reading -
It was discussed the library needed a "temporary face lift " and it had one in the spring. It was also decided it would be moved to a more welcoming larger place in the school in the Autumn term.

Sessions of Buddy reading were visited earlier in the year when year R were reading with a key stage 2 class. It was fun to watch and very well led and prepared by the year R teacher and the children. Children shared texts and had a good chat about the text as they read together. It was discussed what the purpose of Buddy Reading is. Its aim was fulfilled in the visit.

6 sessions of DEAR sessions were also visited. Children were totally absorbed in these sessions. (Drop everything and read)

Reading displays were also discussed which were around the school, and their purpose - to maintain the focus of reading with a wide range of genre and material.

-In accordance with the plan, discussions about the range of parental involvement its uptake, parent workshops were held in the year with a whole school production based on a focus of children's speaking, confidence all on a reading theme.

Governor visits took place at a parent liaison session and the summer production. (See other notes of visit)

Buddy reading continues in the school.

Reading boxes are placed outside in the classroom in the playground. It was decided they needed to be changed more regularly.

17b. Writing

Shared writing was an activity which children enjoyed and really helped the children to see how writing is developed.

Very paced in year 6 which was inevitable since the children had to make much progress throughout the year. This was tricky to maintain but the team maintained their focus as well as the children.

Further discussions took place concerning the difference approach to writing in younger year groups.

17c. Spelling

New strategy was used but again some year groups needed added support to improve the children's spelling. This was identified on the plan. Coaching to develop expertise in using resources was delivered to staff.

Assertive mentoring was also purchased throughout the year.