

Adviser visit report

Name of school:	Langney Primary School		
Report written by:	RoseAnne Ellis	Title:	School Improvement Adviser
Date of visit:	22/09/2015 (postponed from 07/07/2015)	Time allocated: (including preparation & report writing)	1 day
Persons present at feedback:	Headteacher, Chair of Governors, Vice-Chair of Governors, Link Governor		

	<i>Please tick</i>	✓	<i>Please tick</i>	✓
Report circulated to:	Headteacher:	*	Programme Manager	*
	Chair of Governors & Clerk Direct:	*	Head of Education Improvement (please specify):	*
			Other:	

School Ofsted category:	2	LA category:	3
Next inspection due:	06/16	Target date to move to next category:	12/15

Purpose of visit:

To review the effectiveness of the governing body.

Changes in the context of the school:

- The nursery class has moved into the former Children's Centre accommodation on the school site. The school is having discussions with the local authority about extending the nursery to include 2 year olds.

Follow up on previously agreed actions:

	By whom	By when	Success criteria met/not met
1. Consider different strategies to allow younger or less able pupils to take part in the full marking and	Headteacher Senior leaders Class teachers	Start May 2015 Progress check June 2015	Senior leaders will have considered refinements to the use of the marking and feedback policy in discussion with staff, and agreed next steps to enable all pupils to respond to teacher

feedback policy as a stepping stone towards full involvement over time.		Complete by July 2015	improvement points in appropriate ways. Evidence in books will show a higher rate of response from pupils in all year groups. * Met
2. Teachers' training in mental mathematics will begin to show improved practice in lessons, and in pupils' mental mathematics skills.	Teachers Support staff Mathematics subject leaders	By July 2015 Check progress June 2015	Evidence from lesson observation will show pupils are using mental mathematics strategies with more confidence and accuracy. Assessments will show improved progress. * Met
3. Governors to review the quality of their minute-taking for meetings, recognising that these are part of the evidence to be scrutinised by Ofsted for Leadership and Management of the school.	Chair of Governors Governors as appropriate Local Authority Governor Services	June 2015	Governors' meetings will be professionally minuted to ensure a record is kept of their statutory responsibilities, their engagement with teaching and learning reports, pupil achievement data, and evidence of their support and challenge of the headteacher and school leaders. * Met

Key activities undertaken:

- Learning walk around the school with the Headteacher
- Review of pupil outcomes at the end of July 2015
- Meeting with governors to discuss their self-evaluation of the effectiveness of the governing body against Ofsted criteria

Adviser's evaluation of the school's progress:

- Pupils were settled, engaged and interested in what they were learning in all classes seen on the learning walk. Classroom learning environments were focussed on encouraging pupils to make progress in reading, writing and mathematics. Year 2 pupils were excited about a history trip to Battle, and the school's current focus on raising the profile of music and the arts was evident in displays and activities throughout the school.
- Actions from the last report were all met. The school policy for marking and feedback has been amended to include more suitable arrangements for

younger, and less-able pupils; mathematics test and assessment outcomes were much improved; and appropriate steps have been taken to improve the quality of the minutes of governors' meetings, with good effect.

- Pupil achievement at the end of the last school year was very encouraging with clear improvements in attainment and progress in all subjects and at each key stage. Teacher assessment was confirmed as secure through external moderation for the Early Years Foundation Stage (EYFS), and for Year 2 and Year 6 end-of-year assessments. All teacher assessment in other year groups was moderated internally. Securing accurate teacher assessment was a priority for improvement last year. Full analysis of the 2015 pupil achievement data will take place on the next visit.
- The governing body has been reconstituted as required. There are now 10 governors, led by a strong, enthusiastic and knowledgeable chair of governors. All governors have designated roles covering statutory responsibilities as well as link responsibilities to other aspects of school life, including subject areas. A few core governors tend to be more actively involved than others in school and governor business, and in undertaking training. Governor training needs are identified and courses are recommended by the chair of governors, but often there is poor uptake or attendance.
- The committee system of meetings has been replaced with more regular full governing body meetings, to enable all governors to be fully informed about each aspect of the life of the school, to support their decision-making and governance.
- A Code of Conduct document and Governors' Charter have been produced by the chair of governors, as well as a document on 'Etiquette for School Visits'. There has been a pleasing increase in focussed governor visits to the school, with written reports which are discussed by the full governing body. Consequently most governors are now more effectively involved and knowledgeable about the quality of education being provided for the pupils, and their achievements.
- Governors have carried out a self-evaluation of their effectiveness against Ofsted criteria. Discussion with governors tested their responses to key questions and confirmed their judgements of their strengths and weaknesses.
- Areas of strength include:
 - governors have a systematic approach to statutory requirements and ensure meetings have minutes which record that key policies are in place and reviewed regularly;
 - the headteacher keeps the governors well-informed through regular and detailed reports under the headings of pupil achievement, quality of teaching, behaviour and safety, and leadership and management;
 - the headteacher provides detailed pupil achievement reports for governors, designed to help them to understand the strengths and weaknesses of pupil progress and attainment;
 - governors look in depth at data in meetings. Minutes and reports show that governors examine data for different groups of pupils and know the actions the school is taking to improve pupil performance. Subject leaders present reports on their subjects and governors ask questions about pupil performance, including the performance of underachieving pupils or groups;
 - the school makes sure governors are clear about how they ensure

assessment processes are secure;

- minutes of meetings show that governors ask questions and discuss the information provided by the school. Governors ask leaders for solutions about how they intend to bring about improvement;
- governors receive reports about the impact of the pupil premium grant on pupil progress and attainment. Minutes of meetings show that funding and how it is spent are reviewed regularly;
- policies and plans for performance management are robust, objectives are linked to achievement, and reflect the school's identified priorities.

- Areas of governance which need to be improved include:
 - the more active involvement of the governors in drawing up the SIP, clarifying the school's vision and identifying long-term priorities;
 - an uplift in governors' ability to speak confidently and accurately to inspectors about the school's strengths and weaknesses in terms of pupil performance, progress and attainment, and the quality of teaching in the school;
 - evidence from meetings does not yet show that governors 'get beneath' the data to ask more difficult questions of senior leaders, or provide sufficient challenge in general;
 - governors do not yet use regular surveys for consulting with pupils, parents, staff and the local community, which they could use to support decision-making, and to provide regular feedback.
- These areas for improvement are identified in the updated school improvement plan (SIP) for the new school year.

Agreed judgements:

- The governing body has made considerable progress in its organisation and effectiveness in recent months
- Governors have identified accurately their strengths and areas for development in a self-evaluation exercise
- Areas for development are included in the school improvement plan
- Not all governors are as active and involved in the role as necessary, to be effective in holding the school to account.

Overall progress judgement: The school is making reasonable progress

Agreed action	By whom	By when	Success criteria (measurable outcomes)
1. Governors to strengthen their effectiveness by creating an action	Chair of Governors Headteacher	End of October 2015	Development needs will be addressed in the plan; each governor will be accounted for in the actions required;

<p>plan to address areas of development identified by self-evaluation, which will keep track of progress by logging the individual actions of each governor against identified responsibilities.</p>	<p>All governors</p>		<p>evaluation and impact assessment arrangements will be clear.</p>
<p>2. Governors will have further coaching to help them explain the school's strengths and areas of development in relation to Ofsted key indicators.</p>	<p>Headteacher Governor Support Services</p>	<p>By November 2015</p>	<p>Governors will be able to respond confidently and accurately to questions about the school's strengths and weaknesses in relation to pupil achievement, teaching and leadership.</p>

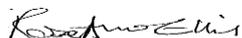
Additional support requested (if any):

The school would welcome Governor Services support in finding a governor with a teaching and learning background who would fill a vacancy and balance the governors' skills set.

School comments (if any):

Adviser: RoseAnne Ellis

Signed:



Date: 22/09/2015

Please return comments to Sandra Higgins, Standards & Learning Effectiveness Service, St Mark's House, 14 Upperton Road, Eastbourne, BN21 1EP
email: Schools.Schoolsevaluation@eastsussex.gov.uk tel: 01323 466827