



Redbourn Primary School Parent-Governor Forum

16th November 2023



Redbourn Primary School Governing Board

Who we are, what we do, and how we do it



Who we are...

- The **Redbourn Primary School Governing Board** is made up of at least 14 people as follows:
 - 3 x Parent Governors (elected by the Parents)
Robin Slatter, Dean Rodrigues, Suzie Birchwood
 - 7 x Co-opted Governors (appointed by the Governing Board)
Cara Brazier, Gerald Eastwood, Gilly Ennals, Katy Griffin, Rachel Mackie, Vicky Knowles, Emily Rose + 1 vacancy
 - 1 x Local Authority Governor (appointed by the Local Authority)
Sarah Moriarty
 - 1 x Head Teacher (ex-officio)
Miss Fenn
 - 1 x Staff Governor (elected by the Staff)
Mrs North

Clerk to the Governors
Rod Woodhouse (HFL)

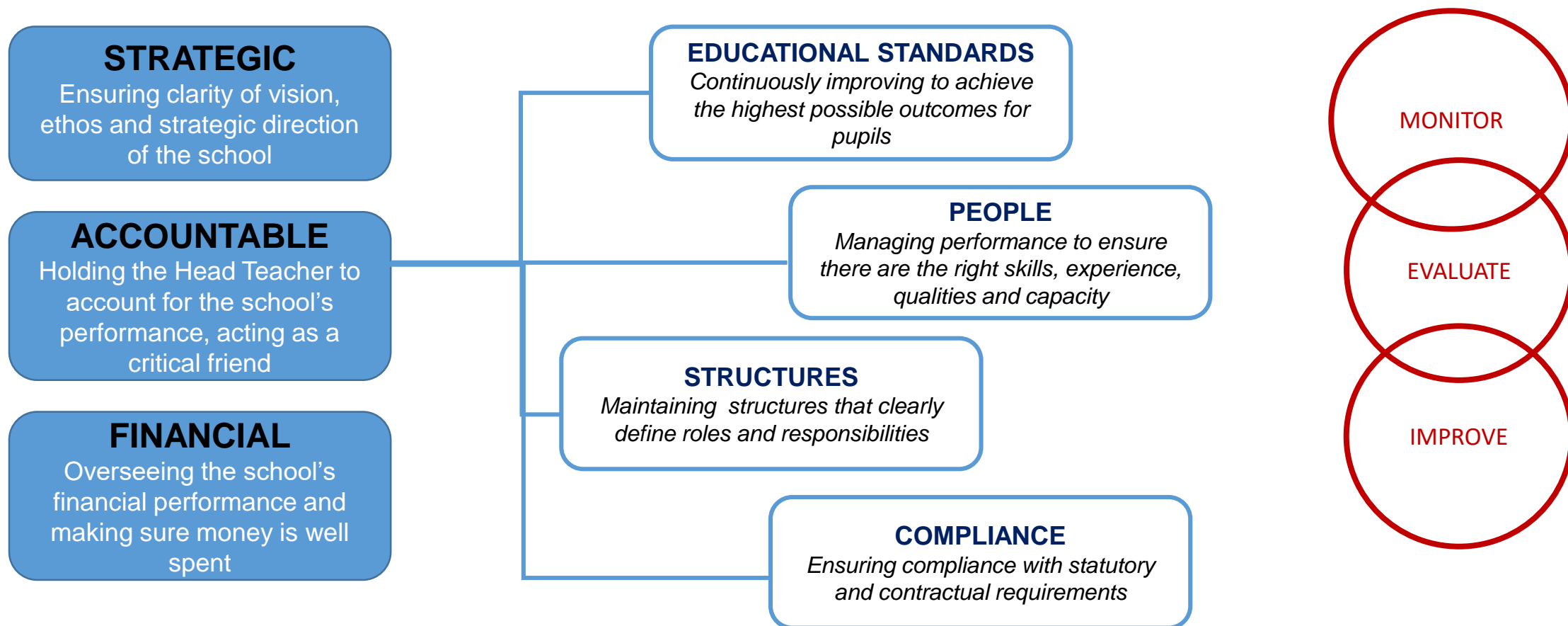
Associate Governors

Mrs Bowran (SBM)
Mrs Couch (AHT)
Mrs McLellan (DHT)
Mr Carion (H&S)



What we do

The Redbourn Primary School Governing Board has three core roles:





How we do it....

The Redbourn Primary School Governing Board operates by:

- taking **collective responsibility**; no individual governor champions, lobbies or 'represents' particular interests
- following the school's Governor **Code of Conduct**

SELFLESSNESS

act solely in terms of the public interest

HONESTY

Should always be truthful

OPENNESS

Should act and take decisions in an open and transparent manner. Information should not be withheld unless there are clear and lawful reasons for doing so

OBJECTIVITY

act and take decisions impartially, fairly, and on merit using the best evidence and without discrimination or bias

INTEGRITY

Must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work; not act or take decisions to gain financial or other material benefits for themselves, their family or their friends; declare and resolve any interests and relationships

LEADERSHIP

Holders of public office should promote and support these principles by leadership and example

ACCOUNTABILITY

Accountable for their decisions and actions, and must submit themselves to the scrutiny necessary to ensure this



How we set priorities for our school

- The **School Improvement Plan (SIP)** sets out our annual priorities
- The Governing Board & Senior Leadership Team have been working on a 3 year **Strategy** to improve the school

Review/Standards Visits

Carried out by an independent expert – our Hertfordshire Improvement Partner as well as Ofsted

Pupils' voice

Engagement and input from the School Councils

Parents' voice

Parent Focus Group, parent surveys, Parent View etc

Policy developments

Department for Education and Hertfordshire County Council policy, guidance and best practice

Our School Improvement Plan Priorities 23-24



Our SIP drives school improvement and outlines the key priorities and in the full document details the actions needed to achieve our targets.

- **Safeguarding** - To ensure a robust Safeguarding culture within governance, senior leadership and all staff, developing leadership in pupils.
- **Attendance** - To promote attendance above 96% for all pupils. With an ambition of 98% for the majority of pupils.
- **Quality of Education** - To develop staff's subject knowledge across the curriculum to identify gaps in pupil's knowledge, whilst mitigating barriers to learning, so that all children build on outcomes in all subjects/year groups, especially the most vulnerable.
- **Curriculum** - Make adaptations to the school's curriculum to ensure its implementation enables all pupils to make progress and achieve their full potential, within an inclusive environment.
- **Governance** - Governance to be effective through robust strategic and financial planning, succession planning and holding school leadership to account.

We are a school on an exciting and fast paced journey...



Our most recent summer 2023 data shows a lot to celebrate, reflecting the impact of our evolving curriculum development and strategic work over the last two years.

So what did the data show us for EYFS?

Children leaving Reception have consistently achieved inline with Hertfordshire and National data.

EYFS Good Level of Development	2023 (60 student)	2022 (56 students)
School	67% (40)	66% (37)
Herts	68%	65%
National	67%	65%

What does Good Level of Development mean?

It is a measure of attainment, not progress. Achieving a 'good level of development' will help our children to make a good start in Year 1. A 'good level of development' or GLD is defined as reaching the expected level in the prime areas of learning (along with specific aspects of mathematics and literacy).



So what did the data show us for Key Stage 1?

Our Year 1 children have much to be proud of, with 86% passing the compulsory 'Phonics Screening Check' at the end of Year 1, compared to 79% both across Herts and nationally.

The introduction of a fun new scheme, Monster Phonics, a year ago has made the difference and kept the learning fun for the pupils up to Year 3, who begin learning about sounds, rhyme and language in our Nursery.

Year 1 – Phonics Screening	2023
Redbourn Primary School	86%
Herts	79%
National	79%

Attendance Priority

Our yearlong focus on attendance has had a positive impact in many areas across the school, including increased attainment. With the introduction of the new attendance policy, attendance has been consistently above 96% throughout the term with some days as high as 99%, above Herts average of 94%. In December 2022 our attendance was only 93% and Persistent Absenteeism was 19.6%, this has now dropped to 7.61%, below the Herts average of 8.6%.



So what did the data show us about Maths?

Across the school, children have recorded strong Maths results, with 79% of Year 6 achieving the expected level or higher in their SATS papers, compared to 75% in Herts and 73% nationally.

Success does not stop with Year 6, as 56% of Year 4 achieved full marks in the Year 4 Multiplication Check, compared to 33% nationally.

An impressive 92% scored 16 or over in the timed test, which is completed online and graded out of 25.



Year 4 – Multiplication Tables Check	Redbourn Primary School 2023	National 2023
25/25	56%	33%
16+/25	92%	

So what did the data show us about English?



Key Stage 2 – Year 6	Working at the Expected Standard and Above			Working at Greater Depth		
	Redbourn Primary 2023	Herts 2023	National 2023	Redbourn Primary 2023 110+	Herts 2023	National 2023
Reading Test	82%	76%	73%	37%	34%	29%
Grammar, punctuation and spelling test	74%	75%	72%	37%	34%	30%
Writing. Teacher Assessment	53%	70%	72%	2%	16%	13%
Maths Test	79%	75%	73%	25%	28%	24%

So what did the data show us about English?



82% of Year 6 pupils achieved the expected level or higher in the SATs reading paper, compared to a Hertfordshire figure of 76%, and 73% nationally. A strategy of growing and improving reading during the last 2 years allowed pupils to achieve to their fullest potential in a test that was widely criticised as being too difficult, by teachers and pupils across England.



How are we developing reading and writing?



Literacy Tree

Why Literacy Tree?

- A book based approach, designed by teachers
- Uses a range of high quality texts- diverse and inclusive
- Years 2 to 6 Reading, writing and spelling all included and book based
- Able to make cross curricular links with half termly themes
- Starts with a discovery point- a 'wow' moment to engage children in the text
- Themes are progressive with objectives repeated and layered through the year
- Catch up units which can be used for intervention
- Free planning surgeries each half term
- Other online training opportunities



How are we developing reading and writing?



Reading:

- Introduction of Monster Phonics
- Streamlining books taken home for reading
- Extending Book Bands to Year 6 and new books bought
- Staff training on different elements of reading (it's not just phonics)
- Timetabling library sessions – we hope to have volunteers to help with these soon
- Teachers considering carefully their 'class reader'
- Author visits and online workshops
- Partnership with St Albans School –students come in and hear readers
- Pixie the reading dog
- Years 5 and 6 have started recommending reads to one another- hope to start this in other year groups
- Links with Books on the Hill- we hope to have a Book Fair soon
- Focus for Book Weeks

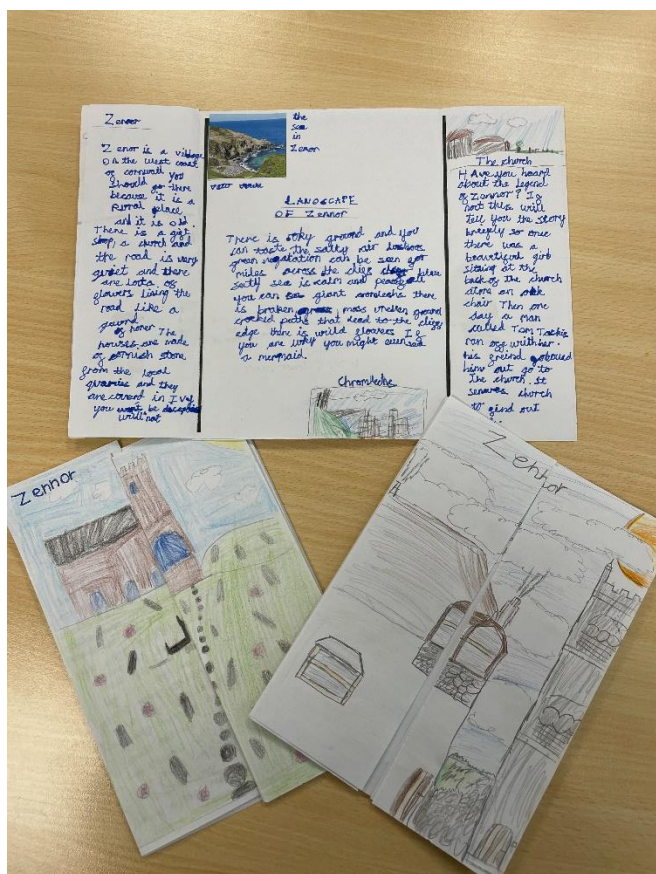
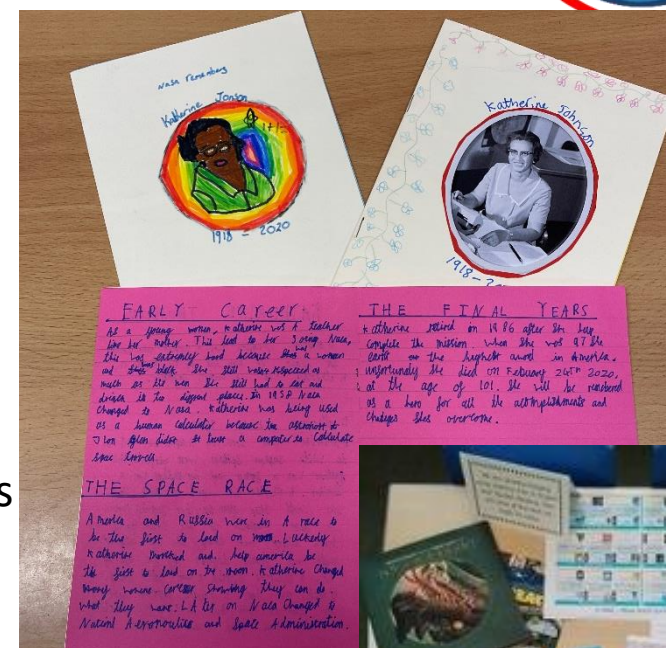


How are we developing reading and writing?

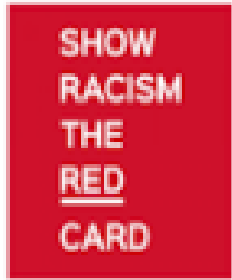


Writing:

- Author visits and online workshops
- Focus for Book Week
- Participation in local Story Writing Competition
- Staff moderate writing with other schools, so they can be sure of our high expectations
- Literacy Tree offers regular short writing opportunities as well as an extended piece
- Children have loved their published pieces at the end of a Literacy Tree unit
- Opportunities for writing across the curriculum, with the same high expectations
- Use of Pupil Conferencing being introduced to support children to improve their writing
- Investment in staff training



What else:



Assemblies and special awareness weeks used to celebrate festivals, raise the profile of important issues and develop tolerance and acceptance



Trips and workshops bring the curriculum to life



Music opportunities-
Year 3 learn recorder
Lessons in different
instruments available



Visits to places of worship to develop a positive attitude of respect towards other people and towards living in a diverse world

Sporting opportunities through clubs and teams who enjoy fixtures and competitions with other schools



Using a range technology safely to research, code, and record our work –preparing for life in a digital world



Being part of the community-
choir performance at
Redbourn Festival and visits
to church and care homes



Q and A Session

- Do you have any questions for our Senior Leaders or Governors?
- Please provide any further feedback on post-it notes