



# **Redbourn Primary School Parent-Governor Forum**

**14<sup>th</sup> November 2024**



# 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)  
**Dean Rodrigues, Suzie Birchwood, Will Smith**
  - 8 x Co-opted Governors (appointed by the Governing Board)  
**Cara Brazier, Gerald Eastwood, Gilly Ennals, Robin Slatter**  
**Rachel Mackie, Vicky Knowles, + 2 vacancies**
  - 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)

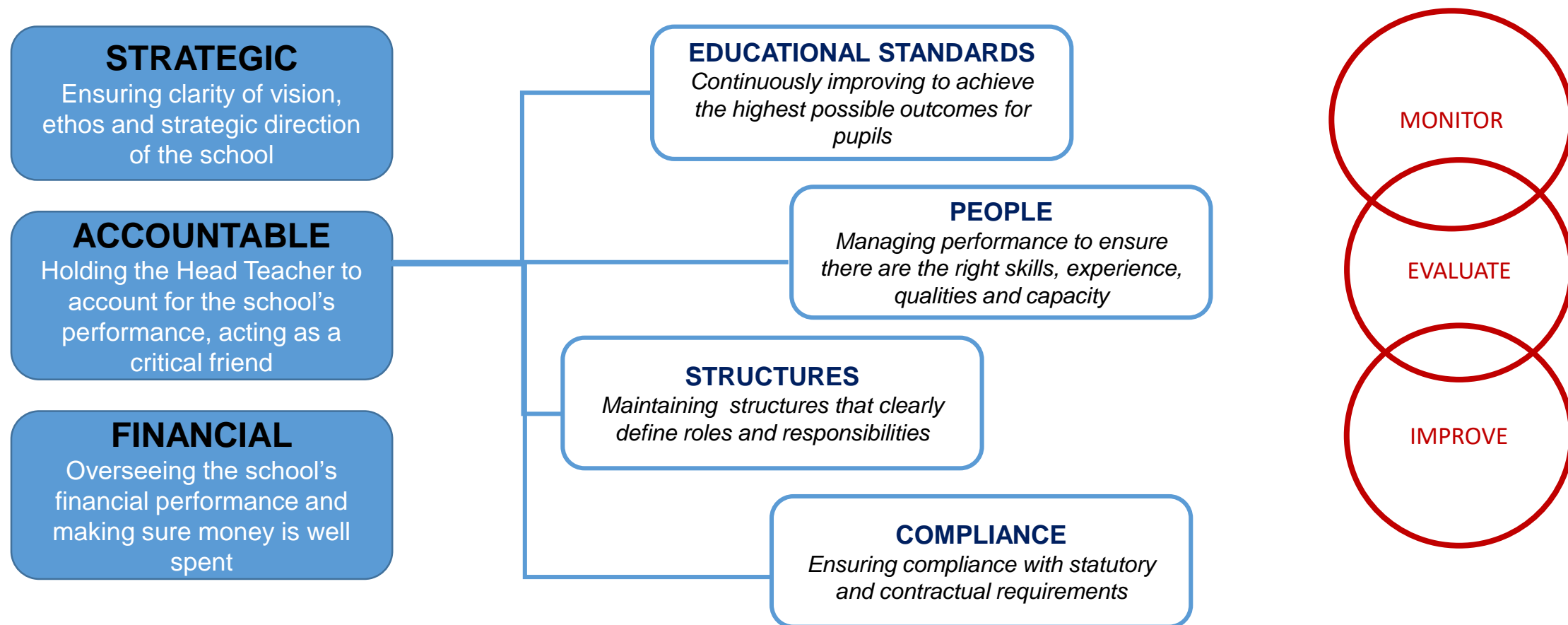
**Associate Members**

Mrs Bowran (SBM)  
Mrs McLellan (DHT)  
Mrs Couch (AHT)  
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

## **Pupil voice**

Engagement and input from the School Councils and pupil voice discussions with subject leaders and school leaders

## **Parent voice**

Parent Focus Group, parent surveys and pupil voice

## **Policy developments**

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

# Our School Improvement Plan Priorities 24-25



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 subject knowledge across the curriculum to identify gaps in pupils' 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.
- More children make at least good progress from their starting points in writing and the percentage of children meeting 'Age Related Expectations' for all year groups increases.
- **Governance** - Governance to be effective through robust strategic and financial planning, succession planning and holding school leadership to account.



# So what does the data show us?

Our most recent summer 2024 data shows a lot to celebrate, reflecting the impact of our evolving curriculum development and strategic work over the last three years.

The areas for development underpin the School Improvement Plan.

# So what did the data show us

## ...end of Key Stage 2?



End of Key Stage 2	Working at the Expected Standard and Above			Working at Greater Depth		
(52 children in Year Six)	School 2024	Herts 2024	National 2024	School 2024	Herts 2024	National 2024
Reading Test	83%	78%	74%	31%	34%	29%
Grammar, Punctuation and Spelling Test	71%	75%	72%	31%	36%	32%
Writing Teacher Assessment	40%	72%	72%	0%	15%	13%
Maths Test	71%	75%	73%	23%	28%	24%

# So what does the data show us?

## ... In Key Stage 2 Maths?



Across the school, children have recorded strong maths results, with 71% of Year 6 achieving the expected level or higher in their SATS papers, inline with national figures.

Success does not stop with Year 6, as 20 (38%) of Year 4 achieved full marks in the Year 4 Multiplication Check, compared to 33% nationally.

An impressive 45 (81%) scored 16 or over in the timed test, which is completed online and graded out of 25.



# So what did the data show us? ...in Year 6 English?



**83% of Year 6 pupils achieved the expected level or higher in the SATs reading paper, compared to a Hertfordshire figure of 78%, and 74% nationally.**

A strategy of growing and improving reading during the last 3 years allowed pupils to achieve to their fullest potential. **At Greater Depth, Year 6 achieved 31% compared to 29% Nationally.**

The school continues to work to improve writing and there is a whole school focus on sentence structure and punctuation. As anticipated, this takes longer to embed and build upon. The improved reading will have a positive impact on writing.





# **So what does the data show us?**

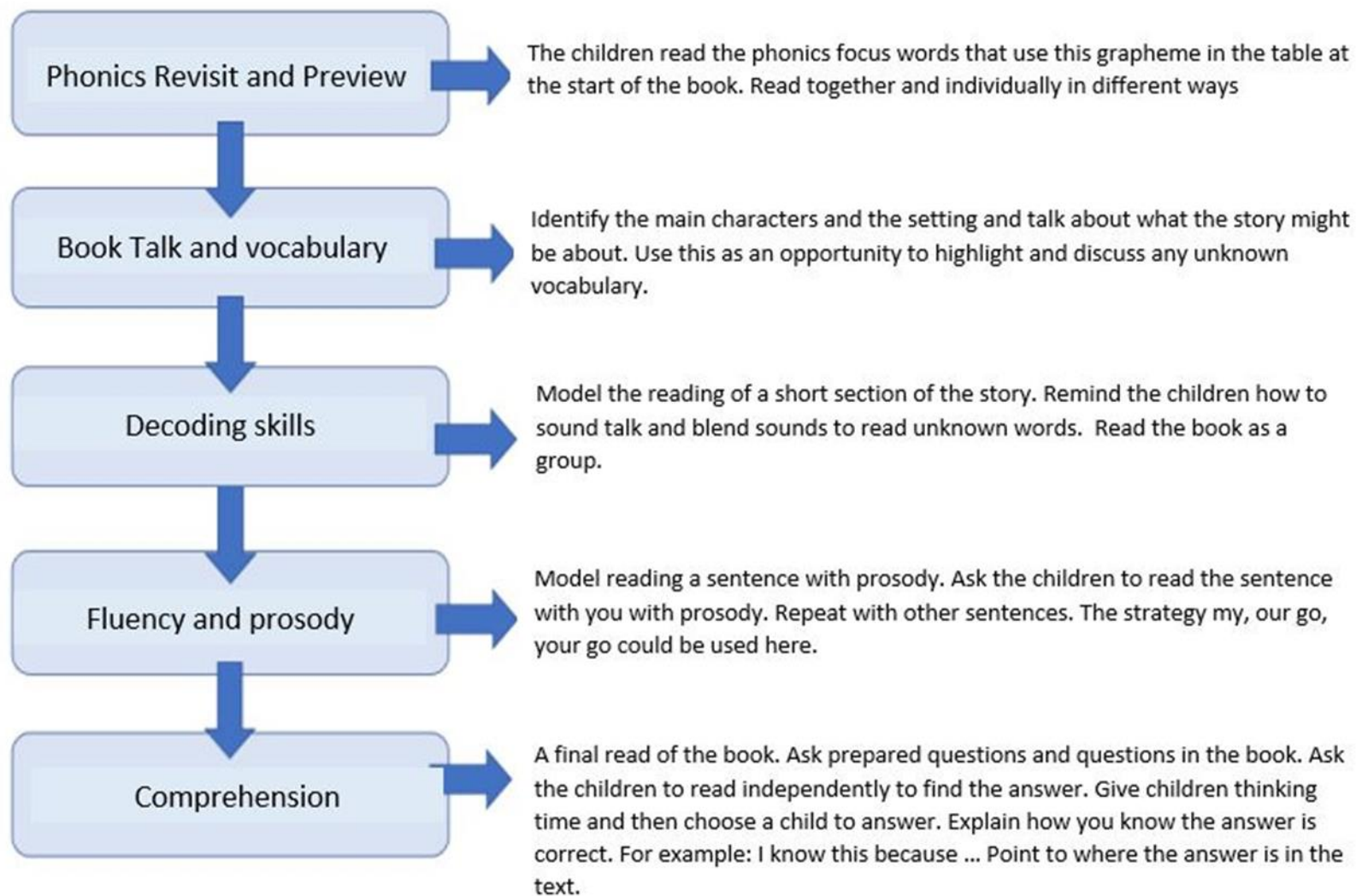
## **... In Year 1 Phonics?**

Our Year 1 children have much to be proud of, with 80% passing the compulsory 'Phonics Screening Check' at the end of Year 1, inline with 80% nationally.

The embedding of Monster Phonics, 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.

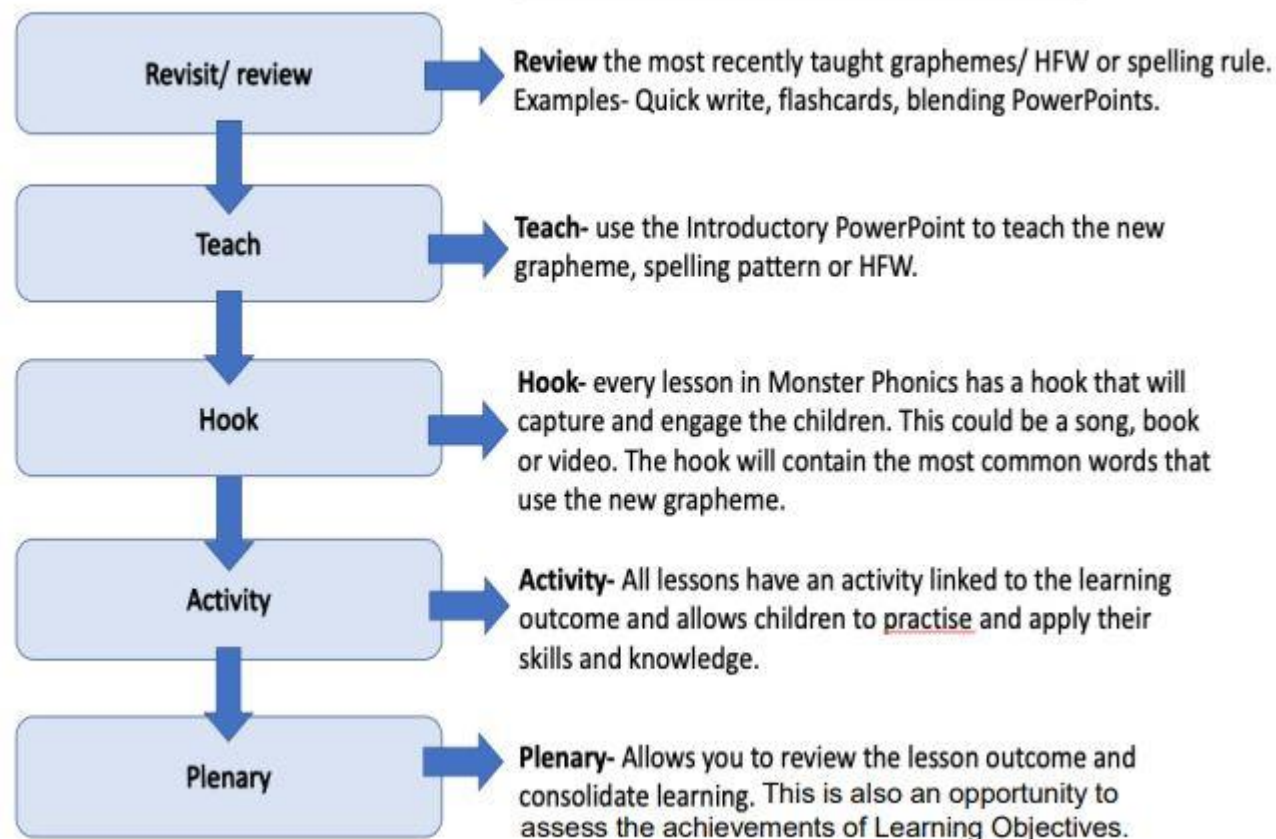


### Monster Phonics Reading Sequence





## Monster Phonics Teaching Sequence



# How are we developing reading and writing?



## Literacy Tree

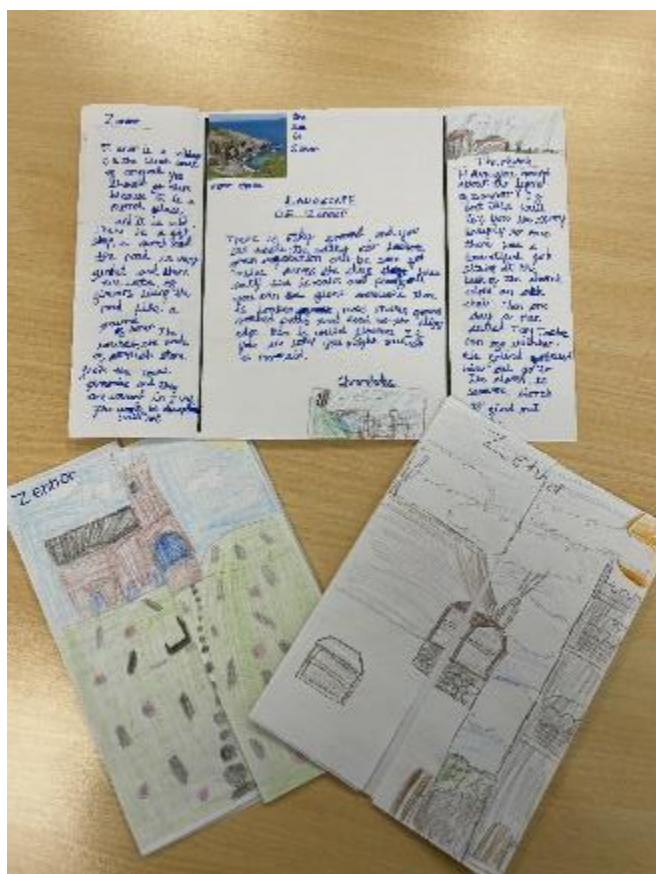
- A book based approach, designed by teachers
- Uses a range of high quality texts- diverse and inclusive
- Years 2 to 6 Reading and writing all included and book based
- Able to make cross curricular links with half termly themes
- Starts with a discovery point- a 'wow' moment to engage children in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



# How are we developing reading and 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 developed to support children to improve their writing
- Investment in staff training



# Our new curriculum



Over the last three years we have thought about What makes Redbourn, Redbourn? Why we are special and different from other schools and communities?

As a large village primary school, the vast majority of our children come to us in Nursery from the immediate vicinity of the school, or surrounding smaller villages or towns. It's important that we recognise our connected community within the school's unique location and demographic.

Our new curriculum comprises:

1. Knowledge
2. Skills
3. Experiences and opportunities
4. Whole child development
5. THRIVE Values



# Our new curriculum



- Our children are at the heart of everything we do. We strongly believe that all children are of equal importance and they deserve equal access to our broad and balanced curriculum.
- Our Mission, Vision, Aims and Values are the golden thread that runs through the heart of our school. Our school values underpin our teaching and learning, and provide an environment which will prepare our children to be confident, happy citizens.
- Redbourn Primary School has the highest expectations of all members of the school community and inspires positive attitudes to learning and behaviours. In order to achieve this, we give children and adults every opportunity to thrive.



# Our new curriculum



# Our new curriculum



Mental health and wellbeing is a very important part of our curriculum. As well as embedding it into all areas of our curriculum, we currently teach the children explicitly through weekly assemblies. We also take great care to ensure that British Values, SMSC and PSHE are evident in our teaching and learning.

The opportunity to be active and creative is one of huge importance and we hope to offer every child the opportunity to find their own passion – be it academic, sport, music, art or drama. Most importantly we instil a love of learning.

Through our inclusive broad and balanced curriculum and the extra-curricular offer, we are able to provide a huge variety of opportunities and experiences for all the children at our school.



# RPTA THRIVE FUND



As Governors, one of our roles is to ensure that the school is making the best financial choices in the interests of the school and your children. This means making sure we have enough funding in the short and long term.

In the Parent Focus Group meetings, we have been asked how financial contributions can be made, both to the school generally and to contribute towards school trips and equipment. In light of this, and in line with other schools in the area, we are launching a parent led gift aid-enabled funding scheme to support the school's ability to continue providing the children with access to resources and expertise over and above the core curriculum requirements.

We understand that many families in the school and wider community continue to face challenging economic circumstances, but there are many families who have asked for a mechanism to support the school. We are hopeful that this scheme will allow the school to ensure the ongoing enriched provision that exceeds the level which would be possible from Government funding alone.

The scheme will be launched in this term, so please keep an eye on the school correspondence, and if you are able to, please consider setting up a regular payment to the school. Thank you in advance.



# Q and A Session

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