

GLEBE PRIMARY SCHOOL

**Meeting held at Glebe Primary School, Sussex Road, Ickenham on
Thursday 12 March 2015**

Mr J Buckingham (Chair)

Mrs P Swindells (Vice Chair)

Mr N Alford (ex officio)	Mrs P Marks
Miss J Brown *	Mrs M Penney *
Mrs E Hawkesworth	Mrs N Ross
Mr V Cox	Mr S Youens
Mr T Porter	Mrs J Heggie
Dr K Fox	Mrs N Cumberbatch
Miss D Hobbs	Mr P Niznik

* Denotes apologies received

Mrs T Connick (Clerk)

+ Denotes member absent

~ Denotes member late

2317. Apologies

Apologies were received and accepted as indicated above.

2318. Minutes of the last meeting

Agreed by all Governors.

2319. Matters Arising

Chair indicated that the document Instruments of Government needed to be ratified and sent off. All agreed.

2320. Matters for any other business

None

2321. Headteachers Report

Headteacher had distributed two documents for governor's perusal prior to the meeting; a Mid-year Summary of Teaching and Learning and an Ofsted Readiness Report by Arbor.

Headteacher explained that as seen in the teaching and learning report a number of observations were undertaken in the period after the spring term, showing a summary of strengths and areas for improvement lie within the school. Senior leaders were all involved in putting this report together. He said he felt it painted a positive picture, highlighting both areas of good practice and areas for improvement. The overall outcome was "good" but obviously the school should be striving to achieve "outstanding"

The Ofsted readiness report by Arbor indicates a possible "outstanding" result for Glebe. Essentially Arbor took the school data and cross referenced it with a number of algorithms to form the report. It does not include Early Years data as this will be judged separately. It also does not report specifically on the teaching but the argument is that if the data is of a good standard then this results from good teaching in the first

place.

He also explained that on page 4 there was a caveat regarding pupil premium and free school meals as the report as the sample is seen as too small so the report doesn't comment on these areas, therefore some statistics should be viewed with caution e.g.: Key Stage 1 and 2 were very low on free school meals.

Governor asked about Key stage 1 pupils achieving level 3 or above

Headteacher replied that reading results were strong at the expected level but last year had a slightly weaker cohort of children so overall the result had been slightly lower. This year the pupils were on track, targeted reading had been instigated in classes in response to last year's result and this had helped.

He also explained that the local authority had moderated results very early at the end of April but in the two months to the end of June (the deadline for submitting results) some had changed but then couldn't be edited so this had somewhat skewed the data. In October a significant number of pupils had moved to level 3 suggesting that a lot had been on the cusp of level 2/3 anyway.

Governor asked if this issue of early assessment by the local authority would happen again.

Headteacher responded that he did not feel it was of cause for concern as they were not moderated every year and the focus was now on improvement.

Continuing with the report he stated that Year 6 had achieved good value added and KS2 had been comfortably above the national average in 2011 when they were in KS1 so this showed continuation. Pupil progress meetings were a regular feature at Glebe and he felt this had also helped to maintain grades and a good standard of learning. Headteacher reported projections for the current Year 6 pupils, looking at last years results from January and how they converted this indicated good end of key stage outcomes.

In conclusion the Arbor report shows that the impact of what Glebe are doing is producing positive outcomes, placing the school within the top 1,000 primary schools in England and the top 4% of schools for progress.

2322. Building Update

Headteacher explained that Morgan Sindall are due to leave the site tomorrow, there is a meeting scheduled for midday with the site manager and the local authority when all items that were finished would be signed off.

He said that Morgan Sindall would come back to complete a number of outstanding issues and a member of Morgan Sindall's staff had been assigned to oversee this. Examples of issues were replacing the cladding around the building, paint on the corridor walls, damp behind the stairs and lift shaft. The car park still has problems with cracked kerbs and an oil spillage and landscaping and fencing need to be completed. He said it has been a succession of unfortunate events made worse by the high turnover of the contractors' staff; only one original staff member of Morgan Sindall remained from the start of the job.

The local authority are still handling the situation and are anticipating possibly pursuing legal action in the long term, as the jobs have been incomplete or finished to such a poor standard. They are however confident that they can rectify matters and are withholding payment from Morgan Sindall until they reach a conclusion.

Governors stated that the Finance Committee meeting had touched on this matter and enquired whether the Governing Body should now be getting involved as it was felt

that they had a “duty of care to the school” It was recognised that the Headteacher had done a fabulous job so far but it was felt that the amount of time it was taking was draining. A walk around the site had shown the fence was not sufficient for security measures and if jobs were finished to a poor standard then ongoing maintenance could prove costly for the school

The Governors stated they wanted to see what happened at the handover meeting tomorrow. Governors raised concern that if 5% of work was still not done and some of this was to do with damp, ventilation and issues with lifts and stairs they were worried Glebe would incur extra costs in the future as result of maintaining this in years to come. They also enquired what had happened to the competition that Morgan Sindall had run for the children to design a sensory garden.

Pauline Marks said that Morgan Sindall had broken their promise on completing this so she would like to re-launch the competition for the pupils through the school council. She enquired that since the responsibility was ultimately with the local authority if Morgan Sindall were removed from the job would they not have to employ another contractor to fulfil it?

Headteacher said that he had spoken with Jim Cameron from the local authority and they had promised to pick up the tab for certain things such as the allotments and landscaping, however we need to be mindful to differentiate between promises and actual contractual obligations of the company. He also explained that if Morgan Sindall were removed from the job they would still pursue payment as they see what has been done as being sufficient so therefore the local authority will not change contractors but would rather pursue Morgan Sindall to complete the work to an acceptable standard.

Pauline Marks stated that she had been told there was only one year to fix the snagging list after Morgan Sindall signed off.

Headteacher explained that was true but they could only sign off once the local authority had accepted the work as acceptable and there was a twelve year guarantee on the build after this.

Governors then reiterated that they felt the Governing Body should formally write to the local authority and place it on record that they were unhappy.

Governors then stated they felt it would be a good idea to have governors’ presence at the meeting tomorrow at midday-

Governors confirmed they would attend the meeting and agreed that this could be followed up with a letter.

Governors asked “would it be a positive gesture to offer the Morgan Sindall contractor (who was visiting after handoff to ensure the other jobs were completed) the use of an office space and computer in order to maintain good relations”.

This was agreed by the Headteacher and a space would be allocated in school

2323. School Development Plan

Pauline Marks reported that the school currently had four Newly Qualified Teachers (NQT’s) Each of these NQT’s has a mentor who undertook half termly lesson observations, regular meetings and completed a full report at the end of each term. The NQT’s could also observe colleagues lessons to see examples of good practice. She said that they were very well supported and were making good progress.

Governor enquired if NQT’s worked a full week.

Pauline Marks said that yes they did but they were given extra lesson preparation time

and courses to help with development.

Governor asked if NQT's were permanent members of staff and would be employed next year.

Pauline Marks said that yes they were fully qualified teachers who were permanently employed.

Headteacher asked Governors to look at the handout on "lesson observations". He explained how the observation was undertaken and what the columns and headings meant. In essence each lesson observation starts at the development point outlined in the teacher's last observation and at the end of this observation three strengths and another development point would be highlighted for next time.

The observer would also look at the children's workbooks to create a full picture, examining areas such as a child's volume of work; progress made from the start of the year, differentiation in lessons by examining higher and lower level pupil's books, pupil's volume of work and presentation.

He also explained that the focus has been on literacy and maths but that teachers have been required to look at developing these areas through other subjects for example a table forming part of a science lesson.

He said that lesson observations provided a chance to see general issues as well as any that may relate to the whole school and not just the specific teacher eg ensuring spare classrooms are not used as dumping grounds

Feedback was provided within a couple of days and if a lesson was not of sufficient quality then the back page of the observation handout would be utilised. An action plan would be formulated to provide support and guidance to the teacher and another observation undertaken three weeks after the initial one, with a joint senior leader observing to make it impartial. If this observation was still not meeting expectations then a formal capability route may be considered.

Headteacher said that as a result of these observations some good practice had been noted and adopted throughout the school. Miss Hobbs had established a method of marking the students log in red pen and putting a cloud around it when they had been listened to whilst reading, all teachers at Glebe now adopted the same method.

Mrs Marks had also adopted drop in sessions with her Key Stage where she visited the classroom and noted what the teachers were doing for similar lessons. This was now being employed by other phase leaders.

Pauline Marks explained that each teacher now has a file that contains their lesson observations, copies of pupil progress forms and senior leaders monitoring.

Governor asked do teachers have access to these files

Pauline Marks replied that they were kept in her office and teachers could view them on request, in accordance with data protection guidelines.

The Headteacher explained that these files were very useful and now form part of the teachers' performance management and end of year meetings.

Governor asked if teachers are aware when their next lesson observations will be.

Headteacher replied that yes they were given notice, observations were never unscheduled.

Governor asked if there was a sense that adopting the "red cloud method" in books has had an impact on parents hearing their children read at home.

Pauline Marks said that yes she felt it had. Parents were required to look at and sign the children's dairies three times a week; however some children were still not getting the help they needed at home.

The Headteacher said that they looked at under achievers and those who were on pupil premium. These children were given extra help in school such as participation in a guided reading group, reading each morning with a teaching assistant and a focus on creative strategies.

Governor asked if children are not being heard to read at home by parents then will teachers make sure that the child reads in class more.

Pauline Marks replied that yes that was absolutely the case. As well as the methods the Headteacher had indicated pupils from the top group of year 6 literacy heard infant pupil premium students read at lunchtimes and this was working well.

Governor said he felt that the pressure on staff seemed to be very high and enquired what support was in place for them

Headteacher explained that they have support from year group colleagues, joint lesson planning and ongoing support from senior management and phase leaders.

Lastly Miss Hobbs provided feedback form the recent staff Inset (handout). It had been centred around the use of drama in the new curriculum and had provided ideas for incorporating literacy into other subjects and the use of drama to help pupils achieve higher grades. General staff feedback form this Inset had been positive.

2324. Governors Forum Meeting - London Borough of Hillingdon

Phillip Niznik and John Buckingham attended this; they reported that there had been two main areas covered: Prevention of Terrorism and Schools Funding.

The prevention of terrorism agenda had not been very applicable to primary schools but there was a proactive unit within the London Borough of Hillingdon that offers advice should we need it. The Headteacher said that as he was aware it broadly fell under the government's idea of promoting British values, democracy, tolerance etc and that this was already done in PSHE and RE lessons. He also said that the local MP Nick Hurd was coming in to visit Year 6 pupils and promote this with them.

Phillip explained that there were training routes available should we want them that promoted community inclusion, ethos and awareness in school.

Philip said there was an EHCP update and he would email this checklist to governors.

John Buckingham explained that the Funding update had shown there was a dramatic drop in funding for academies by the LA and that they seemed to be clawing money back from this area now. All other funding for early years and higher needs etc was decided within schools forum.

In summary he said that it wouldn't affect Glebe too much next year although changes to teachers pensions and the minimum wage alteration would be relevant.

The next LBH Governor's Forum would provide information on pupil premium and free school meals.

Headteacher informed governors that although the name of the company providing training was different it was still employing the same staff that the local authority used to and he understood that most sessions became full very quickly thus many governors found it hard to get a place on the courses that they requested.

2325. Governor Mark / Code of Practice

Vice Chair of Governors referred to the last meeting where all governors were given a copy of the code of conduct to read over several weeks and explained that if members of the governing body agreed with it then it would be signed off. Motion was agreed by all.

She explained that she had now received all the governors' biographies and that these would be placed on the school website.

The hot topics session that the Vice Chair attended had centred on visibility of governors and as a result of this all names, types of governors and their terms should be placed on the website too.

Lastly she requested that the outstanding skills audits on the pro forma matrix be returned to her and that if governors came in to school to visit their adopted classes they should complete a pro-forma for their visit and submit a copy of this to herself and the clerk.

2326. Academy Status

The Chair of Governors said that he had been informed that there was no longer a push from the local authority for schools to convert to academy status.

He had also spoken to an associate who was chair of governors at an academy school and he had recommended that if Glebe was currently "financially and educationally sound" then it was not of benefit to convert at this point.

Governor stated that he felt it sensible to wait until after the general election in May and see if this prompted any further national or legislative changes.

Governors reiterated what was said at the last meeting, being that all staff members must be consulted and that the Headteacher had suggested a period of consolidation for staff after the recent changes to the school with building works.

2327. Finance Report

Kevin Fox reported figures from the last finance meeting he stated:

£309,277 as a current end of year surplus but some invoices were still to be paid

The indicative budget for 2015-2016 was £1,962,194

£28,000 was still owed from the local authority from building works and to cover separate insurance schemes.

There had been a request to purchase new computers for the school costing £5,377 this had been agreed.

There was also a request to purchase a payment system for school meals and the 'teachers2parents' system had been decided as the chosen one, monies had been agreed for this.

Lastly a new photocopier was needed for the school and quotes were currently being obtained. Since the amount would be over £4,000 a strict procurement process had to be followed and the local authority was offering guidance on this.

The Headteacher indicated that over 70 people had put Glebe as their first choice for September 2015 admission and a further 250 had put Glebe as their 2-6 place choice.

This was very positive from a funding point of view. There were also 53 pupils confirmed for the nursery next year, boding well for the long term, and meaning that the school could guarantee to run both morning and afternoon sessions.

£10,000 of funding had however been removed from the budget as an adjustment for

nursery places, for this school year as a result of low numbers.

Governor asked if the local authority claws back any monies unspent.

Chair of governors replied that they do not usually but there is a need for any schools that are heavily in surplus to show where the money is used or

2328. Promoting The School

Julia Heggie reported feedback from a meeting with Karen Hampshire who is in charge of promoting the school.

- She explained that the website had an issue with uploading pictures so they were looking at other primary schools for examples and a new system
 - Stationary was being changed to show the new branding and school logo
 - Coopers estate agents had sponsored the school football and netball kits
 - Karen Hampshire was working the United Reform Church and looking at other churches and charities to establish links with
 - She had asked for ideas for assemblies to establish links within the community.
 - They had looked at preparing the school leavers book so as not to interfere with Year 6 SATS
 - The idea of a time capsule had been revisited, discussion centred around where to place this and possibly incorporating a blog from the children
 - The remainder of the meeting had been used to allocate the promotions budget for buying a flag, the website work, publicity and school leavers' book.
- The Headteacher said that Karen Hampshire had made a positive contribution so far in her role and the displays around the school were looking particularly good.

Emma Hawkesworth reported that the Ickenham festival were looking for a new venue to hold the quiz night in and the school hall had been put forward.

Governor stated that if the school was given publicity for this then they thought it was a good idea to use the hall as the venue.

Headteacher stated that they needed to consider the wider implications of letting the hall such as a secondary keyholder and overtime rates for premises staff etc. Previous rates for letting had been £20 per hour.

Emma then explained that Ickenham festival were also looking for a venue to hold the festival day itself in 2016 and would Glebe consider allowing the grounds to be used for this?

Governor raised the issue of local residents and parking.

It was suggested that perhaps local residents could be given free admission to the festival.

Governor asked if the festival would be set up during school hours and possible safeguarding issues.

Emma Hawkesworth explained it would be set up once pupils had gone home on the Friday afternoon.

2329. Governor Training

The Vice Chair had attended a Safeguarding and Safer Recruitment workshop. Natalie Ross had attended a music workshop to support children with SEN. Both governors had found their events to be very helpful.

The Headteacher noted that the safeguarding child protection referral form had been updated and governors were given a copy of this (handout)

2330. Sub Committee
The Vice Chair had distributed notes prior to the meeting (via email) that contained details of presentations given by teachers on ICT and Assessment Without Levels. She said that they had exhibited excellent work from the staff and they were a credit to the school.
If anyone wanted further details she was happy to provide these.
2331. Link Governors
The Vice chair had met with Lesley Curtin science co-ordinator and spoken about development and the curriculum.
Natalie Ross had met with Melanie Penney where discussion had centred on inclusion, special needs and the new education, health and care plans (EHCP's)
2332. Adopted Governors
Patricia Swindells, Steve Youens and Tamsin Connick had all visited their adopted classes and gave positive feedback.
Vice Chair reminded all governors to complete a form after their visits.
Governor said that the blog on the school website was a wonderful way to keep in touch with what all the classes were doing.
2333. Agenda items for the next meeting
Academy status
Governor suggested that the finance should be discussed earlier in the meeting as it impacted on many other areas for discussion,
All agreed that going forward finance would be placed on the agenda after the Headteachers report
2334. Dates for Future Meetings
7th May 2015
25th June 2015
2335. Any Other Business
None

The meeting closed at 9.00 p.m.