

GLEBE PRIMARY SCHOOL

Minutes of the Full Governing Body Meeting Held at Glebe Primary School, Sussex Road, Ickenham on Thursday 23 January 2020 – 18:30pm

Mr J Buckingham (Chair)
Mrs P Swindells (Vice Chair)

Mrs M Penney (ex-officio)	Mrs S Owen-Thursfield
Miss J Brown	Ms H Poole
Mrs J Campbell	Mrs N Ross
Mr R Everett	Miss K Rhodes
Miss J Griffiths	Dr S Tempest ^
Miss D Lubbers	Mr S Youens
Mr P Niznik	Mrs T Connick (Clerk)



* Denotes apologies received ^ Denotes associate member
+ Denotes member absent ~ Denotes member late

Action

2859	Apologies / Guests No Apologies received, welcome to DL as the new staff governor.	
2860	Minutes of the last meeting Agreed no amendments.	
2861	Matters Arising None.	
2862	Matters for any other business None.	
2863	Headteachers Report - distributed via email prior to meeting. <u>Areas Covered in the Report</u> SEE APPENDICES 1. <u>Question and Answer Session - based on report content</u> <u>Governor 1:</u> HT Report - School context: Note the number in the SRP is now 13, which is over the limit for which the staffing and rooming were planned. <i>Comment:</i> I have already requested a meeting with HT to discuss issues relating to the SRP, predicted numbers for the future and also funding issues re SALT. The date we have agreed to meet to discuss these issues is Thursday 30 th January at 11am. Glebe KS2 headlines: Progress in RW&M is based on 54 pupils. Why are the combined comparison percentages then based on 56 pupils? This difference indicates that there was no previous KS1 data for 2 pupils therefore their progress couldn't be measured and as such could not be included. The reason for this is that both pupils were educated abroad when they were in KS1.	

Pupil Attainment and Progress Data 2019-20: Please can you highlight (perhaps in a brief discussion at the next governors meeting) any particular year group issues or figures that you are particularly pleased with, areas for development, any concerns or areas that you are going to monitor extra closely in future/during the rest of this year.

I think the progress and attainment for the current Year 6 are looking positive (from their starting points) and both Year 1 and Year 2 are showing lots of potential. Areas to develop: We are closely monitoring Year 3 as they did well in KS1 but their autumn term data looked disappointing. However, I think teachers were being conservative in their judgements and we also have to account for the hike in expectations from Year 2 to Year 3 which is always evident in the autumn term. We are due to undertake phase monitoring in LKS2 during the week beginning 27th January and we will be looking at books and discussing with the Phase Leader and Year Group Leader how the children are progressing towards the targeted percentages and what further support should be offered to help the teachers and pupils achieve this.

With reference Governor 3's statement regarding seeing a decline in performance from previous years, each year groups results are broadly consistent with what they achieved last year. There are slight fluctuations but this is generally due to pupils leaving/joining a year group who are working at a different standard, i.e. losing a pupil working at greater depth and gaining a pupil working at below the expected standard.

Governor 2:

HT Report – Safeguarding, Social Care and Pastoral Updates:

Do we have a name of the well-being practitioner and how they will fit in to the school? Will their remit cover staff as well?

We don't currently have the name of the person who will be supporting us this year but I will update Governors once I have it. As with Lottie, who was our practitioner last year, he/she will spend a day a week at Glebe supporting pupils and their parents with a range of issues, including parenting techniques, support with anxiety and other mental health issues, bereavement support or supporting in addressing behaviour issues at home.

Paul Wiggins SIL visit on 12.12.19, is incorrectly dated 12.12.20

I've amended my copy and will let Paul know so he can change his original.

Comment: An excellent report from Paul Wiggins and in particular your answers to his questions and you obviously impressed him as he especially mentioned you - onwards and upwards.

Page 7, first bullet point: •6Bs are found in all classrooms to help the independence and resilience - What are 6B's?

Please see the attachment sent with this document which details the 6Bs.

Do I detect a change between Maths and Reading - in several areas Reading (at that time) doing better than Maths? Is it a quirk rather than a trend?

There is only a negative difference in Years 3 and 6 in terms of maths achievement at the expected standard being significantly lower than reading. In all other year groups reading and maths are broadly in line with each other. Looking back at previous data from last year for both cohorts, this seems to be a quirk rather than a trend- and in the autumn term only - as their scores in maths and reading (for both year groups) from last year were broadly in line. We discussed the issues at length during the Pupil Progress Meetings and interventions have been put in place for pupils who are not now meeting the expected standard. We are also focussing on Maths when we monitor the year groups this term and once we have the spring term data, we will be able to evaluate the interventions and see what further input we can give.

Minutes of Governors meeting on 14.11.19 -“Point 2846: we are going to work with the NSPCC on an information pack for parents on what constitutes bullying and examples of undesirable behaviours”

Please can governors see a copy of this when it is made available for parents?

Unfortunately, when the NSPCC visited, the people they sent were volunteers – despite us asking for support with this document. Therefore, we have been unable to create the information pack. I will liaise with the Well-Being Practitioner once they start to see if it is something they can support us with, although MP would have liked to have been able to have had the NSPCC’s name attached to it.

Could governors offer any help in reading and commenting on the document when it is in draft form?

I think this would be appropriate once we have the document in draft form.

Point 2847: SLS lettings:

Is there any update on this and any requests to hire the facilities at Glebe this term so far?

A regular Saturday let (Rugby Tots) which started on 4th January and appears to be going well. We also had a ‘trial’ evening of ‘Clubbercise’ last Wednesday. I should have received feedback about whether this will be a permanent let at the meeting on 23rd January. If I’m being honest, there has been total ‘radio silence’ from SLS since the start of the new year, despite assurances that they would send me fortnightly updates regarding lettings, i.e. who, what and when. I haven’t had any information (despite sending emails requesting it) and ABU has been keeping me updated with which event is on and when.

In addition to this, we have had an issue with regards to our insurance (through LBH) who are insisting that a member of school staff stays on site to set the alarms, etc. otherwise we won’t be insured. As you can imagine, this will heavily dent any income we receive as we will have to pay premises overtime. We have asked the insurance people to look into what it would cost to change our premium to include SLS staff being responsible for locking up, setting alarms, etc. It is with the underwriters at the time of sending this document out so I may be able to update Governors at the meeting. I have emailed them and Jayne, (Finance Officer) has called SLS to ask how other Hillingdon schools they use have got round this issue but we’ve heard nothing back from anyone.

I hate being so negative about things, especially as it is probably just teething issues, but it has taken an inordinate amount of time from ABU, Jayne and myself in sorting these issues out and it looks, at the moment at least, that it will cost us more in the short term than we will make.

Governor 3:

Paul Wiggins report: this mentions a need to work on reading stamina – what are we doing to address this?

I will bring copies for the reading papers to the Governors’ meeting so that Governors can see the sheer volume of words that the children are expected to read in a test paper (under timed conditions). What we have noticed is that a large proportion of children are not completing papers and this is impacting on their scores, so it’s not a reflection of their reading but rather the speed at which they are reading and responding to the questions. Regular practise helps with this and during guided reading sessions, we are providing the children with longer extracts to read from. Practise papers for older year groups is having an impact as the children have got to develop speed and stamina.

I know we have previously discussed boys' writing in KS1, could you remind me how we were focusing on this.

During the Pupil Progress Meetings, we discuss what the issues are around the boys' (and in some cases, the girls') writing. Often the issues fall into two categories; content and 'secretarial'. The issues with content require support to generate ideas and write creatively. In terms of improving the content of boys' writing: we are continuing to offer writing interventions and we think carefully about the purpose of the writing and share this with the pupils. Although all genres of writing have to be explored, we focus on boy-friendly source-texts, e.g. Greek myths, etc. With regard to the 'secretarial' elements of writing, the use of prompts (what I have to include with regards to punctuation and vocabulary) helps them to focus their minds on remembering these vital elements. We also provide regular opportunities to edit their work (in general, boys are less likely to give time to editing and redrafting their work than girls do – in their minds, once they've finished, they've finished!) However, as we all know when writing, we may get the content in first, then go back to check punctuation, improve vocabulary or correct spellings. These are the elements that are letting some of the boys (and girls) down. Spelling is an issue for some as they just guess and put anything down rather than use their knowledge or a dictionary to save time. For pupil attainment data it would be helpful to talk through the table for one of the year groups to make sure I understand, I am particularly interested to see if we are seeing any decline in performance from the previous year between any of the year groups.

I am planning to discuss the data as a separate agenda item during the meeting and I also hope to have the updated Year 6 data (they have completed mock SATS w/e 17th January) which be 'hot off the press' for Thursday's meeting. This will give us something to compare as well so we can track their progress against the Autumn term data.

Additions to questions and answers already supplied by MP

Governor asked when the new child wellbeing practitioner Ana Perez was due to start work.

MP replied she was due to start in March.

Governor queried how the role would interact with the existing CS role.

MP/KR said some areas will be shared but child well-being trainee psychologists will also bridge the gap between CS and CAMS (the threshold is very high and there is a huge waiting list for CAMS) For the vast majority this extra intervention is enough.

2864

Data

PS stated that the skills matrix had thrown this up as an area that a lot of governors felt they would benefit from further training on.

MP had set several exercises for Governors. The first was looking at last year's Reading Assessment 1,2,3 Autumn papers.

The second looked at expected standards.

The third revolved around Venn diagrams and target setting that teachers use in their assessment methods. MP showed examples and explained how a Venn was compiled and used in Glebe.

Governors then undertook exercises and calculated percentages based on the Venn. Feedback after exercise (45 minutes)

Governor asked how often teachers compile a Venn diagram.

MP replied it was termly, stated that the difference in projected numbers can be only a handful of children. Targets need to be reasonable and achievable.

INCAS testing gives age related results.

	<p>Governor asked about target setting MP said it must always be realistic that we can achieve it. Further conversation around learning walks, assessment, INCAS and good practice.</p> <p>MP extended invitation to governors to attend pupil progress meetings as they provide such a good insight into assessment.</p>	
2865	<p>GDPR – rolling item to ensure compliance. None.</p>	
2866	<p>Finance Report – distributed via email prior to meeting. Committee to meet on Monday 27.01.2020.</p> <p>SLS lettings will also be discussed further at this meeting. MP stated that SLS were not being effective in communication and she was struggling to get proper details from them regarding workers etc. There were also proving to be issues with the insurance as it appears it isn't valid if a member of Glebe staff is not on the premises, underwriters are currently looking at this query.</p>	
2867	<p>Academy Status - Rolling item. Discussion around Vanguard Trust and the proposals to change the admissions criteria to favour Primary school pupils who are part of Vanguard. This would affect Glebe pupils as the school feeds into Vyners with approximately 50% of Glebe pupils progressing to Vyners as their secondary school.</p> <p>MP has met with other Headteachers from Breakspear, Hermitage and Warrender primary schools who all agreed a united front would be best and that a plan B is needed if they try to push the admissions changes through. The deadline for the consultation is tomorrow, all parents have been encouraged to petition the school against the changes and numerous emails and information have been distributed.</p> <p>David Simmonds local MP is furious at the proposed changes and the LA are opposing them, Vyners was recently given funding for building works on the understanding that they provided more spaces for local children.</p> <p>Governor asked who has the overruling say on the criteria change. MP/Chair stated they were still unsure of this.</p>	
2868	<p>Working Parties <u>Governance</u> – PS reported that there had been a 100% return rate in response to the skills audit that was distributed. There had been 3,4,5 scores in all areas meaning that we were fully covered as a governing body with sufficient skill set between us. As a result of the audit a strategic plan had been created that required governors to help with tasks. PS stated that the importance of a “social aspect” between governors was also expressed in the audit.</p> <p><u>Promotions</u> – None.</p>	

2869	Governor Training. Governor and staff inset day on 6.01.2020 – Governors praised how well run the day had been and how they felt the rapport between staff and governors had been strengthened. One governor stated the information on the new Ofsted framework had been invaluable. SY reminded governors to utilise the courses run by Governor Support, he stated that if the take up is not sufficient they will stop being run.	
2870	Sub Committees None.	
2871	Link Governors None	
2872	Adopted Governors NR – Globe theatre with Year 4 PS – Early Years classroom visits Governor enquired how far in advance school trips were normally organised. MP replied usually at least a term. Governor stated it would be useful to have these dates distributed so as they can book the time off work to attend the trips and visits.	
2873	Agenda items for the next meeting - Strategic Plan - Vanguard Trust proposed changes to admission criteria.	
2874	Dates for Future Meetings Thursday 12 th March 2020 Thursday 7 th May 2020 Thursday 2 nd July 2020.	
2875	Any Other Business None.	
	Meeting closed at 20:40 pm	

I agree that this is a true and accurate record of the meeting dated above:

Signature: _____
(Chair of Governors)

Date: _____

Appendices 1.



**Head Teacher's
Report to
Governors
Thursday 23 January 2020**

School Context

Staffing Changes

Pupil Progress Data for Autumn Term 2019

School Development & Monitoring

Safeguarding, Social Care & Pastoral Updates

Complaints

Exclusions

Additional Documents Circulated

- Pupil attainment and progress data 2019-20
- Comparison data
- Glebe KS2 headline measures
- 6 B's
- Paul Wiggins feedback