

GLEBE PRIMARY SCHOOL

Minutes of the Full Governing Body Meeting Held at Glebe Primary School, Sussex Road, Ickenham on Thursday 14 November 2019 – 18:30pm

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

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



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

Action

2842	Apologies / Guests No Apologies received.	
2843	Minutes of the last meeting Agreed no amendments.	
2844	Matters Arising Welcome to new governor Susan Owen-Thursfield	
2845	Matters for any other business - Business declaration forms completed (Clerk) - Funding opportunity (MP)	
2846	Headteachers Report - <i>distributed via email prior to meeting.</i> <u>Areas Covered in the Report</u> <i>SEE APPENDICES 1.</i> <u>Question and Answer Session</u> - based on report content <u>Governor 1</u> SIP: are we clear on the measures we will use to calculate impact in each of the terms? The measures are dependent on the target, for example targets relating to pupil progress can be measured through data percentages, targets related to writing and talking for maths will be measured through observations, book scrutinies and discussion with staff and pupils. p7. early intervention funding - there is only 1 but 84 SEND pupils. Does that mean there is only one new funding request? How many of the SEND pupils have EIF funding? No. Only 1 pupil has EIF funding at the current time. No other SEND pupils have it as not every pupil with SEND requires the funding attached to the EIF; in the vast majority of cases, the needs of pupils with SEND can be met within the	

mainstream classroom setting with differentiated work or intervention from an outside agency, e.g. the Speech and Language Therapy service.

The pupil in question who is in receipt of the EIF is moving on in the near future and so, rather than waiting 20+ weeks for an EHCP to be applied for and agreed and then for the funding to be award, we went for EIF as the funding is almost immediate and we could put in the 1:1 support the pupil needed earlier. As with an EHCP, Early Intervention Funding will only be applied for in the most significant of cases.

p9. are you able to share the reason for the 5th member of staff on long term leave?

Shared with Governors verbally at the meeting.

p11. I am supportive of GB analysing the November assessments data

Thank you

p12. from a parent perspective I was unaware of the questionnaire as it was not visible at parents' evening - others may have missed it too.

That is such a shame, I had mentioned on the newsletter in the week leading up to the two evenings that questionnaires would be available on both evenings.

There was also a box and the questionnaires on a table near the children's books in each phase's corridor. I had also tasked the prefects with reminding parents to complete it, although some parents did not need escorting to class so would not have been reminded. Perhaps next time and I'll just send them home as before.

Parent View: I think the wording of question 4 could skew the results by conflating 2 questions. There isn't a response option for parents whose child has been bullied but feel that the school didn't deal with it quickly and effectively?

Those who answered strongly disagree or disagree could be answering the bullying aspect of the question. Is there any bench-marking information re bullying levels from previous questionnaires or other schools? There is a questionnaire from 2014 on the school website but I guess that others have been done since then?

In terms of the Recipe for Change training, when bullying occurs does it tend to be more of a lunch and playtime issue?

We used the Ofsted Parent Views questionnaire and as such I cannot change the wording of the questions, unfortunately. There are a few questions that I think could be phrased better (including the bullying one) but wanted to use the Ofsted questions as best practice.

With regards bullying, I think the word is incredibly emotive and as such always garners a skewed response. I strongly feel that the work we do in school to educate the children on what is and what isn't bullying is hampered by the parents understanding of what is and isn't bullying. The number of incidents of bullying does not correlate with the numbers of parents saying it was an issue. I have had countless conversations with parents over the years where parents have stated bullying when in fact it has been an example of rough play or a 'mean moment', i.e. one off incidents of one child saying something unkind to another. I have discussed this very issue with Jenny, Katie and Clare (Sheldon) and we are going to work with the NSPCC on an information pack for parents on what constitutes bullying and examples of undesirable behaviours (which although unacceptable and need addressing) are not instances of bullying. I am in no way suggesting that we do not have cases here, but is a very rare occurrence.

We do record incidences on our Behaviour Log and analyse them. A couple of years ago, I did a report for Governors on the analysis of the behaviour log – including bullying - but Governors felt at the time that, as long as SLT had an understanding of what was happening and were taking action, then Governors did not need that level of information.

Governor 2:

Peer challenge Network - will this collaboration continue?

I would like it to, I haven't spoken with many Hillingdon Heads this term yet so will put some feelers out to gauge if there is interest from others in getting together.

What is Mental Oral Literacy starters and what are Write off sessions?

Mental Oral Starters: Taken from the practice from the Numeracy Hour (from years ago) a mental oral starter is a quick fire task intended to warm up the brain! In English, an example could be "Odd One Out" – 4 words are displayed on the IWB and the children have to discuss with a partner which is the odd one out from the following: courageous, antique, huge & beautiful.

There are endless examples from a range of elements of English, including improving a sentence by changing one or two words. The idea is that it is all verbal and no writing has to take place but that children are practising vital English skills in a fun 'non-threatening' way. It is proving really successful so far.

The 'Write Offs' are something we introduced last year and is a 10-minute task, that takes place once a week, where the children compete with the teacher and each other to see who can write the best piece of writing based on a picture stimulus. The time limit combined with an opportunity to beat the teacher means that the children pull out all the stops to write an excellent piece of descriptive and creative writing. It is also an excellent way to measure progress over time as the pieces the children produce develop clearly over the school year, as does the amount of writing they produce within the 10-minute period.

Has the fortnightly timetable sessions started?

Yes, SLT are due to undertake learning walks in late November to assess the impact it is having. All indications so far point to it being successful.

May be me but I don't seem to have the latest Pupil Premium Strategy?

It has just been finalised and can be found on the website. However, for ease, I have attached a copy with this document. You will notice that it is far more robust than in previous years.

There has been an increase in returns for the Parent Questionnaire - still need to improve uptake - are there any more ideas for improvement?

Happy to take suggestions from Governors. I wondered about giving each questionnaire a number next time and then having a prize draw. Other than that, I'm out of ideas.

On page 19, under action for governors - it refers to Recipe for change, December 2017. Needs updating. Any more information / evaluation on how this is going?

Sorry, I haven't updated this section as I am intending for teachers and Governors to update the SEF at the January training day once we have been through the new framework. In terms of more information and evaluation, the small table settings do work better and the calling children from their seats to the line has cut down significantly on queuing.

Governor 3:

Page 6: Typo should the second figure be 36%, not 46%?

'64% of our PPG pupils are reading at or above the expected standard. The 'hidden' 46% have a reading age significantly lower than their chronological age.' Yes, apologies; that should say 36% and has been updated on the original document.

Page 9: Comment: Thank you for reporting fully on staffing and absences. This has been a difficult term with so many unplanned issues to deal with. Thank you for managing this situation effectively.

	<p><u>Additions to questions and answers already supplied by MP</u></p> <ul style="list-style-type: none"> - P9 HT report “Sharing Verbally” was discussed - Bullying, Governor stated that they would quite like to see a snapshot of data statistics at some point. <p>MP stated that current support is often in the form of pastoral interventions so pure data is limited.</p> <ul style="list-style-type: none"> - Governor queried the LA’s occupational health service for staff. <p>MP explained that it could be face to face or over the phone (VITA) they are there to support both staff and schools and assess fitness and capability to work.</p> <p>Governor asked if they compile data.</p> <p>MP said yes OH does using anonymous statistics.</p> <ul style="list-style-type: none"> - Further discussions around PSHE and statutory changes to curriculum that will commence September 2020, MP stated that DL had already been on an INSET regarding the changes as PSHE lead. Queries over parental consultations regarding the best delivery of curriculum, one idea is to form a working party with parent representatives. Others are to feed information into the parent newsletter and consultation if required. <p>Governor queried how many parents actually withdraw their children from sex education</p> <p>MP replied the number is very low only around one pupil every two years.</p> <ul style="list-style-type: none"> - MP reminded governors about training on 6/1/2020 regarding new Ofsted framework, staff and governor evaluation team day. 	
2847	<p>SLS Lettings</p> <p>MP signed amended contract today.</p> <p>Hall will now be marketed by SLS with lettings to commence from January 2020. They have requested that six extra keys be cut for their team.</p> <p>Governor enquired how many other schools in LBH use SLS.</p> <p>MP replied there are currently eight.</p> <p>Governor asked about the SLS staff.</p> <p>MP replied that all recruitment is undertaken by SLS. Candidates are DBS checked and the known staff will work on a rota system, it is a separate business and we are in no way connected.</p>	
2848	<p>GDPR – rolling item to ensure compliance.</p> <p>None.</p>	
2849	<p>Finance Report – distributed via email prior to meeting.</p> <p>Staff pay award of 2.75% details outlined in finance report. AGREED AND RATIFIED.</p> <p>MP stated that the budget for this had been received yesterday and was £21,000 more than expected due to the government allocated funding for pensions and pay.</p>	
2850	<p>Academy Status - Rolling item.</p> <p>Part 2, confidential.</p>	
2851	<p>Working Parties</p> <p>PS distributed yearly governors report. This will be placed on the school website and a blurb will also go in the newsletter this week.</p>	

	ST and PS have formatted a strategic plan. Colour coded and retrospective 2018/2019 – it reflects the July learning seminar. Agreed to look at dates in the summer 2020 for another governors learning seminar. PS stated there is a new skills audit coming out that needs to be completed by all governors, should be distributed in January 2020.	PS PS/ Clerk
2852	Governor Training. NR – Two visual impairment workshops. JC – Understanding and Mentoring the Curriculum Human Resources Matters for Governors	
2853	Sub Committees Policy and Curriculum to meet.	
2854	Link Governors JC meeting with LB for PP session.	
2855	Adopted Governors Clerk to distribute updated list, 2019/20.	
2856	Agenda items for the next meeting - Data (January meeting) - Skills audit	Clerk
2857	Dates for Future Meetings Thursday 23 rd January 2020 Thursday 12 th March 2020 Thursday 7 th May 2020 Thursday 2 nd July 2020.	
2858	Any Other Business MP explained that a parent who works for HS2 had made her aware of a funding opportunity as HS2 have a pot of money that they are allocating for community projects. Discussion around this and the ethics of accepting it. After much debate it was decided that Glebe do not pursue the opportunity as many other local organisations and other schools have declined it due to the negative impact HS2 is currently having on the community. It was felt that linking Glebe to HS2 in any way could potentially create adverse and negative publicity for the school.	
	Meeting closed at 21:36 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 14th November 2019

School Improvement Priorities: Issue – Action – Impact

School Context

Staffing Changes

Staff Sickness/Absence

Teaching & Learning

Updates Since Last Meeting

New Staff

Staff Exit Questionnaire Results

Parent Views Results

Relationship and Sex Education Update

Leadership and Management – Good

Strengths

Next Steps

Action for Governors

Pupil Achievement – Good

Strengths

Next Steps

Action for Governors

Quality of Teaching – Good

Strengths

Next Steps

Action for Governors

Personal Development, Behaviour and Welfare – Good

Strengths

Next Steps

Action for Governors

Report of allegations of racist incidents and outcomes

Behaviour Incidents, Safeguarding and Social Care

Attendance

EYFS – Outstanding

Strengths

Next Steps

Action for Governors

Additional Documents Circulated

Pupil Premium Statement