

## GLEBE PRIMARY SCHOOL

### Minutes of the Full Governing Body Meeting Glebe Primary School, Sussex Road, Ickenham (Remote Meeting) Thursday 12 November 2020 – 18:30pm

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

Mrs M Penney (ex-officio)	Ms H Poole
Miss J Brown	Miss K Rhodes
Mrs J Campbell	Mrs N Ross
Mr R Everett	Mr S Youens
Miss J Griffiths	
Miss D Lubbers	Mrs D John (Clerk)
Mr P Niznik	



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

Action

2918	<b>Apologies / Guests</b> None.	
2919	<b>Minutes of the last meeting</b> Agreed no amendments.	
2920	<b>Matters Arising</b> None.	
2921	<b>Matters for any other business</b> SOT resigned as Co-opted Governor.	
2922	<p><b>Headteachers Report - distributed via email prior to meeting.</b></p> <p><u>Areas Covered in the Report</u> <i>SEE APPENDICES 1.</i></p> <p><u>Question and Answer Session - based on report content</u> <b>School Improvement Plan (p3-8)</b> <u>Governor 1</u> 4SDP - Quality of teaching. Coaching and mentoring programme is mentioned. Is this for all staff or do some volunteer or are they picked? Individual, bespoke coaching and/or mentoring sessions with a member of SLT will be available for <b>all teachers</b> throughout the year to address the areas the teachers have identified as wanting to improve or develop. <b>Is this an extension of the leadership programme with the after school seminars?</b> As this is open to all staff, this is in addition to any leadership, NQT or professional development programmes we run throughout the school year. Senior Leaders will work directly with individuals to deliver this at a time that is mutually convenient and will not add to workload or impact on work/life balance. <b>Glebe Way - The SMAs have undergone the Recipe for Change programme so are you continuing with the programme or extending its scope?</b> This is additional training but with a view to enhancing what they learned as a result of the Recipe for Change programme, although we have had quite a</p>	

turnover of staff in the three years since this was implemented. I think regular training for SMSAs in different aspects of their role, including behaviour management, active supervision, etc. is vital and something that we haven't offered on a regular basis due to time constraints and staff availability. This is something I would like to offer at least termly as it will help the SMSAs feel more invested in the key role they play as well as providing even more effective supervision and interaction which will only enhance the experience for our pupils.

**When will the class cohesion reward system begin?**

I introduced the system to the staff on the training day (2<sup>nd</sup> November) and have asked them to explain it to the children so we can start immediately. It may take a while to gather momentum whilst we get used to the system (especially as teachers cannot award them to their own class as some get rather competitive!)

**Will there be specific guidance for visitors on what to look out for in order to award the points?**

Yes, we will be working on this, although there is no rush for this element as we are not inviting visitors into school at present.

Governor 2

**Jean Knapp, specialist maths consultant to deliver training for all teaching staff in November 2020. Is this still going to be possible, virtually if not in person?**

Jean will still be visiting us in person and we will ensure social distancing as we have with all staff training. Both Paul Wiggins and Jill Forbes have visited the school since September too, as school are expected to function 'as normal'.

**"a tiered system of rewards" (typo 'tired')! A Freudian slip perhaps?!**

An absolute Freudian slip! Now corrected.

**Learning Walks (p5)**

Governor 3

Also really good idea to record the learning walks - I would find that really valuable.

Governor 2

**Page 3 (also page 4): Note: unfortunately Learning Walks are not possible at present for governors. I assume that the Senior Leadership Team is able to do these walks as they will be filming some of them?**

In the report, when I said 'we' I was referring to senior leaders – our narration over the video should provide Governors with the focus of the learning walk and our findings in 'real time' as it would if we were undertaking it live and with you in person. We will ask Beth Edwards (Media Administrator) to do the actual filming.

**School Context (p10)**

Governor 2

**Note a big increase in the number of Service pupils this term. What specific issues or demands has this made on the school?**

The increase is due to transition as a result of Covid. Families who were due to be re-posted from the local area in recent month have had their postings postponed, whilst the new postings have arrived from abroad, e.g. Cyprus.

Within the last couple of weeks, we have seen movement from those families who were due to move earlier in the year so these numbers may even out.

We haven't noticed additional issues related to the higher numbers but general family support needed for concerns around job security and Covid-related worries.

We were fortunate to be awarded some funding to enable drama therapy sessions

to be delivered to children from military families which has started and been widely appreciated. The children really look forward to the sessions and it has really boosted the confidence of these pupils. We have kept the groups small and have kept them in their bubbles to avoid possible cross-contamination.

### **Teaching and Learning section (p11) - Data**

#### **Maths:**

##### Governor 1

It is mentioned in the report that Year 3 had a large drop off in Maths over the lockdown period - any ideas why this particular year group? Are they as a year group being targeted?

##### Governor 3

My question is in relation to year 3 maths and any further information as to the likely causation of the dip or if you feel that maths appears to be a struggle for this particular cohort?

This particular cohort was struggling with maths prior to lockdown and we had discussed with the teachers at the pupil progress meetings in early March what interventions (both whole class-based and small groups) we would put in place to address these issues. Once we went into lockdown, we discussed with the teachers the need for a strong maths focus in the learning that was sent home.

The staff responded brilliantly to this and even filmed videos demonstrating to parents the calculation methods we use to solve different maths problems. This meant that parents had the tools they needed to help their children or could even show the children the video and they could follow the instructions.

Unfortunately, despite this high quality provision, this year group were perhaps the least engaged with the home learning. Since the assessments on our return in September, we have focused predominantly on maths catch-up for this year group and have set specific targets related to maths progress for the Year 3 teachers' performance management.

#### **Phonics Screening:**

##### Governor 2

If the pass mark is 32, how many questions are there in total and what percentage does the pass mark represent?

There are 40 questions in the Phonics screening check so the total score is out of 40. Therefore, the pass mark equates to achieving 80% correct.

### **RSE Policy and Letter to Parents (p11 + attachment)**

##### Governor 3

Not a question - Just wanted to say that that was a really good letter re the RSE letter to parents and look forward to finding how this has greeted by the parents (and if anyone has signed up to the liaison group).

Thank you for the feedback about the letter, it was one that was particularly important to 'get right' due to the subject matter and being as informative as possible.

At the time of writing this document, I've had one parent sign up to be part of my working party.

##### Governor 2

Letter to parents about the new Relationships and Sex Education (RSE)

Curriculum, dated 22<sup>nd</sup> Oct. Very thorough and informative, thank you.

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY dated Nov 2020.

The Curriculum Committee has discussed this and had a presentation about it. A great deal of thought and work has gone into this. The resources that have been found to support the learning are also informative, factual and non-controversial. Many thanks to the member of staff who has taken the lead on developing this policy and area of the curriculum.

Thank you for your comments, I will ensure that all staff involved receive this feedback.

### **School Self-Evaluation (p13-22)**

#### Governor 1

In the last section when the report evaluates the effectiveness of the school - who decides the difference between a 2 and a 2+? Could we go for a 1?

It is an internal decision, i.e. SLT and Governors but following external validation from school improvement consultants. I think in order for us to be a 1 for overall effectiveness, we would need to have scored 1 in more than one area, i.e. in Leadership & Management and in the Quality of Education predominantly. I just don't think we have the evidence to claim we are there yet.

#### Governor 2

##### Action for Governors

- To devise an **ANTI** -Bullying and Harassment Policy to protect staff and SLT. Note that Governors are working on this and have renamed this policy, adding the word 'anti'.

Good decision! I would hate to think that people may think we would be encouraging bullying and harassment of staff and SLT!

#### Additions to questions and answers already supplied by MP

- MP states that the virtual tour is now available on the Glebe website and has been filmed by the media administrator, a former pupil.

- MP informed Governors that another confirmed case of COVID has arisen. MP has spoken to the DfE who advise that bubbles should remain open and only those in close contact should self-isolate. Children self-isolating will be provided with home learning. MP states that a few parents of children not in close contact with COVID have also chosen to temporarily remove their child from school. MP informed Governors that those children will not be receiving home learning as to not encourage the removal of children unnecessarily.

**Governor asked if risk assessments need to be updated to reflect the DfE advise of sending home close contact children and not whole bubbles.**

MP replied that COVID cases would need to be assessed on a case by case basis. MP informed Governors that the risk assessment states Glebe would follow advise provided by the DfE and LA public health team, with provisions made based on those.

2923

### **School Lettings**

SLS have now returned keys.

MP informed Governors that Clubercise will commence during term time, when COVID restrictions decrease.

Chair states Boxing club preferred year-round bookings so were unable to proceed.

2924	<p><b>GDPR</b></p> <p>MP is in process of obtaining compliance report from out-sourced Data Protection company and will update Governors when received.</p>	MP
2925	<p><b>Finance Report</b></p> <p>JB informed Governors that The Pantry was discussed in Finance meeting and MP states they are still awaiting The Pantry's response to invoice additions.  <b>Governor asked if The Pantry have changed the conditions of their contract with Glebe.</b></p> <p>JB replied that a contract was not in place due The Pantry's inability to provide one during COVID adaptations.  <b>Governor asked if Glebe are hoping to develop a contract with The Pantry.</b></p> <p>JB replied that Glebe hope to develop a contract with The Pantry subject to further agreements of costs and meals provided.</p>	
2926	<p><b>Academy Status - Rolling item.</b></p> <p>No further update on Vanguard Trust.  PS informed Governors that a 6-form entry secondary school with no faith affiliations is in consultation to be built in the North of the Borough.</p>	
2927	<p><b>Working Parties</b></p> <p><u>Governance</u> – PS to share the Governors report to Parents on Glebe website, along with comments and additions from Governors.  PS will provide clerk with Policy for Induction of new Governors.</p> <p>JC has undertaken work on the development of staff wellbeing at Glebe. Discussion on the NGA's wellbeing evaluation tool, and request for Chair and headteacher to discuss practise questions in sessions together. JC to send wellbeing practise questions to Governors for further input.  JC suggests that joint training sessions with staff should recommence after COVID.</p> <p>JC will develop document for adopted Governors with suggestions of ways to communicate with staff and asks if Governors could add comments of praise to staff newsletters.  JC enquired as to the possibility of providing staff with tea and coffee refreshments from school budget.  Chair does not think this would be a possibility due to use of public funds but will investigate further.</p> <p>PN has undertaken work in simplifying data the Governors use to determine strategic goals.  Discussion on Governors focussing on specific area of SDP and summarising data to evidence this.  PN suggests Governors evaluate data importance and the necessity to the GB.  PN will email Governors and ask for suggestions on SDP focus area.  <b>Governor asks who will produce the simplified data reports.</b>  PN replied that Governors can evaluate the importance of data already supplied by MP and decide on the most valuable.</p> <p>PS has asked Governors to submit any further comments and ideas via email.</p>	Chair/ PS/JC/ PN/MP

2928	<b>Governor Training (all remote)</b> NR- Mental Health and Wellbeing. JC - Introduction to Governance. Chair and PS in discussion with HGE to discuss how training will be further provided for Governors.	
2929	<b>Sub Committees</b> Curriculum and Policy – Have carried out a vast amount of work. PS congrats staff at Glebe for their provision and thanks DL for her hard work and presentation. Discussion on child assessments and monitoring of pupil regressing. PS invited Governors to join Sub Committee meeting if desired. Clerk to distribute dates for future Sub Committee meetings. <b>Governor enquired as to feedback in regard to parent forum development.</b> MP replied that two parents wish to join the working party but is still awaiting further response. Follow up due with parent wishing to withdraw their child from RSE. Personnel – covered Annual performance review with MP.	Clerk
2930	<b>Link Governors</b> NR - met with staff regarding service level agreement for SRP unit and funding issues. MP states that after meeting with Borough, Glebe will be receiving backdated pay due to mistake in funding. JC - Call with PP leader to discuss activities taking place. PP numbers have increased, and children will have individual records to track progress. Notes will be passed onto Governors. PN – discussion with staff regarding maths provision and remote training through external consultant.	
2931	<b>Adopted Governors</b> Clerk to distribute updated list.	Clerk
2932	<b>Any Other Business</b> None.	
2933	<b>Agenda items for the next meeting</b> - Data meeting - Review Governor skills matrix	
2934	<b>Dates for Future Meetings</b> Thursday 21st January 2021                      Thursday 18 <sup>th</sup> March 2021 Thursday 6 <sup>th</sup> May 2021                              Thursday 1 <sup>st</sup> July 2021	Clerk
	Meeting closed at 19:53 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 12 November 2020.**

Summary of Progress on School Improvement Priorities: Issue - Action - Impact

School Context

Staffing Changes

Staff Absence

Teaching and Learning

Updates Since Last Meeting:

Relationship and Sex Education Update

Promotion of the School

Safeguarding and Social Care

Attendance

School Self-Evaluation – Linked to the new Ofsted Framework

Quality of Education – Intent, Implementation, Impact, Next Steps: to be outstanding we must:

Action for Governors

Behaviour & Attitudes: Strengths, Next Steps: to be outstanding we must:

Action for Governors

Personal Development: Strengths, Next Steps: to be outstanding we must:

Action for Governors

Leadership & Management: Strengths, Next Steps: to be outstanding we must:

Action for Governors

Effectiveness of Early Years: Intent, Implementation, Impact, Next Steps: to be outstanding we must:

Action for Governors

### Additional Documents Circulated

Relationships, Sex and Health Education Policy

Relationship, Sex and Education parent letter