

GLEBE PRIMARY SCHOOL

**Minutes of the Full Governing Body Meeting
Glebe Primary School, Sussex Road, Ickenham (Remote Meeting)
Thursday 6 May 2021 – 18:00pm**

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

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



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

Action

2970	Apologies / Guests None.	
2971	Minutes of the last meeting Agreed with no amendments.	
2972	Matters Arising None.	
2973	Matters for any other business Chair – Prospective new Governors.	
2974	Headteachers Report - distributed via email prior to meeting. <u>Areas Covered in the Report</u> <i>SEE APPENDICES 1.</i> <u>Question and Answer Session - based on report content.</u> School Context (page 3): <u>Governor 1</u> We have lost 15 pupils between May 2020 and 2021 - is this a high or low figure? Is it due to movement of Military families? This is a higher than average figure of movement for us over a year. High pupil mobility has long been a feature of Glebe – partly impacted by the high numbers of military families but also Ickenham being a fairly expensive part of the country to live in. However, I think Covid-19 has played a part in the higher numbers. Circumstances have changed for many over the past year and some of those who have left report that they have been priced out of the area (many currently rent but cannot afford to buy in this area). For others, the option to work from home has helped make the decision to re-evaluate their lives and they have opted for a better quality of life in either coastal or rural locations.	

Reason	% of Leavers
Military Re-posting	33%
Relocation to another part of the country	50%
Elective Home Education (EHE)	14%
Moving to another LBH school	3%

Those who have decided to electively home educate sited their reasons as health concerns around Covid-19 – either for the pupil or a member of the household was at risk. All families who seek EHE, have to put in a request to the London Borough of Hillingdon and state their reasons for the request.

Safeguarding & Social Care (page 3):

Governor 1

Under safeguarding context do any pupils appear in more than one category?

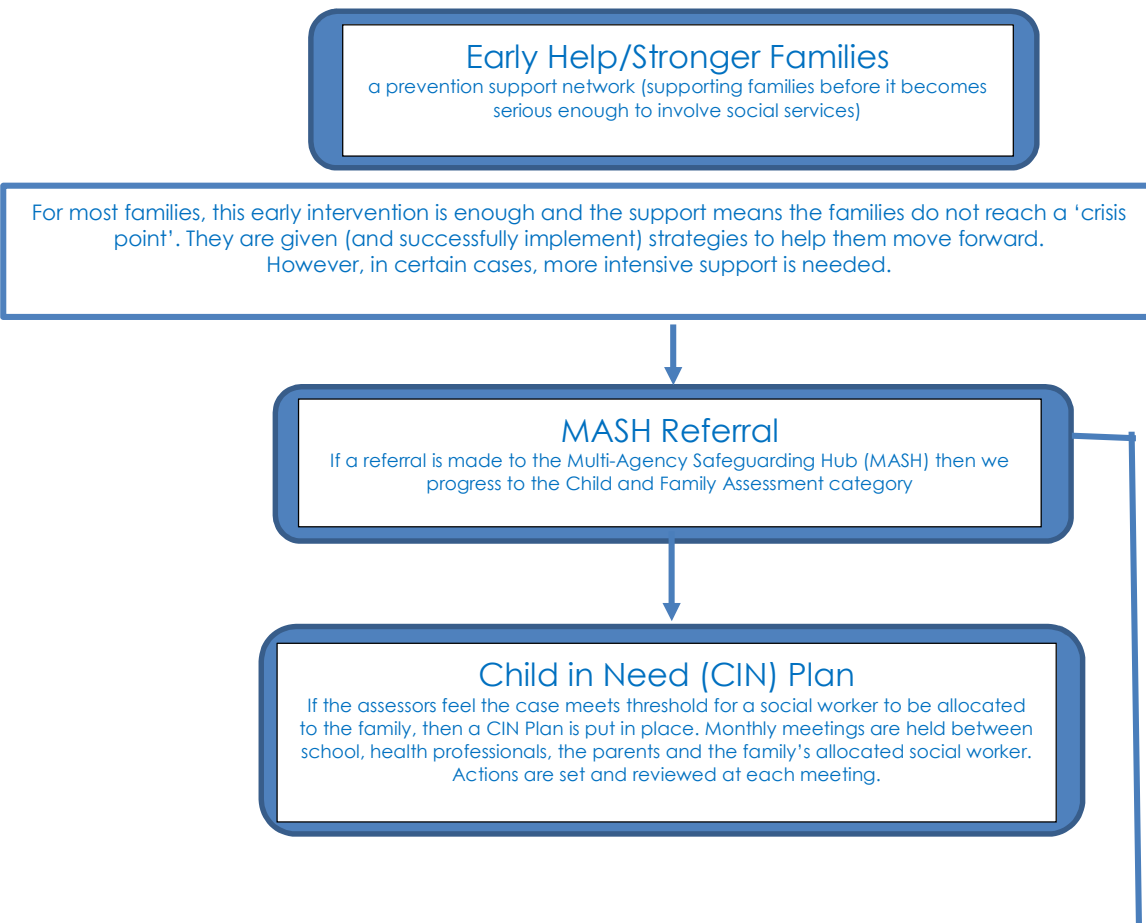
No. Each category is a progression in the level of need (please see below).

Governor 2

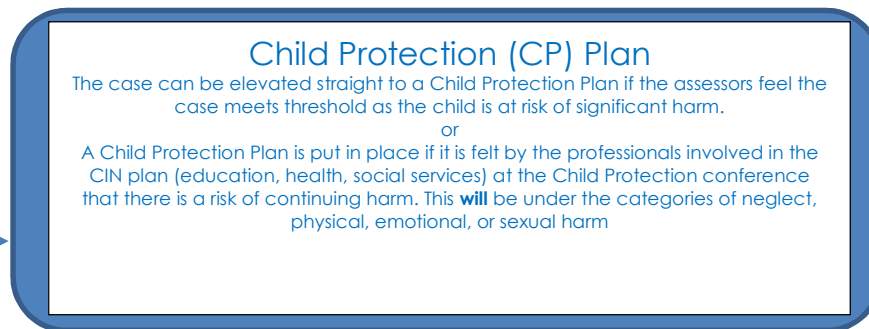
Open Early Help/Stronger Families Cases (not previously reported)- can you explain what this means and criteria for listing them?

Early Help has been mentioned in past reports as a support for parents within the home for a range of issues, including behaviour support, re-establishing strained relationships between children and parents to name a couple. Early Help is in the process of changing its name to Stronger Families and the offer will remain similar to the current provision.

I hope that the diagram below will explain the process for Governors:



For most families who are on a CIN Plan, the focus and actions set are enough to get them back on track and the case is usually closed after several months if it is felt that the children are no longer at risk of harm.
However, in certain cases, the concern around the safety of the children is more significant. This is then elevated to the next category, Child Protection.



Staffing Changes (page 5)

Part 2 - Confidential

Exclusions

Governor 1

You anticipated some bad behaviour on return from lockdown - any underlying reasons for spitting and biting?

We did anticipate some poor behaviour as children returned to school and having to get used to socialising again. The vast majority of the behaviour incidents have been verbal, with children bickering with one another or being rude or unkind which is dealt with in the usual manner. As part of our investigation process, we ask the children what led up to the moment they made the wrong choice, i.e. what made them spit at/bite someone else and the answers have varied. Some have done it out of frustration, some have said that they don't know why, and others have said they wanted to see what would happen! In all but two cases, the parents have been fully supportive of the school and the stance we have taken.

Governor 3

I fully support your decision to exclude the pupil for deliberate spitting. Can you confirm the exclusion period and whether the child is now back at school? Are you continuing to see an increase in this type of behaviour?

As per the Covid-19 addendum to our behaviour policy, any exclusion for biting or spitting carries a 1 day fixed term exclusion. Depending on the time of the incident, it may be a day and a half (if the incident occurred during a morning or lunch time play). Our policy is that the child is isolated whilst the investigation takes place and both sets of parents are notified by telephone at the earliest opportunity, with the perpetrators parents being asked to collect as soon as possible and keep them off for the next school day as well. Obviously, it does depend on the circumstances – some children have lisps and can spit when they speak so for us it is about looking at the intention. However, if the child who bites or spits is carrying Covid-19, then regardless of whether they intentionally bit or spat is a moot point, as they could infect another person. In such cases (very, very few) we ask the parents to collect them and keep them home for the rest of that day and remind them of the importance of keeping their distance but it is not the 1 day fixed term exclusion. Some parents have used the time off school to take their child for a rapid flow test to put the parents of the other child's minds at rest. We stress to the parents that they use this day as an opportunity to remind their child of why such

behaviour isn't acceptable (at any time) but is more significant in the current climate.

InCAS Attainment Data

Governor 1

Attainment: are the results what you expected?

The results are generally what we would have expected and I don't think there have been any significant surprises. The key information is the progress data which is still being analysed but early indications are positive.

What is the most satisfying aspect?

I think that the results are testament to the quality of the remote learning provision we offered during lockdown and this has undoubtedly impacted significantly on the results overall.

Anything that stands out as a challenge?

The number of pupils working 12 months below their chronological age in reading and mental maths scores (particularly in Years 1 and 3) are higher than other year groups. We have compared this with the children's attitudes towards reading and maths within these year groups (which is also part of the InCAS assessments) and their scores reflect their attitudes towards these areas. We have created a specific questionnaire based on the types of questions they would answer as part of the InCAS Attitudes assessment to ascertain the reasons behind the negative responses they gave. In terms of reading, family dynamics and routines would have altered significantly during the school lockdown, with many parents perhaps not hearing their child read regularly as they were focusing on the home learning tasks and juggling working from home in the vast majority of cases which could account for some of the low scores.

Next steps?

We are currently compiling the results of the questionnaires to analyse for common threads to address within the next few months. In terms of reading, we are already updating the reading scheme, particularly in KS1 to help with this.

Governor 2

This is an impressively thorough analysis of the data, which I understand that teachers are already using to inform their teaching, thank you.

Thank you.

Page 8: typo on last line: boys reading 33 pupils is 87%, as in the line above, (not 97%) - apologies for spotting this detail!!

Thanks for spotting and it has been amended on the original document – Danielle, please can you amend your version before you publish the HT report? Thanks

When are the InCAS tests next going to be administered, so that you can see how much progress has been made, particularly for those pupils who currently are performing more than 12 months below their chronological age?

The InCAS assessments are completed annually and so the next round will be in February 2022. I think it is also important to stress here that until we have the progress data from the recent tests, it is hard to put into context the results for those children who are attaining 12 months or more below their chronological age, e.g. a pupil with SEN who began from a very low starting point may still be working below their chronological age but have made more than a year's progress.

Governor 3

I would be interested to hear your thoughts on these results and whether they are in line with what you expected to see given the disruption to schooling over the past year - I'm sure you'll cover this in the meeting.

Hopefully I have been able to cover this question (at least in part) in my answers above.

	<p>Year 6 seems to have a higher % of pupils falling behind - how does this compare for the same year group last year? Is this a Covid related issue or is this an ongoing issue with this year group?</p> <p>It is important to note that the current year 6 are by far the lowest cohort of pupils on roll with 70 children – this skews percentages as each pupil has a higher percentage value. However, the phrase ‘falling behind’ would correlate to progress – but this is based purely on attainment. Until we have fully analysed the progress data it is difficult to judge or comment on them falling behind. On the data presented, in terms of comparing percentages of those achieving within the expected and exceeding ranges, only Year 6 general maths is slightly lower than year 4 or year 5.</p> <p>I was pleasantly surprised with the numbers of pupils in the expected or above expected range. I think it is important that the focus is not only on those pupils who have fallen behind but also on continuing to stretch those who are meeting expectations.</p> <p>We are pleased with the results in general. We will be holding pupil progress meetings over the next few weeks and will be setting targets for children within each attainment bracket to ensure further progress for all pupils.</p> <p>Have you any feedback on how the parent consultations have gone?</p> <p>At the time of writing this document, we have only had 3 evenings of parent consultation calls but the feedback from teachers so far has been very positive.</p> <p><u>Additions to questions and answers already supplied by MP</u></p> <ul style="list-style-type: none"> - MP praises KR and JG for their hard work in developing the pupil progress data. - MP informs Governors that the school will re-start phase monitoring, which will include pupil progress meetings, to ensure the return of a strategic provision after lockdowns. <p>Chair mentions the data published by the LA and states that Glebe have filled their quota of places for reception. Chair states that this is a credit to all staff at the school and reflects positively on the school’s performance.</p> <p>Governor 1 enquires if there is a waiting list for the school.</p> <p>MP replies that until all families have accepted a reception place it is difficult to know if there will be a waiting list for Glebe.</p>	
2975	<p>Governor roles</p> <p>Chair informs Governors that RE has agreed to commit to the role of Anti-Bullying link Governor and PN has agreed to commit to the Prevent link Governor role. All Governors agreed.</p> <p>Chair gives his thanks to RE and PN on behalf of the board for volunteering in their new roles.</p>	
2976	<p>School Lettings</p> <p>MP informs Governors that Clubbercise has restarted and as classes are being held outside, rent from the company has been reduced to £25 per hour due to the reduction of cleaning costs for the school. Classes are currently running for 1hr and may increase to 2hrs depending on uptake.</p>	

	<p>Governor 2 queries if clients attending clubbercise class have access to the school's on-site toilets.</p> <p>MP replies that this has not been requested and that class visitors enter and leave through the main gate to minimise contact with the school.</p>	
2977	<p>Finance Report</p> <p>JB feedbacks to Governors that a good surplus has been reported and MP has produced a Business plan for the LA, detailing how the over 8% surplus will be spent. The business plan includes the purchase of a mobile classroom to supplement nursery provision and Governors will continue to source and compare quotes. A further possible plan may include sourcing a covered walkway between the mobile classroom and the nursery provision for adults and children.</p> <p>JB informs Governors that the Finance committee has agreed to invest in ICT equipment for the school, including laptops for PP children's home tuition. ICT equipment pricing will be shared within the finance report.</p> <p>MP has budgeted £5,000 to re-paint the high use and visible areas within the school.</p> <p>JB informs Governors that the final budget figure from the LA is yet to be finalised and it is not clear if sports premium will continue to be received. The school will continue to fund children's swimming lessons to achieve the national curriculum.</p> <p>MP informs Governors that JGE has not yet met with the LA regarding budget approval and plans but the LA have agreed budget sign off. Chair to sign documents in person. Benchmarking and expenditure data was not reviewed as LA data is released in October, so this will now take place in November meetings.</p> <p>JB informs Governors that the Finance Policy appendices have been updated and are scheduled to be reviewed again next year.</p> <p>The school yearbook will be continuing with JB supporting MP to source quotes and a member of staff supporting the production of the book.</p>	Chair
2978	<p>Academy Status - Rolling item.</p> <p>Discussion on the LA and Government plans for schools to enter Academy Trusts. MP will send any new information through to Governors once received.</p> <p>Governor 3 asks if Glebe will be re-approached by the Vanguard Trust.</p> <p>MP replies that this may occur but is unsure whether schools will be given a choice of an academy to join in the future, or if they will be asked to join an already established academy.</p> <p>Governor 1 enquires if Vyners school will join a larger established academy in the future.</p> <p>MP replies that school's already within an academy trust should be able to remain where they are, and recent Government announcements pertain to school's not currently within trusts.</p> <p>Governor 2 states that there has been more encouragement to try academy trusts before fully committing and suggests the benefit of contacting Hermitage to discuss their trial year.</p> <p>MP replies that this is a possibility and will contact Hermitage to discuss further.</p>	MP

	Governor discussion on the scope of development for new academy trusts compared to joining existing provisions.	
2979	<p>Working Parties</p> <p><u>Governance</u></p> <p>Prior to the meeting, JC sent Governors 4 documents relating to the well-being of staff and the Governor’s responsibilities to ensure well-being is maintained. JC thanks Governors for the feedback received so far and asks for further feedback before the launch of the Governor recognition of staff scheme. PN has queried the best practice with regards to informing staff of their nomination for the recognition award and the repercussions of staff failing to win. Governor 4 suggests that as there are no limitations to the number of awards given, it would be best practice to only notify staff if they have won the award, rather than notifying staff of their nominations. Chair mentions the negative repercussions of staff receiving constant nominations but not securing the award. JC agrees to just notify staff when they have won the award, and will produce a paragraph within the school newsletter to announce the Governor recognition scheme. JC asks Governors for support in producing the award certificate and informs Governors that the next steps will be to produce a staff well-being survey in the Autumn term. All Governors are happy with the current proposals and next steps. Chair praises JC’s work with well-being so far.</p> <p>PS suggests including a social element to be added to the next face to face FGB meeting to ensure Governor’s well-being is also supported.</p> <p>PS screenshares an information sheet for the school’s shared vision. PS has been preparing for the Governor’s mark and for future OFSTED visits. The information sheet has been produced to ensure Governors are aware of the school’s visions and ethos and the way in which these are delivered. PS states that although Governor’s do not produce the SDP themselves, they do provide input to the document by maintaining awareness of what it entails and by monitoring its progression. PS displays a section on the Governors strategic plan which explains the key functions of the board and will produce further detailed information depending on Governor feedback. Chair and Governor 1 state that the information sheet will provide great support to Governors when preparing for and dealing with inspections. MP adds that inspectors will question Governors and staff on all areas of the school, not just their own subject areas. All Governors agreed for PS to continue producing information sheets to further support the board.</p>	JC/PS
2980	<p>Governor Training (all remote)</p> <p>PS – Governor’s training on Safeguarding.</p> <ul style="list-style-type: none"> - How Governor’s integrate staff and pupil wellbeing and imbed in the school culture. - Developing and monitoring school vision. 	

	<p>Chair, JB and SY were due to attend Governor’s Safeguarding training but were not sent the online training link. PS will send training material to Governors.</p>	PS
2981	<p>Sub Committees</p> <p>Curriculum and Policy – Statutory and non-statutory policies were reviewed, and discussions were had regarding the new Early Career Framework, due to commence from September. The term ECT will replace NQT and trainee teachers that do not meet their targets during the induction period will not be able to continue with their training.</p> <p>Chair informs Governors that the new guidance will not apply to pre-schools, independent schools and academies and training will be accredited by multi-academy trusts. KR and JG will provide the Governors with further information at the next C+P meeting, but as it stands Glebe will not have trainee teachers when the new framework beings. MP adds that Twyford C of E academy Trust will provide the training within the LA and both tutors and mentors will be provided for ECT’s during their induction.</p> <p>Chair gives thanks to KR and JG for their work so far.</p>	
2982	<p>Link Governors</p> <p>PN – Conversation held with maths leads on InCAS data with regards to general and mental maths. PN reports that high results were achieved within general maths, rather than mental maths, possibly due to the varied engagement during lockdown. PN informs Governors that new programmes will be introduced to engage children further within their learning, and maths leads will continue to embed mental maths strategies within the staff through training. Year 6 will receive targeted inventions for mental maths but InCAS data for this group may present lower due to the lower cohort of children. PN enquired as to the well-being of teachers when receiving unexpected results but feedback was positive as teachers were aware of the difficulties covid lockdowns could bring.</p> <p>JC – Conversation with Pupil premium lead regarding PP strategy, with the increase of PP children and plans to use funding. Positive feedback was given when discussing 1:1 tutoring and the progress that this has already made for children. JC will provide further feedback to Governors when more understanding is achieved of how the school will track PP children’s progress and demonstrate the positive impacts made.</p>	
2983	<p>Adopted Governors</p> <p>PS – Emails sent to adopted classes to touch base and organise face to face meetings after the 21.06.2021.</p> <p>JC – Regular dojo messages sent to adopted class teachers to ask after well-being and maintain contact.</p>	

2984	<p>Any Other Business</p> <p>Chair informs Governors that as HP has now officially resigned, the adopted classes 4A and 4JD will need to be covered by remaining Governors. JC volunteers for class 4A and PS has volunteered for class 4JD. Chair informs Governors that a Parent Governor election will now take place to fill the remaining position as well as beginning the search for a new Co-Opted Governor to join the board.</p> <p>Governor 2 enquires as to the specific skills that could further complement the board. Vice Chair replies that it would be beneficial to include a Governor with legal skills, but all candidates will be welcome to apply to strengthen the board. Discussion on how to source a Co-Opted Governor. Chair, Vice Chair and Clerk will meet to discuss process further.</p> <p>MP informs Governors that the School Journey will take place on the week b/g 14.06.21 with a reduced cost of £430 to £185 per pupil. Adaptions to the itinerary can be made if Government covid guidance changes. Two children will not be attending, and alternative activities will be provided. MP will send a plan of action for School Journey to Governors. Governors have all approved the trip and MP will submit plans to LA for approval.</p> <p>Chair reminds Governors that it is Glebe's 70th Anniversary next year and any celebratory suggestions are welcome.</p> <p>Chair gives thanks to all staff for their hard work and dedication throughout the term.</p>	<p>Chair/ Vice/ Clerk</p> <p>MP</p>
2985	<p>Agenda items for the next meeting</p> <ul style="list-style-type: none"> - Allocate meeting dates for next year - Review any outstanding actions - Review September structure and staffing changes - Prevent - Glebe's 70th Anniversary 	
2986	<p>Dates for Future Meetings</p> <p>Thursday 1st July 2021</p>	Clerk
	Meeting closed at 19:36pm	

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 6 May 2021.

School Context - general

Safeguarding, Social Care & Pastoral Updates

Pupil Attendance

Reception Offers for September 2021

Staffing Changes from September

Staff Absence – Long Term Absence Update

Quality Mark Re-accreditation

Exclusions

InCAS Attainment Data

By Year Group

Whole School Overview