



GLEBE PRIMARY SCHOOL

Minutes of the Full Governing Body Meeting Glebe Primary School, Sussex Road, Ickenham 1st February 2024 – 18:30pm

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

Mrs M Penney (ex-officio)
Miss J Brown
Mrs J Campbell
Mrs R Collins
Ms L Dwyer *
Miss J Griffiths
Miss N Gordon

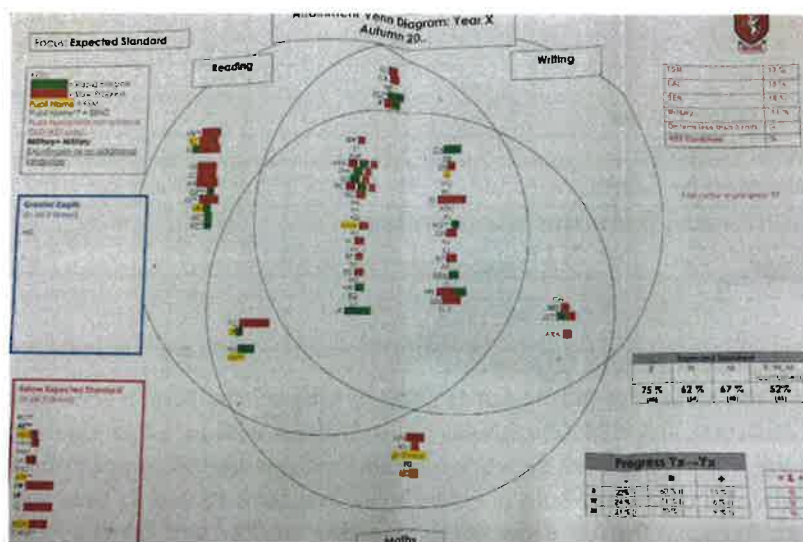
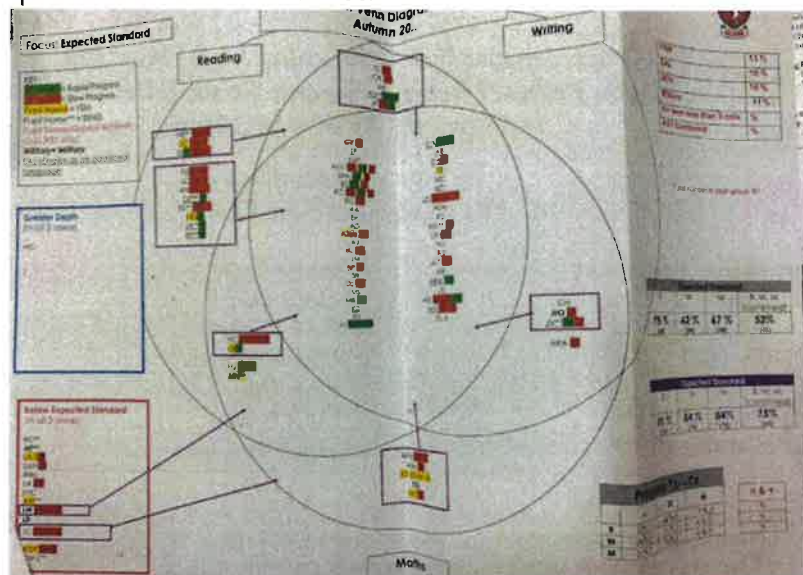
Mr P Niznik
Mrs S Rai
Mr R Purewal
Miss K Rhodes *
Mr R Shah
Mr S Youens
Mrs D Georgiou

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

		Action												
4143	Apologies Katie Rhodes, Louise Dwyer	Chair												
4144	Single Central Register Checked and signed by Chair.	Chair												
4145	Approval of minutes from the last meeting Minutes from 23 rd November 2023 approved and signed.	Chair/ Clerk												
4146	Matters for AOB None	Chair/ Clerk												
4147	Headteacher's Report and Questions <p>Jayne Getten's has handed in her notice as Finance Officer, she took a promotion at another local school. Her Assistant, Rona McGreal, who has only been with us a short period and does 6 hours per week at the moment is keen to work full-time and has agreed to continue with the Assistant role as well, she will take the whole of Finance on. We have agreed to see how she gets on and can arrange an Assistant for her if she needs one. She worked as a PA in a Private School and she has worked in Finance a well. Rona has increased her hours over the next few weeks so Jayne can complete a handover. The Head of Warrender has very kindly offered Jayne back for a day to close the budget at year end if we need her but Rona might feel confident doing it herself.</p> <p>Complaint update – went to a panel, thank you to the Governors on the panel for their time. The child is now back full-time. Would like to put Fatema Jan, the teacher involved, for a Governor's award.</p> <p><i>'For going above and beyond to ensure a pupil successfully reintegrated into school. You showed tremendous patience and professionalism under difficult circumstances and the Governor's award this certificate as token of their appreciation'.</i></p> <p>All agreed.</p> <p>Dates for live pupil progress meetings:</p> <table> <tr> <td>Tuesday 19th March</td> <td>3.30pm - 4.15pm</td> <td>Reception</td> </tr> <tr> <td>Tuesday 19th March</td> <td>4.15pm – 5pm</td> <td>Year 5</td> </tr> <tr> <td>Wednesday 20th March</td> <td>3.45pm - 4.15pm</td> <td>Nursery</td> </tr> <tr> <td>Wednesday 20th March</td> <td>4.15pm - 5pm</td> <td>Year 2</td> </tr> </table>	Tuesday 19 th March	3.30pm - 4.15pm	Reception	Tuesday 19 th March	4.15pm – 5pm	Year 5	Wednesday 20 th March	3.45pm - 4.15pm	Nursery	Wednesday 20 th March	4.15pm - 5pm	Year 2	MP
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Mock Pupil Progress Meeting

These are examples of the documents we use:



This is the only document that is referred to. Jenny or Katie will sit at the screen with the computer and have the children's actual raw scores up as well so we can be looking at going, well how close were they to the pass mark? That then feeds into who we target and why we target them.

The blue box is children that are working at Greater Depth in all 3 areas, Reading, Writing and Maths. The example is an Autumn term Venn so you wouldn't expect to see many children in the box because that would mean that already in that year group that child is working beyond that year group level. These would only be exceptional cases.

The red box are children working below the Expected Standard in all 3 areas. All the other children are dotted around depending on where they are in relation.

The start of the conversation with the teachers will be from the top section first where there is a mixture of the two, the aim is to get as many people in the centre as possible.

Mel and Natalya explaining how this works:

MP – Do you feel that those children, with an Intervention, will get in the middle?

MP

NG – Most of them could get into the middle with an Intervention, especially IG and CA because they were in the middle at some point and they weren't far off in the Assessment. I think AD will struggle because Maths is their weak point and they really struggle with that.

MP – What else can you be doing with AD?

NG – They will have Number Stacks as an Intervention to help them bridge the gaps, at the moment they are working more Year 3-4 level.

MP – That's fine. We will target IC, CA and MF?

NG – Yes

MP – We will do an Intervention for those, we will put notes that they can get in the centre and we will re-visit that at the next Pupil Progress meeting.

MP – Reading and Maths – FC and LB are struggling in Writing. First questions is what element of writing? Is it their Handwriting, Spelling, SPAG, Content? What would you say about FC?

NG – FC is struggling with capital letters and full stops at the moment, struggling with structuring a sentence but that is similar to MN, so they will have an Intervention for sentence structure and recognising when to use capital letters correctly. The other two struggle with getting their ideas down on paper, we are working with them on complex sentences within their writing, we can have two Interventions going. All children could get into the middle but they have slightly different needs.

MP – In terms of FC, we noticed during the learning walks (in year 3) that were using a different colour pencil to do their sentences, for capital letters, to make them stop and think when to use a capital letter, that was working really well, so that is something that you can put in with those children. Do you think all of those children with a push can get there by the end of the year?

NG – Yes

MP – We will target those to go in the middle.

The year is the academic year?

MP – Yes, we will pick them up in the Spring term to make sure, some children not targeted will get in the middle and some children targeted might not get there for reasons such as sickness etc. At the end we count up and that is what the purple box is with the percentages in, based on the children that we have targeted. We always look at the red box, Joe will talk about the SRP children and Jerushia will talk about the SEN children. We will ask if they feel that any of them will have a chance to get into one element? Most of our SEN children we can try and get them there for Maths. It is important to have the PIRA and PUMA age related to know that they are making progress. The SEN children can make a year's progress but that will not be enough to catch up with their classmates. Hearing impaired children, most of them will get into Maths without a problem, some into Reading, very rarely do they get in for writing because of their sentence structure is affected.

MP – In terms of Reading what do you think that group will need?

NG – They will need a Reading Intervention, looking at the test scores, which is separated into the different reading skills, we will start an Intervention to support then with Inference within text and answering questions. That would work with CH and HO, JV will struggle with that being SEN, but with extra support we can get him there.

MP – What about ARA?

NG – They were too far off with their score, that will be a push.

MP – We can have a think about them and chat again in the Spring and see how they are getting on and whether they are getting that bit closer.

We then branch out and look at the Reading part and say it could be a child is doing really well and can get into the centre from the Reading part and possibly for writing but not for Maths. That is what changes the figures in the purple box.

You mentioned scores. How do you arrive at which box the children are going to go in?

NG – They complete tests (the new PIRA and PUMA does it all for us) but we used to input the marks onto an excel sheet and then it does a formula and tells us what percentage of each type of question they got right, and then tells are where they are level wise, i.e. working as Expected etc. We then use that data.

The Spring terms ones the children will do straight onto the computer and the data will be presented in the same way.

Up and down arrows, does that mean a change from the previous period?

The progress comes from Reception data, because that is what the government use. When they come to the Year 6 published data they will compare our progress with where the children were when they were at the end of Reception. Might have been at the Expected Standard in the EYFS curriculum when they were 4 or 5 but have they maintained that throughout? That's what our progress data is based on. So if we can maintain that then that's great but if they have dropped down then that is a real issue as we have to get them back to where they should be. We will always try and prioritise those that have dropped down and get them back into the Venn.

You use the word Intervention a lot for the one-year group do we have enough resources and time for all that Intervention in all other year groups as well?

That is why we have Samina, supply teacher, to do Interventions. It makes a difference. If the HLTA's qualify then we can use them for cover meaning that the teachers can do Interventions as well as the LSA's.

You will always have children in the red box?

MP – Yes, it is also about making age related progress. Ofsted talk more now about the lowest 20%, our red box are our lowest 20%. Some Hearing Impaired children can make 3 years' progress in a year in their Reading but they are still in the red box. That's why we look at the data of the children in the red box to show we are adding value to the children. Ofsted will ask what are we doing for the lowest 20% and we will explain that we have these additional meetings. If we are targeting Free School Meals children, we will use Zoe, our 1-1 tutor asking her to do an Intervention, as long as the child is eligible for Free School Meals.

Are all these meetings minuted?

There will be notes on the Venn Diagrams showing what was talked about. It is based on the needs of the cohort and it is bespoke to the needs of the children.

Could you explain about Progress Yx → Yx?

This shows how many children have made progress since the last Venn Diagram, = means no one has dropped out.

Is it hard to predict?

It is about the teachers knowing their children really well and saying like on this Assessment they were 2 marks away from getting the Expected Standard so actually 3 months more worth of teaching they are going to get to that point.

Are Interventions communicated to parents so the child can get support at home?

It will depend on what it was, if it was handwriting it would be something that parents could help with. It will also be communicated at parents evening as well.

Some of our Interventions are very quick but they might be a daily thing. A lot of the children receive Phonics Interventions; they are 1-1 a maximum of 5 minute sessions a day. It is communicated to the parents because they go home with a sticker on. Some of the Interventions are not transferable between home and school because it is a regimented program that the children have to follow. The LSA's have a specific guide on how they have to do it and therefore the parents will be notified that they will be having it. Number Stacks and Phonics Daily Catch-up as they progress from Year 2 to Year 6 it turns into Reading Catch-up, those are our two biggest Interventions. They are just school based. It is based around what we think the child needs to help them succeed. Things like Little Wandle are so prescriptive and therefore has to be done exactly as it needs to be done for it to work. We have incredibly good staff who will follow everything to the letter and they are the best ones for doing these kind of Interventions.

Samina is brilliant for Catch-up Interventions.

There sounds like there is a lot of Interventions, how do you stop the stigma of embarrassment for the children?

Children don't like feeling out of their depth and they don't like feeling like they don't get it. We all find certain things tricky, some of us will need a small group and no distractions. It helps that we are putting the children with the staff they know and they are comfortable with.

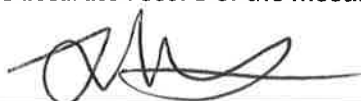
We also have a range of Interventions, we could have a Reading group where the children are really close to Working Above and they will go out so you are not really looking at abilities. Some

	Interventions are in the class with the teacher so it maybe in the middle of an English unit you notice, as you are marking the books, that a particular group has the same issue as they have gone through. So the next day you group those children all together on the same table and you work together and those will be Interventions.	
4149	Finance Report The SFVS (Schools Financial Value Standard) was agreed at the Finance meeting and has to be ratified by the Full Governing Body. This has all been agreed.	JBR
4150	Academy Status None	MP
4151	Working Parties Curriculum and Policy – we had reports from Jerushia, Joe and Maths report and the progress from the end of last term. Councillor Edwards, London Borough of Hillingdon, mentioned falling school rolls, and said that Hillingdon could be affected, is that likely to have an impact? We have data from Hillingdon showing how the children born this year, by the time that they start school there will be the equivalent of 2000 schools in the country that will not be needed as there are not enough children to fill them, there are over 30,000 schools at the moment.	Chair
4152	Governor Training Mel and Patricia completed DSL Training on 16th January 2024 Governors went on Learning Walks and Pupil Progress training.	Clerk
4153	Sub Committees None	Chair
4154	Link Governors Maths report – We now have the Summer 2023 data for KS1 and KS2, the data shows that Glebe is significantly above the National Average for KS1 and KS2 and the progress from KS2 from the Reception base line was significantly above National Average. It was a good report. There was also a new work “Live Marking”, could someone expand on that. We came across it on the Learning Walk as well. Live Marking is on our School Development Plan which is something we are developing as a school. The idea being that the teachers address misconceptions during the lessons rather than wait for the lesson to be over and then mark the books. You need to have the classroom set up, targeted the work and have all the resources available to the children so that they can work independently so that the teacher can go around and be actively marking. The teacher is circulating all the time. If children are learning quickly the teacher will see and move them along or if the children are struggling the teacher can re explain it. How is this different from previously? Before the teacher would be standing at the front teaching the class or sitting with a group of children. It is about getting the children to be independent, tailoring the work so that the children have that independence. The children are assessing their work as they are going with their highlighters. There will also be the tick against the learning objectives to know whether the child has met that. PS met with Jerushia and Joe. Joe has booklets on what constitutes a good school for the deaf and what Governors should look at.	Chair
4155	Adopted Governors JBr visited Year 4 to the Globe theatre. JC went to sporting events including Netball and Girls Football teams.	Chair
4156	Any Other Business There has been a change in the Curriculum and Policy meeting dates. They are now on: Tuesday 19th March 2024 Wednesday 22nd May 2024	Chair

	<p>Dates for Future Meetings</p> <p>Full Governors - 6.30pm Thursday 14th March 2024 Thursday 9th May 2024 Thursday 4th July 2024</p> <p>Finance - 6.15pm Monday 11th March 2024 Monday 13th May 2024 Monday 1st July 2024</p> <p>Curriculum & Policy - 1.30pm Tuesday 19th March 2024 Wednesday 22nd May 2024 Tuesday 9th July 2024</p> <p>Meeting closed at 19:45</p>	

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

Signature:
(Chair of Governors)



Date:

