



GLEBE PRIMARY SCHOOL

**Minutes of the Full Governing Body Meeting
Glebe Primary School, Sussex Road, Ickenham
14th March 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
4157	<p>Apologies Sabrina Rai, Natalya Gordon</p> <p>Welcome Welcome to Leo Vandorpe – potential Staff Governor</p>	Chair
4158	<p>Single Central Register Checked and signed by Chair.</p>	Chair
4159	<p>Approval of minutes from the last meeting Minutes from 1st February 2024 approved and signed.</p>	Chair/ Clerk
4160	<p>Matters for AOB Deliberation regarding Leo as a future Staff Governor</p>	Chair/ Clerk
4161	<p>Headteacher's Report and Questions Questions posed and answered.</p> <p>Funzone and PSD MP had a meeting with Craig Preston and he told MP that he is disbanding CP Soccer (not Funzone) as of Easter. He was planning to hand it over and train somebody but that person chose not to take it on. Not sure what is going to happen for families who have paid for the Easter provision. <i>So he is not running it over Easter?</i> No, but have a meeting with PSD to discuss. Craig wants to employ a sports coach for the summer clubs, one coach for 35 children is not enough so will present to Craig that Funzone do Funzone Craft and PSD to Sports. MP to pitch to both PSD and Funzone that they do 9am-3pm and that they both do the same thing every day so that there isn't a handover but that they share the accommodation, or one club does one week and one club does the other week. In the Summer it will be 3 weeks Funzone and 3 weeks PSD so that they can have all of the facilities to themselves. PSD to talk to us about our After School Club and Extra Curricular Football sessions so that hopefully they will be able to take those over straight away. It is such short notice to see whether they will be able to run an Easter club, this depends on their capacity as they might have had people sign up already. <i>Is CP Soccer only here or at other schools?</i> Craig does CP Soccer and PE through CP Soccer at other schools. <i>Are they not required to give more notice?</i> Yes, Funzone he is required to give a term, also with CP Soccer. <i>Has he told parents yet?</i> Yes, he sent an email out that did not go down very well.</p>	MP

PSD are they people that we have worked with before?

They do all of our PE sessions, they do team teaching. It is something that we have looked at for a long time and we were talking at the Finance meeting about putting out a tender for all of our After School and Holiday club needs. The quality we get with Mr T. from PSD is very good quality and professional and they have cornered the market for a lot of schools in Hillingdon. Originally CP Soccer did our PE sessions and we made the decision to get PSD to team teach and show the teachers. The idea is that PSD support teachers. PSD are keen to get in and the children know Mr T. very well. Parents will be relieved. Have every confidence in PSD.

MP not 100% sure how Craig is going to refund the people that have already paid for Easter club, there was talk of refunds going back into online wallets rather than handing money back but they won't be able to do that if they have disbanded the Company.

Did he mention the refund in the email?

No, it might be worth a mention to ask where that money is going to go.

If it is PSD who take over at Easter will you be able to work with them to make sure that they get the same parents who have already signed up, they will be the ones that get those places and if there are additional ones others get a place after?

MP to put something out to parents to ask them to let MP know if they have already signed up for it. Tom said that there were only about 10 Glebe children in at the Half Term clubs; most of our children went to Hillingdon Leisure Centre because that is where PSD were running their sessions. Funzone could expand during their weeks as they have the space. PSD will not be able to enter the building.

Craig generally only does a couple of weeks in the summer?

He does 4 weeks now.

MP to update governors after the meeting with PSD.

So you will not need to run a tender?

No, as Funzone will still exist. MP asked PSD what they will offer to the children who do not like sports and they couldn't really answer that question. Funzone is very good for non-sporty children. If we can have 2 things running that at the same time that is the best of both worlds. It is about what are the best opportunities for the children. Craig trying for a 2-year contract, MP to agree as long as PSD do the sports.

Paul Wiggins

Really pleased with Paul Wiggins report

Being on a Panel - training for Governors

Governor training on 14/03/2024 and 12/06/2024

About the role of being a chair person on a panel.

PS has signed up for 12th June.

A link was sent and you can book through that link.

Sensory Circuit

This has been set up in the hall by Jerushia, SENCO. We have only had it for 2 weeks.

We have quite a few children that require regular movement breaks. The child in the red zone – really angry, or the yellow zone – over excited, going for a walk doesn't help to regulate them.

There are 6 different stations that they move around. We have already seen a real success, however, because of the production and the stage up we have had to take it down at lunchtime because we haven't got the space, you notice when it is not in use as it has a real impact with those children, it has been a real success feedback from those children using it and from the staff that are with them. It is something that maybe in the C&P meetings we could show you the children accessing it.

How does it actually work?

There are 6 different stations and it is set up in the exact same way each time, as a lot of the children using it have ASD so it has to be set up in the exact same way. We have photos that people see so they set it up the same way.

You have the high furniture that you are jumping off and that supports some of the children who take the risk, get to the top and are quite fearful. They will jump, have overcome and make a big step that will help them. The snake that the children walk around, they jump on the shapes that are

spread out to try and keep their balance, you have the balance beam and also the body boards that they go in on their tummy and use their hands to pull themselves along.

Where possible it will up the whole time.

Are there many kids on there at the same time?

We space it out. A lot of the children like routine, so they have specific times when they use it. You will never have more than 6 children at the same time. It is nice to have mixed ages as a lot of the older children will enjoy supporting the younger children with it as well.

Do the children come out of class to use it if they need to?

There is a 5 or 10-minute timer so the children are able to know that it doesn't suddenly finish and they can keep an eye on the timer to show how much time they have left. There is never a problem then to get the children to come out. For the children who need this it wouldn't be one session a day it could be a session every single lesson that they have.

Does that require a teacher to bring them to the hall?

A lot of our children that are using it have a 1:1 and other children within that year group will be brought in by the 1:1. Year 1 and Year 2 may find a common time between the two of them so that they can use it together.

We have children that get aggressive whilst they are outside that actually by pushing on something or jumping of something high, all that aggression goes. It has been amazing.

We relied on it quite heavily with the Reception production because it was such a huge change for the children; they were in a completely different routine that threw a lot of them. Having this to use after, particularly after performances to the parents where the parent comes into school and the child sees them and then they are separated from them, for 4 year olds that can be a hard experience. A child in Reception was left screaming and crying when their parent left. Because the child then went to the sensory circuit, about 10 minutes later we were able to send a picture to the parents on dojo to say how happy and smiling they were now. For the parents to see that it would have been really nice as it is stressing for them to see their child crying.

Will you be able to use it outside in the Summer?

Hopefully, the Reception equipment is currently being mended.

4162

Mock Book Scrutiny

The Subject Leader Work Scrutiny Form was sent to all Governors.

Normally we look at a year group at a time; the English and Maths are slightly different to the Subject Leader forms.

A sample of History, Geography, Maths and English books from a couple of year books was distributed for Governors to look at.

The first thing would be to look at the book and think that that child is well behaved because they haven't been doodling all over their book.

At this time of the year you would be asking if the child is onto a second book yet. If you are onto a second book then there is a good volume of work in there, so they have obviously been doing English and Maths in their book every single day. These are the judgements that we are making before opening the book.

When looking at History and Geography the first thing we look at: Is there knowledge organisers? So we have something at the front of the book that tells the children, per topic, the knowledge they are going to need to know at the end of that topic. There is also, at the front, a topic record in History and Geography books and any other Foundation subject where we would be ordering the learning. So it is looking at what is being covered in the lesson, looking at the sequencing of the curriculum.

Where you are a Subject Leader you would be looking at the planning. Are the tasks matched to the planning? You would look across the year group and check to see if they have all done the same thing on the same day. Is there consistency across the year group? Have they got the same learning intention? Wouldn't necessarily be the same tasks as you will be adapting that on the need

MP

of the children but what you would be looking at is; are they all doing the same thing or is that class two weeks behind and then asking yourself why is that?

Who is filling the front sheet to say what topic has been done?

Depending on the Year group, but often it will be the class teacher, as they do their activity they will be going through as part of their assessment for that subject because they will be looking at what are the key learning skills they need to be learning, they will be checking to see that they have done those things. One of the reasons we did that for Foundation subjects is because sometimes you will have lovely piece of work but it is on the board, it is not in the book, or it might be something when you have done something practical and you made a poster, again that is something that is not in the book. By listing it on there you are showing that you are covering the curriculum but that you would be saying that this is on display somewhere, to show that when you pick up a History book you have only 3 pieces of work in it, it might not be that they haven't been teaching History it could be that those pieces of work have been shown in another way, it could be role play, drama or something that they have done that is not necessary a written piece of work.

We look at differentiation; we look at a more able child in each class, a child that is expected standard, a child at greater depth and a child that was working toward the expected standard. We would be looking to see if the child has done the same task. Have you matched that piece of work to that child's specific needs? If the work is matched to the child and the need, then the teacher is able to do live marking.

In Maths you do not want to see a page of ticks, as that means that that child is working beyond that, it would be you have 5 things right then you are ready to move on to be applying that knowledge.

We look at cross curricular links. We compare the History books to the English books and the quality of writing. Is the quality of writing in a History lesson as good as in an English book? If you are writing a diary entry of Dick Turpin, for example, that would be in the English book and also a piece of History.

In the Foundation subjects, in particular, there should be enough for the children to develop their writing. Is there every opportunity been given to develop children's reading?

Are the standards in writing within your subject as high as they could be?

There is written feedback and the staff get a copy of everything and the notes that are made and the marking. We talk about if it is secretarial marking, if you are commenting on Geography lessons we expect the feedback to be about the Geographical stuff not the grammar. Using technical vocabulary is up on display and children are expected to spell that correctly. On the book scrutiny we ask, has that been addressed by the teacher? Has that been picked up?

The pink and the green is the children's self-assessment. Green is for growth, so if the child thinks that they can improve on their work they will highlight it in green and they come back and improve that a little bit, maybe changing a word for an ambitious piece of vocabulary and then pink is what you think you have done really well and what you are proud off and that you can tick against your success criteria in your lesson.

What we are developing with our LSA's, the 1:1 LSA's will have to write at the bottom of the piece of work or with a child how much independence the child has had in that activity. So five being you have practically told them what to do and where to put it, right up to one where the child is accessing everything independently. When they do book scrutinises they will see that there are a lot of fives in the child's book, that to me then isn't pitched correctly. Or if there too much of the child working completely independently then we look to see if that work is too easy or the child has made too much progress and might not need so much support anymore.

4163

Finance Report

Revised report was sent out, this was concerning the budget and if we have to consider long term staffing decisions.

JBR

	<p>The Admin meeting that Kona attended told schools that money is tight, but schools are not allowed to have a deficit budget. 80% of the budget should cover salaries, we are currently at 83%, and we discussed how we might meet the 80%, no action at the moment. We had a long discussion about procurement and sending out tenders to CP Soccer and PSD. We reviewed the Finance Policy, Statement of Internal Control and Best Value Statements – Annual Reviews all signed and agreed at the Finance meeting. The Local Authority wanted to charge £10.93 per pupil for School Improvement. They were going to the Secretary of State, and then they decided they weren't. The £10.93 per pupil then appeared under a different heading on our budget. Schools forum are following up.</p>	
4164	<p>Academy Status None The school that was going to be built on the top of Ickenham, the councillor said that the plan was now to build a secondary school especially for SEN pupil. Date not defined but that was the plan. Hillingdon have a surplus of children with SEN needs that couldn't be met at the moment at Secondary Schools. <i>How long does it take normally for a school to be built?</i> With planning permission and the building you are looking about 6 years.</p>	MP
4165	<p>Working Parties None</p>	Chair
4166	<p>Governor Training Lou Dwyer – attended Safer Recruitment Katie Rhodes, Jenny Griffiths and John Buckingham all booked on the DSL courses.</p>	Clerk
4167	<p>Sub Committees Finance meeting</p>	Chair
4168	<p>Link Governors None</p>	Chair
4169	<p>Adopted Governors Julie went to the Year 4 Verulamium Museum Patricia went to the Royal Institute of Science with Year 5 Jennifer C went with Year 6 to see the production Rakesh went with Year 3 to the Library Rav went to the Reception Production</p>	Chair
4170	<p>Any Other Business Leo left the meeting All agreed for Leo to become the new Staff Governor John sends apologies for 9th May</p>	Chair
	<p>Dates for Future Meetings</p> <p>Full Governors - 6.30pm Thursday 9th May 2024 Thursday 4th July 2024</p> <p>Finance - 6.15pm Monday 13th May 2024 Monday 1st July 2024</p> <p>Curriculum & Policy - 1.30pm Tuesday 21st May 2024 1:30pm Tuesday 9th July 2024 1:30pm</p>	
	Meeting closed at 19:45	

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

Signature:
(Chair of Governors)

PA Surradiello (Vice Chair)

Date:

9/05/2024