GLEBE PRIMARY SCHOOL

Minutes of the Full Governing Body Meeting
Held at Glebe Primary School, Sussex Road, Ickenham on
Thursday 15th November 2018 – 18:30pm

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

Mrs M Penney* (ex-officio)
Miss J Brown
Mr R Everett
Miss J Griffiths
Mrs K Hampshire *
Mrs J Heggie *
Mrs D Joyce
Mrs J Morris *
Mr P Niznik
Mrs N Ross
Dr S Tempest
Mr S Youens

Mrs T Connick (Clerk)

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

		Action
2735	**Apologies / Guests** Apologies were received from KH, JH, JM, MP and accepted as indicated above.	
2736	**Minutes of the last meeting** Agreed by all Governors.	
2737	**Matters Arising** <u>Election of Chair and Vice Chair for this academic year.</u> SY nominated JB, JBR seconded this. ST nominated PS, NR seconded this. JB and PS excepted the roles of Chair and Vice Chair respectively. <u>Terms of Office NR & PN</u> NR term expires on 09/11/18 - NR would like to continue, all voted in favour of this. New term 10/11/18 to 09/11/22. PN term expires on 15/12/18 - Chair gave PN the option of remaining as Parent Governor or moving to a vacant co-opted role. PN chose to move to Co-Opted. New term 16/12/18 to 15/12/22. <u>Parent Governor vacancy</u> Clerk stated there were now two vacancies for Parent governor as PN has decided to move to co-opted. Discussion around timings of elections. Decision taken to try and advertise and select before Christmas holidays in order to allow new governors to be prepared and attend the January meetings. It was clearly stated that applicants would need to fit the vacancies in the current skills set and also to have an informal meeting to discuss the role so that they understood the requirements prior to voting/election. Clerk to put together application pack and letter and begin recruitment process, notice to be placed in this week's newsletter.	Clerk Clerk Clerk

2738	**Matters for any other business** Checks of Safeguarding register.	
2739	**Headteachers Report** - *distributed via email prior to meeting.* Areas Covered in the Report *SEE APPENDICES 1.* Question and Answer Session - based on report content **Staff Sickness** Governor 1: "Other absences" - what do these cover given that in lieu days are not taken in to account? Agree with MP that these figures and the reasons behind them need to be investigated and a strategy developed to improve the situation. Basically other absences covers anything that is not sick leave, agreed time in lieu, pregnancy appointments or jury service. Examples of other absence are compassionate leave, unforeseen circumstances (e.g. the car not starting, waiting in for someone to repair an appliance in an 'emergency') as well as attendance at hospital appointments. I would like to go into this in more detail at the next meeting as I will have done more research into reasons but the primary reason given for other absence (particularly amongst SMSAs and Support staff) is due to their child being unwell. Governor 2: I find the staff sickness measure a little confusing. In my experience staff absence is monitored using a measure of % of days lost which I think as a measure provides a good overview of where there may be issues, and it also allows a comparison with others. Typically businesses will show absence rates as the % of days lost against the total number of staff working days available, e.g. if you had 12 members of staff, over say a six week period of 30 working days, this would be a total of 360 staff days available; if you then had 5 days of work lost through staff absence in that time period, your absence rate would be 1.4% (5 days / 360 days). MP recalculated the numbers shown in the report using this measure, and these are below:	

	Office	Site	SMSA	Support	Teachers
Number of staff on role	6	6	16	37	29
Staff working days available *(number of work days available between 3rd Sep and 17th Oct x number of staff)*	192	192	512	1184	928
Number of sickness days	2	0	6	35	4
% of days lost due to sickness *(sick days taken against total available staff days)*	1.0%	0.0%	1.2%	3.0%	0.4%
Number of 'other' absences days	0	1	23	15.5	10
% of days lost due to 'other absences' *(other absence days taken against total available staff days)*	0.0%	0.5%	4.5%	1.3%	1.1%
Total number of days absence	2	1	29	51	14
% of total days lost due to absence *(total number of absence days taken against total available staff days)*	**1.0%**	**0.5 %**	**5.7%**	**4.3%**	**1.5%**

Using this measure MP agrees there does seem to be an issue with support staff (due to the amount of sickness days lost) and SMSA (due to the number of other absence days lost), but perhaps there isn't such an issue with absence rates for teachers. For information the Office of National Statistics show the average UK national absence rate is 1.9% (as at 2016). This is across all sectors, so it would be interesting to compare absence rates against other schools. I note that a report from the Chartered Institute of Personnel and Development, also based on 2016 data, shows that average absence rates for people working in the education sector is 3.3%, but this isn't broken down between teaching and other staff.

Thank you to Governor 2 for taking time to compile this information. At the next FGB meeting we can discuss with Governors if they feel that this presentation of the information is more effective in extrapolating the patterns, trends and issues of staff absence.
However, I would like to point out that 'days lost' would not apply to teacher absence as the class will always be covered – by another member of staff or supply teacher. It is useful, though, in terms of days lost for other staff as the 'lost' workload falls to other members of staff who have to undertake this in addition to their own workload or it has to wait until the person returns to work.

Governor 4:
Page 11: Noted that staff absence is still an issue and that MP wants to discuss this further with governors.
MP meeting with Bob Charlton who is the Director of the Schools HR Cooperative on Thursday 15th November to discuss what can be classed as special leave and to look into any options legally open to us to deal with the high levels of 'other' absence amongst staff

Play Times:
Governor 1:
Very positive outcomes. Any information on the impact on the learning that happens in the afternoon as a result of these changes? Children settle more quickly and better learning?
Anecdotal evidence is that the pupils are more settled into the afternoon sessions and lessons are starting more quickly. I think it also helps that a member of SLT is on duty each lunchtime to address any playground incidents and follow up actions, meaning that the class teachers can just focus on starting teaching during the afternoon.
Governor 4:
Page 17: Recipe for Change. The reduction in playground incidents is very positive. Comparing the Feb to July figures 2017 with 2018 there were 119 fewer incidents. So how many were there in 2017 and also in 2018, to get an idea of percentage drop please? Is this the 55% mentioned on page 5?
No, the 55% was the difference in behaviour incidents (from 44 to 20) and the 119 refers to the number of accidents needing medical attention (therefore Health and Safety) during the same period.

Breakfast Club
What actually happens at breakfast club?
During breakfast club there are a range of activities the children can choose, including drawing, playing with games and toys inside and outside (weather permitting). Also, breakfast is served throughout the morning and some children are with us from 7.45am and some are dropped off at 8.30am.
Given that you are at capacity what are the criteria for admittance into breakfast club?

There is no set criteria other than being a pupil at Glebe and your parent booking you in advance. The vast majority of the children who use it have working parents but some just use it as and when they have another appointment. I think a small proportion of parents use it to avoid the parking issues at morning drop off.

Is there any evidence that the breakfast club is having an effect on pupils learning and well-being?

We have targeted several pupil premium pupils and have paid for them to attend as in a couple of cases we were concerned that they were not eating in the mornings and this was impacting on their concentration and behaviour which, of course, impacts on their learning. In a couple of other cases, we have used it to aid punctuality and attendance, again this has had a positive result.

If demand is high is there anyway of satisfying the demand?

We discussed this at length at the Finance committee meeting on 1st November. We are already using the hall for certain activities to ensure that the children aren't all crammed into the hut. But I am reluctant to use classrooms as they will need to be set up or the start of the school day. In terms of additional buildings, this may be an issue as local residents have rejected the suggestion of additional buildings in the past. We would also have to consider space on the field and playground.

PUMA & PIRA

Governor 1:

What are these? Are they in addition to or replacement of the systems already in place? Who does the work?

PIRA (Progress in Reading Assessment) and PUMA (Progress in Understanding Mathematics Assessment) are test materials. What is good about these tests is that there is one for every year group each term and the results are standardised so we can see progress over time as well as get a more secure judgement of where a child is in their learning. What also attracted us to them is that the termly tests over cover what the children should have learned that term so there is no more issue with Autumn Term pupil progress meetings where the tests results are poor as the pupils are only a third of the way through the curriculum.

We will still use the InCAS (Interactive Computer Assessment System) in February each year and Year 2 and Year 6 will still use past SATS papers when testing the pupils but the PIRA and PUMA tests will be used throughout the rest of the school. We will still make use of Teacher Assessment, but as we said last academic year, these tests will give us a solid starting point and once the staff have had more time and experience of assessing without levels and moderation, we can use both tests and teacher assessment. DJ will go through the tests in more detail at a curriculum and policy sub-committee meeting.

Governor 4:

Page 8: How are the PIRA and PUMA assessments administered? E.g. Are they tests that are done as a class lesson on computers or as written tasks, or do they have to be administered individually (which would be very time consuming)?

The tests are in booklet form which are given to all pupils at the same time – examples will be shown at the FGB on 15th November.

Data

Governor 1:

Greater depth: suddenly in year 6 Maths, Reading and Writing all have 30% - in all over years there is generally quite a difference. Any ideas why this has happened?

Achieving greater depth is an accumulative thing – a small proportion of pupils arrive in Nursery or Reception are working above the expected standard and maintain this throughout their time at Glebe. However over time pupils who join

us working at the expected standard make exceptional progress and begin to work at greater depth. A huge amount of work was put into accelerating pupils to work at greater depth leading up to and following on from Jude Wilson's (HMI) inspection and action points. This came to fruition in this year's KS2 SATS results and is continuing into this year. There is fluctuation between year groups but we are looking at patterns and working with teachers to increase the percentages year on year.

Governor 4:

Please can you explain how the RWM combined scores are often so much lower than the individual scores? e.g. Year 5 GD: R 15% W 12% M 28%

Combined 7% (an average score would be 18% and while combined scores are often/usually lower than average for statistical reasons, however the difference does seem rather large.) Similarly Year 2 : GD R 27% W 18% M 31%

Combined 11% (average = 25%).

The combined data is not an average but rather the percentage of children who are achieving the expected standard in all 3 areas of Reading, Writing and Maths. The reason the percentages are variable is due to the fact that although a pupil may have achieved the expected standard in, say, reading and maths but not in writing means that reading and maths individual scores will be higher but as writing was not achieved this will impact on the combined score. Please see below for a Venn diagram which I hope will visually explain this point:

Example distributed – not actual data:

Staffing Changes

Governor 2:

Having seen the letter sent to parents following the departure of teacher S, it would be interesting to know if a lessons learned review has been undertaken, perhaps looking at the recruitment process and the support and development of teachers new to the school (in particular NQTs), and from this if there is anything that might be done differently in the future.

As I told Governors towards the end of the last academic year, we advertised and had 5 rounds of interviews and observations for class teachers for a September start. We were let down on two of these occasions very late on in the process and so had little alternative than to go with long term supply teachers. Unfortunately, the recruitment process is different with agencies as they do all the checks and interviews and although we did do a Skype interview with teacher S as she was residing out of the UK during this time we could not meet her in person or observe her teaching.

Teacher S was given high levels of support from DJ during the 6 weeks she spent with us which included support with classroom management, behaviour which included developing positive relationships with pupils and parents, team teaching and support with planning.

It is difficult to say how we would do things differently in the future as her replacement is from the same agency and we only saw him teaching briefly but he has already proved himself to be a strong teacher who is having a positive impact on pupils' progress and behaviour.

As an aside, does the school routinely hold exit interviews with staff when they leave, to learn about areas where the school could improve in terms of the management and support of the staff? I recognise that this may not have been pertinent in Teacher S case.

Governor 2 is correct, it would not have been pertinent in Teacher S case to hold an exit interview. We have held exit meetings in the past but they have not proved particularly useful as the vast majority of our staff leave to move onto a

promotion and the remainder have moved area or moved to roles closer to home. We have considered exit questionnaires, which would be anonymous (to an extent), however having spoken with some members of staff, they are complimentary about working at Glebe (97% strongly agreeing that they are proud to work at the school in the Ofsted staff views in May 2018) so I question how fruitful this exercise would be.

Resource Update - Budget 2018/19

Governor 2:

Is the Government's Teachers' Pay Grant only provided for one year, or is it an ongoing funding provision? hopefully the latter.

We have been told that the grant will be awarded over two years. Again, this was discussed at the Finance Meeting and that due to austerity measures from central Government, teachers' salaries had not increased in recent years. So by increasing, for example, the Main Pay Scale (MPS) by 3.5% this year (and it is suspected next year as well) this 7% increase over two years will broadly bring teachers' salaries in line with what we would have received annually at a 1% increase in the last 7 years.

CPD (Continued Professional Development):

Governor 3:

Page 6, Priority 4: re sourcing external CPD for supporting pupils with ASD, ADHD etc. I'm sharing a link to a free, online course in case it could be useful. I've not done this particular one myself but I've valued other FutureLearn courses (they are a branch of the Open University). Plus the course is free, digital and can be done when the learner has time. Just a thought....
https://www.futurelearn.com/courses/autism-education

Thank you to Governor 3 for the link – it looks a really useful course. I have forwarded the information to AB and we'll arrange for staff to have time to undertake the course online in the near future.

Priority 5 and 7 - in the NQT programme and the staff CPD offer, are there opportunities for peer to peer learning and support e.g. action learning sets? On reading it at the moment it sounds like the SLT deliver the majority of the input, which could be quite labour intensive over time and may not necessarily meet the needs of the teachers as adult learners themselves.

My understanding of action learning sets are that they are more effective and appropriate for staff who are aspiring to leadership and I think they are useful in terms of using them in whole staff CPD. However with the NQT+1 programme, in the first few sessions at least, senior leaders are showing staff who are new to Glebe and the profession how to analyse data effectively, how to undertake a learning walk, how to manage difficult conversations, etc. This is best delivered by SLT as we have the experience to share that practice. However, during each sessions, there are opportunities for the NQTs/NQT+1s to share their own experiences and they are guiding and supporting each other well.

Governor 4:

Page 9: re CPD: For information please: This year there is not a 2 day staff conference (as far as I know). These have been a great success in the past, however a good idea to vary how CPD is managed. Might there be another conference next year, or at some other time in the future? Or, on balance, is it thought best to keep CPD for the whole staff in-house?

We made the decision not to have a two-day conference this academic year due to the way the school year fell. We were due to finish on 23rd July which is a Tuesday, so after consultation with staff, I made the decision to make Monday

	22nd and Tuesday 23rd training days but hold them as 2-hour long twilight sessions throughout the year (1 per half term – equivalent to 12 hours throughout the year) so that school will finish for staff and children on Friday 19th July. I think it is good to strike a balance with 'in-house' CPD and inviting speakers in and opening up places to colleagues from other schools. However, we have a lot to focus on as a school in terms of development and we are keeping the twilights and staff meetings in house for this year. 3) Is the HT report a publicly available document? If so (and I think it is) please can you anonymise the staff section to avoid using names. There are GDPR implications, as name and work place address are classed as personal data. It is publicly available and I will send Governors the usual report and then perhaps Clerk can anonymise it before putting onto the school's website? 4) Pupil Premium - please can you send me the diagram for the spending breakdown and programme of activities similar to the excellent one you did last year? I will also need this for a governor training session that I'm booked to attend on the 20th November. As what we arranged last year had such a positive impact we have made very few changes to this year's. I think it would be useful for all Governors to have a copy so I have attached it to this document. I would also like to draw the Governors' attention to new links we have forged with the Royal Masonic School for Girls in Hertfordshire who are offering the Cadogan Rose Bursary for girls who show academic strengths but their families cannot afford to pay independent school fees. I have identified a pupil for this year who is in receipt of pupil premium funding and I am supporting her family in applying for a place. We are also paying for her preparation tuition for the entrance exam. Governor 4: Page 10: Year Group Breakdown table: In the numbers on roll column, are the SRP pupils included, or not? If not, how are they counted? All pupils are counted on the Year Group breakdown, including SRP pupils. Page 13: What does SMSC (lessons and training) stand for? Sorry I have forgotten this acronym. Spiritual, Moral, Social and Cultural Page 18: bullet 3 is mostly the same as bullet 8. Bullet point 8 to be deleted to avoid repetition. Page 18: When are the changes in the EYFS curriculum starting? How radical are these changes? An update to the Curriculum Committee (and all governors) would be valuable. Currently they are trialling some changes to EYFS curriculum in 25 schools across the country. We did pitch to be a pilot school but were not successful. In the trials they are looking at altering the Early Learning Goals to try and narrow the gap between disadvantaged children and their peers as well reducing the workload for teachers. This trial period will conclude at the end of the school year and then there will be a consultation period to see if they want to roll out any of the changes nationally. As a result there is currently no set date for any changes, however, if and when they happen, an update would be given to all governors. <u>Additions to questions and answers already supplied by MP</u> None. Some discussion relating to staffing issues above and the benefits of exit interviews and reasons why staff leave.	

	DJ reiterated what MP had stated - that it was largely due to relocation or career progression and most staff were honest during employment if they experienced dissatisfaction or issues. Gave feedback that agencies told them their supply teachers regularly asked to be placed at Glebe as it was one of the best schools they had taught in. Governor stated we need to be mindful there is a national shortage of teachers and recruiting was a problem.	
2740	**Data – FFT.** DJ circulated a hard copy of the information that had previously been emailed to governors. She summarised each page breaking down the data report and governors asked questions. Governor asked why SMT felt the combined score increases in all three low areas had occurred. DJ replied due to the venn diagrams, marking policies and consistent strategies being implemented across the board. Attainment and progression - governor said they thought pupils did not sit scaled score tests at KS1 as old levels were in place then. DJ confirmed this and said the government had chosen a formula to adapt results and it was a bit of a "guesstimate" The current year 5 will be the first year group to do both. Governor said girls and boys differ in percentage, how many questions does this normally equate too. DJ replied only a couple of questions, girls respond better to booster groups. FSM statistics, governor asked for further details. DJ replied two had started in year and one had significant needs, intervention used is targeted for the individual and not generalised. Graph for pure spelling, is there a reason why national average and not just Glebe levels went down. DJ said government made test harder. Governor asked about FFT rank, top 37 schools. DJ replied combined, Glebe is above the national average. Said herself and JG had received training on the report they previously only did FFT for Year 6 but was now broken down in every year group.	
2741	**GDPR –** *rolling item to ensure compliance.* Discussion around the full HT report being circulated as part of the finished minutes. Decision taken to remove it, clerk to action. Clerk raised previous action from last meeting that the use of a cloud on the main website was going to be investigated for governors, no further action has been taken so MP to speak with LGFL.	Clerk MP
2742	**Finance Report –** *distributed via email prior to meeting.* JBR summarised report. Discussion around report content that stated Hillingdon Governors meeting presentation had said pupil numbers are plateauing and there was little need for the two new proposed free schools. Governor queried progress on school lettings. JBR stated site apprentice advert would be live next week, lettings would be looked at after this as the staffing structure would then be in place. Governor asked what had happened with quotes for CCTV. JBR said they were still to be obtained, clerk to put on agenda for next meeting.	Clerk

2743	**Academy Status** Rolling item, no discussion.	
2744	**Governor Mark** PS updated on the interview process and subsequent awarding of the Governors Mark for the second time. The evidence collected over the last four years from class visits, lesson walks, observations and trips had all helped to gain the mark. She said that Claudia Wade (the assessor) had been so impressed with some of Glebe's strategies that she had put the school forward for a research project and Dr Anne Emmerson will visit the school. Ron Fowler from GS has also asked the school to write a report as we are one of only three schools in Hillingdon to have the governors mark and the only one to be awarded it for a second time. Handout of results from last exercise, looking at the GB strategy and outcome to have a planned structure to achieve Outstanding by 2021 in support of MP's strategy. PS asked for volunteers to help achieve the elements in the Outstanding strategy. Chair gave huge thanks to both PS and ST for all their hard work and the excellent submission that they had created.	
2745	**Promoting the School** JBR said all outstanding actions had been met. Currently looking at the leavers book and the production of it plus subsequent costs going forward - due to meet with MP to discuss this.	
2746	**Working Parties** None.	
2747	**Governor Training.** PS & SY - Termly meeting at LBH. NR – Visual Impairment SEN. JB – interview training.	
2748	**Sub Committees** None.	
2749	**Link Governors** - Allocation for academic year 2018-2019 still not complete. Chair stated that Science & PSHE have a vacancy. Said he would take PSHE. Asked for volunteer urgently for Science, said please go away and consider then email if you can fulfil this link. - PN Maths. Positive progress can be seen from the results and the active drive to ensure high standards, this is embedded in all new staff. JG has placed a focus on verbal reasoning and problem solving. The parental involvement is an ambitious project and the website resources should come to fruition around Easter time. - NR met with AB to look at SENCO resources and teaching of the deaf ideas for the Spring term.	Clerk

2750	**Adopted Governors** - Allocation for academic year 2018-2019 still not complete. New Parent Governors will take vacant classes. - NR visited 3P - JB visited 3L - JG Roman Villa visit	Clerk
2751	**Agenda items for the next meeting** - Parent Governor elections. - Cloud storage governor portal. - CCTV update.	
2752	**Dates for Future Meetings** - 24th January 2019 - 14th March 2019 - 9th May 2019 - 20th June 2019	
2753	**Any Other Business** Checks of Safeguarding register - Chair completed annual check at meeting and signed register. Governor raised query that at training Ron Fowler had mentioned CSR extra column needed for new safeguarding check that staff had never been on the barred list at any time. DJ to check – update since meeting we are already adhering to this.	DJ
	Meeting closed at 20:16pm	

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 15th November 2018

Summary of Progress on School Development Priorities: Issue – Action – Impact

School Context

Staffing Changes

Staff Sickness

Resource Update – Budget

Staffing

Teaching & Learning

Updates Since Last Meeting

Hot Meals

Playtimes

Extended Nursery

Breakfast Club

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