

Bevendean Primary School

Heath Hill Avenue

Full Governing Body

Minutes of the Meeting on Thursday 20th November 2014
at 5.00 p.m.

Present: Mark Back (Chair), Wendy King (Headteacher), Katie Blood, Tim Chittleburgh, Rachal Daniels, Carleen Davis, Teresa Goble, Rhiannon Jones, Kathy Strulo-Brooks, Jo Whitmore, Liz Wylie, Glenys Harries-Rees (Clerk)

1. **Quoracy of meeting:** The meeting was quorate
2. **Apologies:**
 - Rhiannon Jones – Parents' evening
 - Mo Marsh – Licensing Committee
 - Joyce Owen – Medical appointment
 - Trudy Roberts – Parents' evening
 - Emma Warwick – Prior commitment
3. **Consideration of apologies:** all considerations were accepted
4. **Notification of A.O.B:** A confidential matter to be recorded separately
5. **Declaration of Interest:** None
6. **Minutes of last meeting**
 - a) The minutes of the meeting of the Full Governing Board on 18th September 2014 were agreed and signed by the Chair
 - b) Matters arising
 - (i) Details re induction process with new staff

WK circulated an outline (attached) of the induction timetable and process. This had started in July when the new staff had been paid to come in for 3 days to observe, and then teach, their new classes and to meet parents
 - (ii) New curriculum on website

The curriculum for the Autumn Term has been put on the website and will be updated on a termly basis. Asked why the curriculum for the full year is not posted, WK explained that the school has the overview document but it is being produced in a parent friendly format on a termly basis
 - (iii) Reconstitution working party

The Clerk explained that the working party is to meet on 27th November 2014 with a view to making recommendations to the FGB at the meeting in February. Matters to be discussed will include the optimum size of the governing body, what skills are required and how those skills can best be deployed, committee structure and meetings pattern. Governors will be kept informed of the progress of the discussions.

7. Current membership of Governing Body

MB reported that three governors had indicated that they wish to resign with effect from the end of the year: Tim Chittleburgh and Carleen Davis who, through pressure of work, feel unable to give the role of governor the time and commitment they would

want to in order to do the job justice, and Joyce Owen who, for health reasons, feels she should resign again feeling unable to do the job justice. The resignations were accepted and MB paid tribute to all three governors for the dedication and support, in particular to Tim Chittleburgh and Joyce Owen for their long and loyal service.

8. Minutes of sub-committees

These had been circulated and matters arising requested

9. Matters arising from sub-committees

- (i) The recommendation from the Finance & Personnel committee that the revised Scheme of Delegation (previously circulated), as discussed by the committee (item 8 of the minutes of 2nd October 2014), be adopted was approved by the Governing Body
- (ii) Governors expressed interest in the idea of installing outside gym circuit (items 6(ii) and 7p) in the FPP minutes of 2nd October 2014)
- (iii) The relative merits of reusing exercise books rather than replacing them with new ones each year (item 7k) in the FPP minutes of 2nd October 2014) were discussed with the suggestion being made that smaller books could be used to limit wastage. In response to a question, WK confirmed that there are no plans to replace books with tablets

10. Headteacher's Report

Data from Raise-on-Line (presentation attached)

WK went through the data sheets from Raise-on-Line in detail making points and responding to comments and questions as follows:

- Attainment for disadvantaged children is now compared with attainment with non-disadvantaged children nationally (disadvantaged children are not included in the national cohort for all children)
- What criteria is used to identify disadvantaged children?
All children who are, or have been, eligible for free school meals in the last 6 years
- In Phonics, attainment continues to improve and is above national levels (see slides 2&3 of presentation)

Key Stage 1

- KS1 attainment at Level 2 is broadly in line with national in reading and in line with maths and writing. At Level 3, maths is in line with national but reading and writing are below (see slides 5-8 of presentation)
- The gap in attainment between boys and girls in KS1 has decreased but is still not quite in line with national. SEN pupils generally attain in line with this group nationally and gaps have reduced. The gap for SA pupils increased slightly. Despite the fact attainment is rising for disadvantaged pupils all gaps have increased in line with national – attainment has risen more at national level
- Has the closure of the gap between boys and girls been achieved at the cost of the girls' attainment?
No, the girls' attainment has remained the same
- The difference with national on APS has been closing consistently over the last 5 years
- Progress in KS1 has been high (see slide 10 of presentation)

- What does the term “average” mean?
It is criteria related and generally covers pupils whose ARE is 2B at the end of KS1 and expected levels in Early Years
- Governors agreed that the school is moving in the right direction in KS1 with productive and well-targeted interventions and the gap between boys and girls closing significantly. However, it was recognised that national attainment is also increasing and the aim will be to continue to close the gap, in all reading and writing as well as in maths
- How does the school compare with immediately local schools?
Our results are similar to those of one and above another three
- Governors recognised the need to focus on progress of disadvantaged children, but stressed that this must not be to the detriment of other children
- 2 maths specialist teachers have left – how is this being addressed?
1 further teacher from Early Years is being MAST trained
- Governors approved the leadership action plan linked to KS1

Key Stage 2

- In grammar, punctuation and spelling (SPaG), gaps have closed significantly but are still there. The new paper on SPaG for 2016 has a steep increase in difficulty and the leadership action plan reflects the need for a strong focus in this area
- Are children corrected when they speak ungrammatically?
Yes, all staff are alert to this
- The percentage of disadvantaged children making expected progress is significantly above national in all subjects and the percentage making more than expected progress is good for the lower attainers but not so strong when looking at children at L2
- There is good evidence that disadvantaged children are making more progress than other children, helping to close the gaps. However we need to increase this further if children are to attain in line with other children nationally
- Evidence points to a fall in standards in Maths in KS2. Can the HT give any assurance that this is not the case?
All indicators at KS1 are in line with national. All indicators at KS2 were in line with national up until last year. The new curriculum in maths has been running since 2011 during which time results had been rising and in 2012 and 2013 were in line with national – this would indicate that the curriculum is sound.
Children at level 5 struggled with time in the SATS paper – there is perhaps a tendency to assume that they can cope at that level. Governors asked that regular updates about anticipated maths results for this year be brought to future meetings
- Why does the school approach the teaching of Maths differently from secondary schools? Does this impede learning for some children?
This will be raised at the next Curriculum committee for discussion
- Under leadership actions for KS2 (slide 23), what is the change of teaching approach for LP children?
The LP children are being given more time away from mainstream classes and being taught by specialised teachers in an environment which recognises their deafness and associated language delay and which is highly personalised.

- What is the Behaviour and attitude focus group in Y5?
This is working on ways to encourage a positive focus on learning, including mentoring other pupils which has shown to be an effective motivation for a group of potentially high attaining disadvantaged boys
- Level 5 attainment gives cause for concern. In reading, 2 children did not achieve L5 by 1 point. As with maths, speed was an issue for children and this is being addressed by teachers this year.
- Governors approved the leadership action plan linked to KS2

Self evaluation

- The self evaluation assesses KS2 as “Good” but there are several strands to be addressed to achieve “Outstanding” (slide 34). The governors recognised very positive progress data but reiterated the importance of improving attainment by the end of KS2

Behaviour and Safety

- Behaviour for learning is assessed as “Outstanding”. An audit re attitudes will be discussed in detail by the curriculum committee
- Smaller classes in Year 5 and 6 enables more individual, quality feedback about what a child has done well in their work and the next steps for improvement
- Staff modelling re behaviour is a very important factor

Quality of teaching

- Are the teachers still being graded for their teaching?
Yes, both through lesson observations and the children’s work

Leadership and Management

- What is being done to improve partnership with parents (slide 42)?
 - Every effort is made to make the school as welcoming as possible
 - Learning together (parents with their children) sessions are held and are increasingly well attended
 - Teachers mingle with parents in the playground before and after school
- Working parents find involvement with their children’s school difficult when all meetings / events are held during the day. Could consideration be given to holding some evening sessions?
This will be discussed
- Are those who are available coming in to school?
Yes, in increasing numbers
- A governor asked that consideration be given to involving the community more
- The evaluation for the school overall is “Good” but this will have to be clearly and strongly reasoned with Ofsted because of the attainment data at the end of last year

11. Assemblies and inclusion

A governor raised the issue that although we say we are an inclusive school, in her role as Link Governor which enables a lot of opportunity for monitoring, she questions whether this is fully the case when she sees the deaf children in class assemblies. It was agreed that this is a cause for concern and will be discussed in full at the next curriculum meeting.

12. Governors' Visit reports

These had been previously circulated and were noted by the meeting. A governor commented that the visiting morning on 5th November 2014, working on Raise-on-Line had been very useful and instructive and had clearly indicated that the SDP is on the right track.

13. Chair's correspondence

None

14. Clerk's matters

None

15. A.O.B

Detailed separately

16. Date of next meeting: Thursday 26th February 2015. This will include a training and development session looking at "How to be an effective governor".

There being no further business the meeting closed at 6.40 pm

Action	By	Person responsible
Updates re anticipated maths results for this year be brought to future meetings	On all FGB agenda	GHR / WK
Report on Close the Gap project to FGB as well as Curriculum committee	When appropriate	RJ
Style of Maths teaching (as compared with secondary schools to be discussed by Curriculum committee	Next curriculum committee agenda	GHR
Audit re attitudes to be discussed by Curriculum committee	Next curriculum committee agenda	GHR
Consideration to be given to conducting evening sessions for parental involvement	When appropriate	WK and SLT
Inclusion to be discussed at next Curriculum meeting	Next curriculum committee agenda	GHR