



Earley St. Peter's C.E. Primary School

GOVERNORS' MEETING

Thursday 26th November 2015 at 7.30pm in the school

Minutes

Present: G. Reddie, J. Ince, J. Peters, A. Barlow, H. Wooller (Head), K. Avenell, C. Ferris, B. Williams, H. Hobday, J. Newman

In attendance: S. Hales (Clerk), M. Bisset (Deputy Head)

Apologies for absence: A. Johnson, J-A. Woods, A. Munday, H. Chaudhry

		Action
1.	Opening Prayer Given by H. Hobday.	
	A. Barlow (chairing) welcomed H. Hobday and B. Williams to the Governing body.	
2.	Apologies for absence Accepted by the Governing Body.	
3.	Declaration of Business and Personal Interests Nothing new declared.	
4.	Minutes of the meeting 5th October 2015 The minutes, which had been circulated prior to the meeting, were unanimously agreed as a true record and signed by the Chair.	
5.	Matters arising from the minutes <u>Review of Designated Governors</u> A. Barlow requested that all governors complete their two or three point Designated Link job descriptions for the Planner and website by	All governors

	<p>A. Barlow stressed the need for all governors to complete training appropriate to their Designated role.</p> <p>J. Ince confirmed she and A. Munday had attended Financial Training for governors.</p>	
<p>6.</p>	<p>Headteacher’s Report and School Improvement Plan</p> <p>The Head presented the current number of pupils on roll as 530.</p> <p>This number had increased from 519 presented at the October governors’ meeting.</p> <p>G. Reddie highlighted to governors that the main school was full in all year groups.</p> <p>K. Avenell asked if an appeal was successful would the school have to accept the pupil. In response, The Head and G. Reddie confirmed that the school would have to comply with the result of the appeal.</p> <p>Nursery 2015/2016</p> <p>J. Ince explained seven pupils had been offered places to start in January 2016. This would leave only two spaces.</p> <p>H. Hobday asked why Nursery places had not been filled in the September 2015 intake. J. Ince explained research had taken place suggesting that the normal schedule might result in offers being made too late for some applicants. G. Reddie confirmed that it was the Admissions Committee's intention to bring forward offers of places for September 2016. The Head corroborated this, stating Nursery places for September 2016 would be made in January 2016.</p> <p>SEN register in November 2015</p> <p>The Head noted the figures were similar to those presented to governors at the October meeting.</p> <p>H. Hobday asked for an explanation of those pupils needing Additional SEN Support. In response, The Head explained that for these pupils the school did not receive additional funding but that extra support was given from the year group team already in place.</p> <p>SEN Policy November 2015</p> <p>The Head presented the reviewed and updated Policy to governors. All updates were approved by governors.</p>	

1. Effectiveness of leadership and management

The Head presented the process of the Curriculum review to governors and confirmed that the design of the curriculum linked in with the SIP.

All the creative curriculum topics had been reviewed by Senior Leaders in order to create a rich curriculum that inspired the children to learn.

‘A great emphasis had been placed on designing learning opportunities to engage the children in their learnings which included use of all the school environment and building in practical activities using the outside area.’

The Head introduced the new Curriculum Statements for EYFS and Key Stage 1 and 2 to governors and confirmed both Statements had been added to the school website.

Curriculum

The Head explained the school’s non-negotiables had been converted to ‘core-principles’ within the KS1/2 Statement and highlighted the inclusion of Assessing Progress which was key to children’s learning.

The Head emphasised teachers would review mistakes with pupils, encouraging them to consider mistakes not as a failure but as a building block to their learning; building a greater resilience and a more positive attitude.

A. Barlow asked if the curriculum had been designed to include every child in every lesson.

The Head confirmed it had.

A Barlow also asked whether all children understood this new approach.

In response, the Head explained not all children could articulate it but it was clear from their work that they understood.

EYFS Curriculum

The Head explained a separate EYFS Curriculum Statement had been created reflecting the separate judgement given for EYFS.

J. Ince highlighted that the EYFS curriculum was planned around the changing needs of the cohorts that join Nursery and Reception.

B. Williams asked why the Nursery statement mentions working below age related expectations.

In response, J. Ince explained that the independence and ability of

<p>children to help themselves when they enter Nursery was not good, with a number having limited language too. The Head confirmed that approximately 50% are working below expectations on entry.</p> <p>However, The Head wished to highlight that these children are making rapid progress in Nursery, gaining independence very quickly. By the time they leave F2 they are above national average.</p> <p>New Assessment System</p> <p>A. Barlow asked if the parent meetings held to introduce the new assessment system had been well attended. The Head confirmed that both sessions had been full; reaching 75% of families.</p> <p>The Head highlighted the new language presented to parents at the meetings: Beginning Beginning+ Working within Working within+ Secure Secure+</p> <p>J. Newman commented on how impressed the Child Development Committee had been in the abilities of all teachers to dovetail the old and the new systems.</p> <p>The Head stressed the work done prior to the introduction of the new system to ensure all teachers could make the move from old to new quickly.</p> <p>The Head presented the adaptation of the assessment form used in discussions at Parents' Evenings in the Autumn Term and the language introduced to parents for the next Parents' Evening in 2016:</p> <p>"With the new assessment system we will be reporting at the next parents' evening whether your child is:</p> <ul style="list-style-type: none"> • Working below aged related expectations • Beginning to work at age related expectations • Working within age related expectations • Has secured age related expectations" <p>At Parents' Evening, parents were asked whether the new assessment system was clear and understood. A. Barlow asked if we had received data from this. The Head confirmed 100% of answers received were positive.</p>	
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2. Quality of Teaching, Learning and Assessment

J. Ince presented the new assessment pilot in EYFS.

The Head emphasised that as a pilot the questions were not specific enough and stressed that if pupils were over-assessed at this stage it puts pressure on the data for future years. The Head commented that assessment questions needed to be more specific in order for them to offer realistic data.

J. Ince highlighted the move from eprofile to Target Tracker to record ongoing assessments in line with the rest of the school.

A. Barlow asked if Target Tracker was found to be easier to use.

J. Ince agreed it was but emphasised the large amount of work required to upload all of the data.

B. Williams asked for clarification that Target Tracker was a commercial programme.

J. Ince confirmed it was.

CPD Provision to Cluster Schools

The Head presented the October visit of the Hillside Primary School Headteacher to observe practice in the Foundation Stage.

The Head also highlighted the February 2016 training session, to be run by an ESP F1 teacher, who is also an advisor for EYFS in Hampshire, offered to Foundation Stage teachers in ESP cluster schools.

The Head emphasised that both these examples confirmed ESP as a place of Best Practice within the Cluster.

A. Barlow asked if there were schools ESP staff could visit.

J. Ince explained how difficult it was to find comparable Foundation Stage places to visit, but emphasised the positive relationship of schools throughout the Cluster and the continuous opportunities to exchange information.

J. Peters arrived at 8.10pm

Feedback from Learning Walk 4.11.15 – F1/F2

J Ince explained the focus of this Learning Walk had been Planning/Learning Journeys/SMSC/Targets/Home School Books/Disadvantaged Pupils/Adult-Child Interaction/Pupil Involvement.

<p>G. Reddie asked if pressure was being placed on teachers to show pupils progressing too quickly and asked if marking/assessment was monitored.</p> <p>In response, The Head confirmed a focus in staff meetings was moderation in marking/assessment and explained that teachers could go the other way and be overcautious when making assessments too.</p> <p>G. Reddie commented how important moderation was for accurate long term performance assessment.</p> <p>The Head was asked whether comparisons in marking moderation could be made across the Cluster. The Head explained comparison was very difficult because of the different language used but ESP had created a moderation grid for writing providing performance indicators for the end of KS1 and KS2.</p> <p>The Head highlighted that the grid had been used in a recent Cluster moderation meeting for writing it was clear that ESP teachers were better informed.</p> <p>The Head illustrated that Learning Walks provide the opportunity to extract Missed Opportunities. In this case it was seen that not all staff knew who the disadvantaged pupils were in their class.</p> <p>This Missed Opportunity led to a highlighted Next Step for all class teachers to ensure their TAs knew which children in their class were classified as Disadvantaged; what level they were working at, and how they can support them.</p> <p>G. Reddie asked if teachers and other staff knew who the disadvantaged pupils were. The Head confirmed the teachers knew and should inform other staff as appropriate.</p> <p>A. Barlow asked if staff could easily find out this information. The Head explained details were kept in files in the classroom and in the school office and in Target Tracker.</p> <p>KS1/KS2 Learning Walk Feedback w/c 16.11.15</p> <p>The Head explained a key focus was the use of AFL to re-shape lessons as required and from a previous lesson's work.</p> <p>The Head stressed the importance of teachers being able to articulate re-shaping to pupils.</p> <p>Lead Learners were included on the list of positives from this Walk.</p> <p>B. Williams asked for an explanation of the role of Lead Learners throughout KS1 and 2.</p>	
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M. Bisset explained Lead Learners were higher achieving pupils who were able to support other pupils during lesson time. Lead Learners were used in Maths and Literacy. M. Bisset emphasised the strategy of identifying Lead Learners encouraged children to ask for help from other children.

B. Williams commented that children use language more familiar to other children. The Head agreed and highlighted the benefit to learning, giving children the opportunity to explain a concept.

A. Barlow asked how regularly Learning Walks took place. M. Bisset explained they were held on a weekly basis.

B. Williams asked if staff knew a Walk was taking place. The Head confirmed staff were only informed if the observation was linked to a Performance Management Review.

J. Peters asked if Middle Management took part in Learning Walks.

The Head confirmed a Maths Learning Walk was scheduled; taking the teacher out of the classroom for only half an hour; the TA would lead the class during this time.

G. Reddie added that at Personnel Committee the development of Subject Leaders was discussed.

The Head added, by way of example, the Music Subject Leader was involved in a focused project on Friday afternoons led by The Head.

Phonics Review

The Head reminded governors that difficulties with pseudo words in the Summer term Y1 phonics test had resulted in a group of pupils unexpectedly not passing.

The Head had asked the KS1 Leader to assess resources and teaching for phonics. This had led to an intervention plan for this group and The Head was pleased to report that following retesting these pupils were back on track.

Thanks were recorded to the KS1 Leader for the hard work carried out.

3. Personal Development, Behaviour and Welfare

The Head presented governors with the variety of extra-curricular opportunities available to pupils at school.

J. Peters commented school were able to offer a wider range and number of extra-curricular activities for all pupils to attend during the

<p>school day and that these activities were free.</p> <p>The Head explained Senior Leaders had identified numerous ways the curriculum supported pupils' personal development, providing strategies and approaches that support pupil welfare and grow additional personal management skills.</p> <p>A number of Personal Development and Welfare Statements had been created involving:</p> <p><u>Transition</u>: The Head confirmed a strong programme of transition was in place across the school from home to F1, F1 to F2, F2 to Y1, KS1 to KS2, Y6 to KS3 and SEN/PP.</p> <p><u>PSA</u>: Providing additional pastoral support.</p> <p><u>Safeguarding</u>: The Head highlighted that as a school safeguarding responsibilities were taken very seriously.</p> <p>A. Barlow used this opportunity to emphasise that ESP is continuously at the forefront of safeguarding training requirements.</p> <p>The Head mentioned 'Lottie' training had been discussed several times with all staff. Lottie training focuses on the prevention of child sexual exploitation.</p> <p>The Head highlighted that as part of the Serious Crime Act 2015 it was now the duty of all professionals, including teachers, to report directly to Social Services any known cases of FGM. The Head confirmed at ESP this would involve following the school Safeguarding procedure.</p> <p>J. Peters asked if The Head was the designated member of staff responsible for Safeguarding and Looked After Children (LAC). The Head confirmed this.</p> <p>J. Peters asked if an annual report on the number of LAC children at ESP could be prepared for Governors, providing an annual picture and demonstrating the school's ability to make adequate provision for these pupils.</p> <p>The Head suggested this be added to the list of rolling Agenda items for Full Governing Body meetings.</p> <p>The Head explained LAC need a Care Plan. The social worker and teacher go through this plan together; the level of provision made depends on the child. Adopted children are given additional transition plans to help move from year to year.</p>	
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	<p><u>Be the best you can be:</u> a PSHE programme that commenced with a visit from a Paralympian.</p> <p><u>British values:</u> The Head emphasised this Statement captured the essence of the ESP community.</p> <p>J. Peters commented that she and A. Barlow would be attending training, week commencing November 30th, entitled: British Values and the Impact on Church Schools.</p> <p>The Head explained the school council had suggested an ‘Origins’ day be held at school; pupils could dress from the country of their family’s origins.</p> <p><u>Nurture assistants:</u> Providing pastoral care. Mainly emotional first aid and nurture groups.</p> <p><u>Inclusion leader:</u> Leading all work with outside agencies.</p> <p>The Head explained that ESP often takes the role of lead practitioner in meetings about a particular child as that child attends the school.</p> <p><u>Art therapy:</u> Providing therapeutic support.</p> <p><u>Leadership:</u> An opportunity for pupils to take on leadership roles within the school e.g. prefects, reading mentors, school council and play leaders.</p> <p><u>Visitors:</u> Invited to the school to help children understand how to be safe.</p> <p>The Head highlighted how this linked with Safeguarding.</p> <p><u>Keeping healthy</u></p> <p><u>SMSC:</u> Social, moral, spiritual and cultural development.</p> <p>The Head emphasised the impact of these support mechanisms had been seen in the children’s progress and confidence.</p> <p>Behaviour Policy</p> <p>The Head presented school council suggestions for updating the school’s rewards system as part of the behaviour policy review. In addition to the Head’s recognition stickers, praise postcards were proposed and a special award for high numbers of gold awards.</p>	<p>J. Ince</p>
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<p>Safeguarding/Prevent training.</p> <p>The Head explained a visit from the NSPCC had been arranged for week beginning January 12th 2016. The focus for the children would be on keeping safe.</p> <p>Child Protection Issues</p> <p>The Head highlighted that one child had a CP plan and two investigations were ongoing. The Head reassured governors that the CP Designated leads would be attending the meetings for these pupils.</p> <p>Safeguarding Returns - Summary</p> <p>The Head presented figures for current safeguarding and PREVENT incidents and the agreed actions taking place.</p> <p>G. Reddie said it was important for governors to be aware of this.</p> <p>J. Peters asked what level of depth of PREVENT knowledge The Head felt the governors should obtain.</p> <p>The Head felt the governing body had a good level of knowledge but agreed to hold in-house training for governors.</p> <p>J. Peters suggested this be added to the next FGB if possible.</p> <p>Impact of Equality Plan</p> <p>The Head explained that one racial incident had occurred during the Autumn term to date but reassured governors the incident had been dealt with and was being monitored.</p> <p>Residential Trips</p> <p>The Head sought governor approval of the Year 6 residential trip to Rhos Y Gwaliau in June 2016 and the Year 5 trip to Liddington in October 2016.</p> <p>J. Peters highlighted the value added both trips would provide.</p> <p>Both trips were approved.</p> <p>The Head presented the current security advice given to schools making trips to London or large UK cities. Year 4 plan to visit the Natural History Museum in January 2016. The Head confirmed a higher staff:pupil ratio would be met and a member of the school Leadership team would also attend. The Head stressed the coach and venue emergency plans would also be requested.</p> <p>Attendance Figures</p> <p>The Head presented the attendance figures from September 1st to</p>	<p>The Head</p>
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	<p>November 20th 2015. 95.6% (School & Nursery) 95.9% (excluding Nursery).</p> <p>The Head explained two key families were currently on four week review meetings with the EWO aiming to improve attendance for these key pupils.</p> <p>Pupil Outcomes The Head highlighted the link with earlier discussions; the consideration of pupil starting points when measuring pupil progress.</p> <p>Baseline assessments for F1 were presented to Governors. Created within four weeks of the start of term the figures illustrate that close to half of pupils are working below age related expectations.</p> <p>However the initial figures for KS1 and 2 indicate that most year groups are on track to meet projected targets. The Head explained that Pupil Progress meetings enable staff to identify those pupils and groups not on track and create strategies and interventions to support.</p> <p>J. Peters thanked The Head for the fantastic, detailed summary.</p>	
7.	<p>Curriculum Statement</p> <p>Included within the Headteacher's Report.</p>	
8.	<p>Headteacher's Annual Report on Appraisal in School</p> <p>Included in Personnel Minutes distributed to governors.</p>	
9.	<p>Residential Visit Approval</p> <p>Included and approved within the Headteacher's Report.</p>	
10.	<p>Committee Reports <u>Resources Committee: Monday 19th October 2015</u></p> <p>Minutes presented by J. Peters who stressed the need to find a new Chair for this Committee.</p> <p>J. Peters explained the main item for discussion had been Budget monitoring.</p> <p>J. Peters expressed her thanks to the Business Manager for presenting the budget to the Committee.</p> <p>J. Peters explained the school plans for future development but the budget also highlighted areas for long term savings.</p>	

Child Development Committee: Friday 6th November 2015

The majority of discussions at CDC were referred to in the Head Teacher's report and Approval of Policies and recorded accordingly.

J. Newman highlighted the smooth transition between assessment methods across the school and the benefit of the music subject leader attending the CDC meeting to explain the development of music and creative arts and the registration of the school for the Arts Mark.

J. Peters stressed how useful it had been to have a member of staff attend.

Policy Review:

J. Peters thanked The Head, Deputy Head, SENCO and J. Ince for their efforts in updating the EYFS, SEN, Behaviour and Bullying, and Teaching and Learning Policies.

Learning Walk:

J. Newman noted the benefit of visiting classrooms during the SIAMS walk.

J. Ince and The Head explained Nursery did not have a Reflection Corner because traditionally it had not been considered to be directly linked to the church. However it was stressed that the Nursery was within a Church of England school and in January 2016, Nursery children will have an RE Inspired visit, following which a cross will be introduced to Nursery.

The Head also noted Bible stories have been ordered to share with the Nursery children.

J. Peters added this created continuity of ethos across the school from F1 to Year 6.

Personnel Committee: Friday 13 November 2015

G. Reddie reported the meeting had focused on pay progression of teachers in accordance with the terms of the Pay Policy. Progression was now dependent on performance and automatic incremental drift had been eliminated.

The Committee had also scrutinised the development of the subject leader roles, the appointment of new staff, and the development of the Business Manager post.

	<p>Admissions:</p> <p>G. Reddie emphasised the need, in coming months, for discussion on the oversubscription categories contained in the future Admissions Policies, particularly the church attendance categories and the priority of siblings.</p> <p>The Head explained that the present priority for siblings could potentially jeopardise places for families living in the catchment area in the future as the school became increasingly popular.</p> <p>G. Reddie explained this would be brought to FGB following discussions with the Vicars and consideration by Admissions committee and possibly a sub-committee/working group.</p> <p>Appointment of governors:</p> <p>A. Barlow asked about the Directly Appointed governor vacancy. In response, G. Reddie explained that there were two potential candidates, one of whom may be unable to stand. However it was considered desirable to appoint after the long awaited appointment of a Foundation governor by the PCC as this would give maximum flexibility in providing suitable skills on the governing body. H. Hobday had been asked to speak with the PCC about the possibility of an appointment drawn from other congregations if necessary and A. Barlow undertook to speak with neighbouring churches about this</p> <p>G. Reddie explained that under the new rules following reconstitution of the governing body earlier in the year the election of a new parent governor, in the new year, could be more targeted in terms of skills. Stipulations would be discussed by the Personnel Committee and brought to FGB.</p> <p>The Head expressed thanks to G. Reddie and the Admissions administrator for their work on in-year direct admissions.</p> <p>G. Reddie expressed thanks to The Head and Deputy Head for their support and hard work on appeals but highlighted that ideally the presentation of at least some appeals should be taken on by a governor. Governors were asked to consider taking on this role.</p>	<p>Personnel Committee</p> <p>A.Barlow, H. Hobday,</p> <p>Personnel Committee</p> <p>All governors</p>
<p>11.</p>	<p>Approval of Policies</p> <p>The Head presented updated versions of: SEN Policy EYFS Policy Behaviour and Exclusion Policy Teaching and Learning Policy for governor approval.</p>	

	<p>All policies approved.</p> <p>J. Peters asked if Able, Gifted and Talented should be added to the SEN Policy. The Head agreed to look into this and report back.</p>	The Head
12.	<p>Annual Review of Terms of Reference</p> <p>Terms of Reference for each Committee were presented and approved by all governors.</p> <p>C. Ferris suggested that committee Terms of Reference and committee roles for each governor should be added to the school website for public view and this was agreed.</p>	Clerk
13.	<p>Approval of Clerks to Committees</p> <p>J. Peters asked all present Clerks to Committees if they wished to remain in their current roles. All agreed.</p> <p>Resources Committee – A. Munday, Clerk Child Development Committee – Clare Ferris, Clerk Personnel Committee – A. Barlow, Clerk</p>	
14.	<p>Governance – Constitution Review</p> <p>J. Peters confirmed this had been dealt with at the previous full governing body meeting.</p>	
15.	<p>Governor Visits</p> <p>J. Peters encouraged all governors to continue their designated year group class visits in addition to joining in other aspects of school life such as assemblies, topic presentations and church services.</p>	All governors
16.	<p>Any Other Business</p> <p>J. Peters suggested the next Resources meeting be postponed until January 2016 when all necessary budget information would be available. All agreed. Any information prior to that time would be discussed by email.</p> <p>J. Peters encouraged all governors to attend the Governors’ Tea Party on Monday 14th December from 3.30pm. A good, informal opportunity to thank the staff for their hard work.</p>	<p>Resources Committee</p> <p>All governors</p>
17..	<p>Date of next meeting</p> <p>Wednesday 3rd February 2016 at 7.30pm.</p>	All governors

The meeting ended at 9.55pm with the saying of The Grace.