



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

GOVERNORS' MEETING

Wednesday 3rd February 2016 at 7.30pm in the school

Minutes

Present: J. Ince, J. Peters, A. Barlow, H. Wooller (Head), C. Ferris, B. Williams, H. Hobday, J. Newman, A. Johnson, J-A. Woods, A. Munday, H. Chaudhry, J. Williams

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

Apologies for absence: G. Reddie, K. Avenell

		Action
1.	Opening Prayer Given by H. Hobday.	
	J. Peters welcomed J. Williams, new Foundation Governor, 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 26th November 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 (page 1)</u> A. Barlow presented a document outlining the responsibilities of each designated governor role. All agreed the content should be added to	

<p>website and Planner. A. Barlow and the Clerk would discuss further.</p> <p><u>Personnel Committee (page 2)</u> J. Peters stressed that it was not directly relevant to compliance with the school's Sick Absence Policy but asked A. Barlow to update governors on comparative sickness figures with other Borough schools. A. Barlow had contacted WBC but the information was not available. It was stressed by governors that the school's Sick Absence Policy should continue to be applied rigorously and monitored by Personnel committee.</p> <p><u>British Values (page 10)</u> J. Peters and A. Barlow confirmed their attendance at training course: British Values and the Impact on Church Schools.</p> <p>J. Peters explained the course posed the question 'Where do C of E schools fit within a democracy?' and discussed the differences between faith schools and church schools – faith schools needing all pupils to belong to a particular faith.</p> <p>A. Barlow felt reassured the school was approaching this subject in the correct way and stressed the need for continuing vigilance throughout the school.</p> <p>J. Peters asked the Head to update regarding school council activities and the benefits to the school and wider community. In response, the Head explained the school council's involvement in the NSPCC Dance-a-thon fundraiser on January 18th. The school council had prepared an NSPCC display explaining the work of the NSPCC to inform other pupils. The Head confirmed over £3.7k had been raised to date.</p> <p><u>Visitors (page 10)</u> J. Peters asked if a safeguarding notice had been prepared for visitors. The Head confirmed a leaflet had been prepared for issue to all visitors on arrival.</p> <p><u>Behaviour Policy (page 10)</u> J. Peters asked if J-A. Woods had met with the school council. J-A. Woods confirmed this was in hand and would be done shortly.</p> <p><u>Personnel Committee – Appointment of Governors (page15)</u> J. Peters welcomed J. Williams as a newly appointed Foundation Governor.</p> <p>J. Peters explained one governing body position remained to be filled and she and the Head were arranging to meet a possible candidate.</p>	<p>A. Barlow/Clerk</p> <p>Personnel</p> <p>J-A Woods</p> <p>J. Peters / Head</p>
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	<p>A. Johnson's term of office would terminate at the end of February and a parent governor election would be organised in due course.</p> <p><u>Approval of Policies (page 15)</u></p> <p>J. Peters asked about the addition of Able, Gifted and Talented to the SEN Policy.</p> <p>The Head confirmed a separate policy had been written.</p>	<p>J. Peters</p>
<p>6.</p>	<p>Headteacher's Report and School Improvement Plan</p> <p>J. Peters praised the Report for giving a clear snapshot, and providing a structure to focus on items of importance.</p> <p>The Head presented the current number of pupils on roll as 533.</p> <p>Speech and Language Provision</p> <p>The Head emphasised the increasing need to prioritise speech and language support for children entering the school. Provision is important to remove barriers to effective learning for younger pupils in the school. The Head highlighted the positive impact of the time and financial investment early on is seen in reduced number of pupils needing support as they move up the school.</p> <p>The Head explained speech and language support is provided by SEN teacher and SEN LSA working with groups and in one-to-one sessions throughout the week.</p> <p>J. Peters asked how much advice the school received on speech and language provision.</p> <p>The Head confirmed WBC assigned the school a speech and language therapist to work with the inclusion leader and write programmes for LSAs.</p> <p>J. Peters asked if parents put pressure on the school to provide this support.</p> <p>The Head confirmed this was not the case and explained that parents are given progress feedback at annual review. Parent feedback to date is positive.</p> <p>1. Effectiveness of leadership and management</p> <p>The Head presented British Values in action at ESP. The full report was discussed at CDC and shared with parents using the school Newsletter on January 16th 2016.</p> <p>Curriculum</p> <p>The Head emphasised that following the introduction of the New</p>	

Curriculum the Senior Leadership Team had designed a curriculum reflecting and embracing the diverse makeup of pupils at ESP.

The Head explained the Senior Leadership Team had discussed the core principles of teaching and learning with teaching staff and explored how these principles were reflected on a daily basis in school.

The Head stressed the school's strength at removing barriers to learning was illustrated by the significant proportion of pupils entering at a low starting point but leaving well above national and Wokingham averages. These pupils are involved in speech and language interventions; additional OT sessions; nurture groups, and have outside agency involvement.

H. Hobday asked for an explanation of nurture groups. In response the Head clarified these were for children who had suffered bereavement, were affected by separated parents or needed anger management or social skills support.

J. Peters commented the importance of removing barriers emphasised the need to invest in the PSA and increase PSA hours accordingly.

The Head agreed, highlighting the success of the PSA to relate at both parent and pupil level. Use of the PSA resource also helped to free up others time.

The Head presented an illustration of the diverse needs of each year group highlighting pupil premium, FSM, Not White British, EAL, SEN, Statement, ECHP and LAC.

The Head explained diversity displayed in this way helped to target support.

C. Ferris noted figures were given for pupils with a Statement and ECHP. In response the Head explained that it is taking longer to convert from a Statement to ECHP; it is much harder to meet the criteria for ECHP.

If ECHP is not approved, funding has to found from elsewhere in budget to provide support.

A. Barlow asked the Head to provide an example of the differing needs ESP has in comparison to a school such as Aldryngton.

The Head used as example the large number of pupils at ESP with English as a second language placing a greater emphasis on the need to practise literacy skills; also religious holidays placed pressure on attendance figures. However, the diversity of cultures within the ESP community

provides a positive environment for exploring and understanding the world.

KS2 SATS Meeting for Parents

Meetings were held to inform Y6 parents about changes to SATs tests. The Head was pleased to report meetings were well attended – just under 90% turnout.

The presentation was also uploaded to the school website for those unable to attend.

Parents' Evenings

The Head explained parents' evening discussions would now use the new assessment system.

The Senior Leadership Team had created ESP benchmarks to support teachers' target setting and to ensure consistency to optimise pupil progress. The Head confirmed these age-related benchmarks would be shared with parents so that they understand whether their child is working at ARE below or above.

The Head presented the revised form to be signed by parents to confirm they are clear whether their child is working at ARE and what the next steps are.

2. Quality of Teaching, Learning and Assessment

The Head explained Key Stage Leaders were currently carrying out Lesson Observations as part of the Performance Management Process.

Feedback from Learning Walk 27.1.16 - F1/2

J. Ince explained the focus of this Learning Walk had been to see how pupils demonstrate their learning.

The Head praised how J. Ince had created her Learning Walk assessment, giving photographic examples and quotes from the children to demonstrate areas of learning.

J. Peters asked if these illustrations had been shared with staff.

J. Ince confirmed they had.

J. Peters asked if results of the Learning Walk had highlighted the need for further training.

In response J. Ince explained that it had not at this stage; this format had predominately been used to illustrate examples of the children's development and what, and how, they were learning.

KS1 Learning Walk Feedback

The Head presented the change in focus on the KS1 Learning Walk.

	<p>Findings focused on the learning behaviour from the children's mindset as opposed to the teacher's.</p> <p>J. Peters agreed the findings demonstrated a progression of teaching.</p> <p>M. Bisset used the KS1 Learning Walk to explain the principles of Growth Mindsets. These principles were discussed with staff at a recent staff meeting.</p> <p>M. Bisset used the example: instead of thinking 'can't do it', think 'can't do it yet', 'beginning to do it', 'can do it'.</p> <p>M. Bisset reassured governors these principles were already built in to the teaching and learning at ESP as children were encouraged to ask questions, to be curious.</p> <p>M. Bisset explained that historically younger children are more inquisitive and as children become older so they ask less questions. Principles of Growth Mindset turn this on its head encouraging children to be more creative as they grow, not less.</p> <p>On Learning Walks it is observed teachers are asking questions of children, asking them what they think? Children are reflecting on what they are doing and being able to talk about what they are learning.</p> <p>The Head explained pupils are being empowered by teachers questioning them at the beginning of their lessons.</p> <p>J. Newman asked if it was planned to share the Growth Mindset principles with parents.</p> <p>M. Bisset agreed it would be possible to give concrete examples of activities to share.</p> <p>The Head supported this, emphasising the benefit of creating similar conditions at school and at home.</p> <p>J. Peters felt the school should wait until the principles were embedded at school then branch out into home environment.</p> <p>M. Bisset confirmed it would be easy to add information to workshops already planned.</p> <p>B. Williams asked, following the staff meeting, how the Growth Mindset progressed into the classroom.</p> <p>In response the Head explained that teachers add the principles to their planning.</p>	
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KS2 Learning Walk Feedback w/c 25.1.16

The Head explained the focus of this half term's KS2 Learning Walks was on TAs rather than teachers.

The aim of the Learning Walk was to confirm that all adults in the classroom had knowledge of, and were using, the correct learning tools.

The Head confirmed TAs were always included in the weekly Staff Briefing to keep them up to date with expectations for the week.

J. Peters emphasised that at ESP a higher level of TA was used in the classroom.

Priority Readers

The Head highlighted an important part of the school development plan was a focus on reading. Teachers had been asked to identify to the Head pupils needing additional support.

J. Peters asked if the school had planned investment in new books. The Head confirmed the School Association would be asked to help funding.

3. Personal Development, Behaviour and Welfare

After School/Holiday Care

The Head presented an update on the introduction of on site after school and holiday care. It was confirmed that parents' response to consultation had been positive.

The School Business Manager had analysed various financial models; research across cluster schools had proved all models returned a profit.

The Head presented the break even number of children was 12 with three members of staff.

J. Peters confirmed costings prepared by the School Business Manager had been discussed at Resources. Agreement had been reached that the school would recruit personnel and run the clubs.

J. Peters emphasised provision of after school care offered an opportunity to raise additional funds for the school.

A. Barlow asked about the level of response to recruitment advertisements.

The Head responded that both external and internal candidates had applied.

C. Ferris acknowledged the benefit to children using school staff already known to them.

The Head confirmed a parent information meeting would be held on Wednesday 10th February when final details would be presented.

Safeguarding

A. Barlow, Safeguarding Governor, had met with the Head to discuss school Safeguarding practice prior to submitting a Safeguarding Return to the LA.

The Head confirmed it had been agreed to make the PSA point of contact for children if they cannot talk to the class teacher or teaching assistant.

In addition, further training would be given to whole staff for dealing with issues of CSE. It was agreed CSE concerns would be dealt with in the same way as other safeguarding issues.

The Head sought governor approval for revised wording in the Safeguarding Policy regarding references to CSE/FGM/FM. Point 16 in Safeguarding Policy.

Revisions were approved by Governors.

Safeguarding Returns – Summary September 2015 – January 2016

The Head presented the 19 safeguarding incidents reported between September 15 and January 16 and explained how each incident had been/was being dealt with. School monitoring; discussing with parent/carer; contacting outside agency; speaking to social services, or referring to police.

Young Carers

The Head explained training for all staff regarding young carers was scheduled for April inset day.

The Head stressed young carers were considered an under reported issue in Wokingham but recognised the school may have young carers not officially recognised but needing help to access support.

This had been discussed with Education Welfare and it was agreed the PSA should lead the initiative.

School Trips to London

J. Peters praised the enormous amount of preparation made for the Y4 trip to Natural History Museum in January 2016 acknowledging the unique situation dealt with owing to the level of security risk.

J. Peters thanked the School Business Manager for thoroughly briefing parent helpers and providing packs detailing emergency plans.

J. Newman attended the trip as parent helper and supported J. Peters comments; all parents involved thought the trip impeccably organised.

J. Peters stressed the school now had a framework which could be used for future trips where necessary.

Attendance Figures

The Head presented the attendance figures from September 1st 2015 to January 27th 2016. 95.2% (School & Nursery) 95.4% (excluding Nursery).

Governors asked for reasons why attendance figures were lower than for same period last year.

The Head highlighted impact of part-time pupils in Reception on overall percentage. Removing these pupils from analysis increases figure to 95.6%.

The Head explained illness proved a significant problem, increasing from 2.9% in 2014/2015 to 3.3% in 2015/2016.

A. Barlow asked if any illness was for a long period. In response the Head confirmed most was short term, seasonal illness.

A. Barlow asked if pupils are educated about keeping well.

J. Ince explained most illness included here was expected at this time of year but all F2 children have been taught about hygiene and keeping well.

The Head highlighted religious observance figures were also higher 0.03% to 0.4%.

A. Johnson asked about the number of persistent absentees.

The Head stressed this figure was very low. Regular meetings were held with two particular families and the EWO to improve attendance for these key pupils.

The Head emphasised positive results in the number taking holiday in term time falling from 0.2% in 2013/2014 to 0.1% in 2014/2015 to 0.04% in 2015/2016, and the number of unauthorised absences not covered by other codes falling from 0.2% in 2013/2014 to 0.04% in 2015/2016 – this was important for safeguarding.

J. Peters asked that attendance be added to the next CDC agenda for further discussion.

4. Pupil Outcomes

Pupil Premium: Future Stories Familiarisation Programme

The Head presented the Future Stories programme; working in partnership with secondary schools to support a nominated group of

	<p>pupil premium children in preparation for grammar school tests.</p> <p>The Head explained the aim of the programme was to make Reading Grammar Schools more accessible for children from all backgrounds.</p> <p>All pupils nominated took up the offer.</p> <p>Data Commentary Data from Autumn 2 data snapshot was provided in the Headteacher’s Report and had been discussed at CDC.</p> <p>Staff Absence Report September 2015 – January 28 2016 The Head presented figures for teachers (109 days) and support staff (237 days) explaining full comparative analysis of figures would be completed later in the academic year.</p> <p>Future Events The Head invited all governors to attend the Y2 Chocolate Product Launch, Parents’ Evenings and Comic Relief/Lent Charity Day.</p> <p>J. Peters thanked The Head for the comprehensive report.</p>	<p>All governors</p>
<p>7.</p>	<p>Committee Reports <u>Resources Committee: Monday 25th January 2016</u></p> <p>J. Peters highlighted the ongoing action to save energy costs. An Energy Audit had been conducted by the LA at the school’s request on the gas heating provision and an Audit of the electrical systems was planned for a later date.</p> <p>J. Peters emphasised how these actions linked with the Eco Schools initiative.</p> <p>J. Peters drew governors’ attention to the item Income Sourcing. Alternative sources of generating income needed to be considered with increasing pressure being placed on the present and future school budgets.</p> <p>J. Newman asked if income generated from outside sources, not just from parents, was being considered. The Head confirmed it was.</p> <p>The Head highlighted the need to review the lettings rates in order to balance beneficial rates for community lettings and the commercial rate for possible new lettings opportunities.</p> <p>A. Munday pointed out that all implications, advantages and disadvantages, of wider use of the school premises needed to be considered.</p>	<p>Resources</p>

	<p><u>Child Development Committee: Friday 15th January 2016</u></p> <p>The majority of discussions at CDC were referred to in the Head Teacher’s report and Approval of Policies and recorded accordingly.</p> <p>J. Newman encouraged all governors to read the detail of the CDC Minutes.</p> <p>J. Peters invited J. Williams to attend the next CDC meeting which would also help her become familiar with the terminology used at school.</p> <p><u>Personnel Committee: Friday 15th January 2016</u></p> <p>J. Peters reported on behalf of G. Reddie.</p> <p>J. Peters highlighted the main item of discussion, staffing and review of Pay Policy – agreement had been reached to adopt the latest Wokingham model pay policy with some minor adjustments to fit the school’s circumstances.</p> <p>Revised Personnel Committee Terms of Reference were presented to governors for approval. The Terms had been modified to reflect amended wording in Pay Policy. Approved by governors.</p> <p>J. Newman asked whether the PSA was remunerated according to the increased hours and sufficiently to retain skills.</p> <p>J. Peters confirmed that payment was made in accordance with employees' contracts. Grading was considered by Personnel committee upon recruitment and kept under review. The importance of staff retention was acknowledged, together with the need to balance the school budget.</p> <p>The Head confirmed the next few weeks would be spent identifying priorities for budget setting.</p> <p>The Head stressed that a key strategic focus was supporting the most vulnerable groups in the school community and removing barriers for those hard to reach families - in which the role of the PSA was crucial.</p> <p>J. Peters highlighted SIAMS and the importance of the overall ethos and approach of the school.</p>	<p>All governors</p> <p>J. Williams</p>
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<p>8.</p>	<p>Approval of Policies</p> <p>The Head presented for governors' approval updated versions of:</p> <p>Lettings Policy Pay Policy Governor Allowances Policy Marking and Feedback Policy Home School Agreement Most Able Pupils Policy EAL Policy Collective Worship Policy Anti-Bullying Policy SRE Policy Freedom of Information Financial Procedures</p> <p>Following discussion - All policies were approved.</p> <p>J. Peters thanked the Head, the Leadership and Management Team and the School Business Manager for their efforts reviewing and updating the Policies.</p>	
<p>9.</p>	<p>Admissions 2017/2018</p> <p>Determination of the School and Nursery Admissions Policies 2017-2018.</p> <p>C. Ferris asked if anything had changed. The Head highlighted streamlining of the Nursery admissions process and confirmed that the school Admissions Policy had not needed to go out to formal consultation as it remained unchanged. However, as G. Reddie had mentioned at previous meetings, a thorough review would be undertaken in coming months.</p> <p>Both policies were determined.</p>	<p>G. Reddie</p>
<p>10.</p>	<p>Services to schools</p> <p>J. Peters confirmed this was addressed at Resources and included in Minutes distributed to governors.</p> <p>J. Peters highlighted that the School Business Manager continually reviewed areas to save money and sought to obtain best value for money at all times.</p> <p>The Head also emphasised the ongoing process of benchmarking against all schools in the cluster.</p>	

11.	<p>Review of current arrangements of school session times</p> <p>J. Peters confirmed it was intended that school session times would remain unchanged. Approved by governors.</p>	
12.	<p>Governance</p> <p>J. Peters emphasised the training courses available to Governors from both the Diocese and Wokingham Borough Council. The school Business Manager was evaluating spend on courses from both sources.</p> <p>J. Williams asked how Governors could sign up to courses. B. Williams explained all new Governors receive a Governor’s Handbook outlining training opportunities. B. Williams agreed to discuss further with J. Williams.</p> <p>B. Williams confirmed she had attended Development Governor training and the first of two part New Governor training.</p> <p>H. Hobday confirmed she would also be attending New Governor training in March.</p> <p>A. Barlow requested B. Williams circulate the date of the next Safeguarding training.</p> <p>A. Munday recommended online PREVENT training to all Governors.</p> <p>The Head suggested more Governors complete Safer Recruitment training. B. Williams agreed to enquire with WBC the availability of training, specific to Governors.</p>	<p>B. Williams/ J. Williams</p> <p>B. Williams</p> <p>All governors / B. Williams</p>
13.	<p>Governor Visits</p> <p>J. Peters encouraged all governors to continue their visits to the school and asked for visit report forms (downloaded from the Governors’ Planner) to be completed and sent to the Clerk.</p>	All governors
14.	<p>Any Other Business</p> <p>PREVENT training would be discussed at the next full Governing Body meeting on 17th March. The Head would provide Governors with a snapshot view of PREVENT.</p> <p>B. Williams asked if Governors could attend the upcoming Parents’ Evenings to</p>	The Head

