

## NORTH EALING PRIMARY SCHOOL

The 5<sup>th</sup> Full Governing Body Meeting for 2015 - 2016 was held on Wednesday 6 July 2016 at 7PM

Agenda items	Action
<p><b>Attendees:</b>            Sophie Baker (SB)            Jackie Blazewicz (JB)            Lynne Dallow (LD)            Andrew Dharman (AD)            Sally Flowers (SF)            Joanne Gravestock (JG)            Debbie Keenan (DK)            Shirley Kenworthy - Wright (SKW)            Dan Lawrie (DL)            Jane Ootam (JO)            Nimo Richmond (NR)</p> <p><b>Also in attendance:</b>            Judith Anderson (JA)            Michael Belsito (MB)            Sarah Gordon (SG)</p>	
<b>1. Welcome</b>	
<p><b>2. Apologies For absence</b>            Anna Cox (AC)            Sarah Symes (SS)            Usama Siddiqui (US)            Liza Webber (EW)</p>	
<p><b>3. Authorised / Unauthorised absence</b>            The absences for AC, SS, US and EW were all authorised.</p>	
<p><b>4. Declaration of Any Other Business (AOB)</b>            DK:</p>	
<p><b>5. Declaration of Interest in any Agenda Items</b>            There were no declarations of interest in any agenda items.</p>	
<p><b>6. Headteacher's Report</b>            The Headteacher's Report was pre circulated.</p> <ul style="list-style-type: none"> <li>• SF reminded Governors that the updated SEF and summary SEF were circulated recently.               <ul style="list-style-type: none"> <li>○ SF thanked the senior team for their input to both documents.</li> <li>○ There is now greater clarity on the priorities for 2016 - 2017.</li> <li>○ There will be a continued focus on writing.</li> </ul> </li> <li>• We now have greater clarity between Classroom Monitor data and published data.</li> <li>• Year 6 have been incredibly challenged this year.               <ul style="list-style-type: none"> <li>○ The data is better than anticipated.                   <ul style="list-style-type: none"> <li>▪ We are also challenging some results.</li> </ul> </li> </ul> </li> </ul>	

- Page 5 (EYFS / KS1) - See appendix 1.
  - Support staff in both EYFS and KS1 have been amazing.
  - GLD 82% increase of 1% on last year
  - 97.5% of pupils in year 1 achieved the pass mark in Phonics - 3 years ago it was considerably lower.
  - SKW questioned whether the support staff training for the intervention 1<sup>st</sup> class @ number was being rolled out this summer as we had invested in this training course. SF explained that it was being reviewed with the team
  
- Page 9 (Staffing)
  - SF now has the staff absence phone; staff are required to phone by 6:30AM - SF has to contact the supply agency by 7AM.
    - With SF holding the mobile phone the level of absence has dropped.
    - Governors expressed concern about SF having to take calls from 6:30AM.
    - Overall staff absence is lower than last term
    - DK said that it would be helpful to have a year on year comparison on future.
  - We are almost fully staffed for September - 0.5 to fill.
  
- Page 10 (Outcomes for children) - See appendix 2.
  - KS1 at Age Related:
    - Maths 92%
    - Reading 85%
    - Writing 80%
  - KS2 Preliminary Results
    - Maths 80% (National 70%)
    - Reading 81% (National 66%)
    - SPAG 91% (National 72%)
      - JA will be going through the mark schemes for the tests and individual papers to challenge any scores which are inaccurate particularly for children whose score meant that they just misses ARE.
    - Writing 74% (National 74%)
    - 23 children did not make the National expectation in Writing this year; they would have done under the old scheme.( Level 4)as the bar has been raised and the assessment was not best fit but against specific can do statements.
    - SKW asked if we did teacher assessment at KS2 for R,M and SPAG?
      - Yes
      - We were very close; within 1 or 2%.
  
- Page 11 / 12 (Quality of Teaching) - See appendix 3
  - The teacher graded as Requires Improvement is leaving this term. We have increased the % of outstanding from 37% to 40% and good with outstanding features had also increased
  - Assessments using the NFER papers were used to give summative data in addition to teacher assessments to get accurate picture of children's learning. These tests are well regarded.
    - We currently have the 2016 English and Maths tests for years 3, 4 and 5.
    - NFER are also bringing out a SPAG paper later this year.
    - SF proposed getting the autumn tests and trying them as a

baseline for next year.

- We can then make an informed decision based on a cost / benefit analysis.
- The cost would be £1.6K plus nominal costs each year.
- Governors agreed this approach with the costs to come from the curriculum budget
- Page 12 (CPD)
  - There has been a real focus on CPD this year.
- Page 15 ( Behaviour and safety)
  - SKW noted that we had contacted the PREVENT team at Ealing for the first time with regards to 2 families. She asked whether the advice had been useful and MB stated that they had commended the school's approach based around values ( including learning values)
  - Attendance at 97.1% is very good and we only have 2 persistent absentees
- Page 18 (Any Other Areas)
  - The PTA has agreed the funding for the development for the MLE.
  - An initial planning meeting is scheduled for 18 July.
- Page 20 (Next Steps)
  - There is more work to be done for Pupil Premium children with SEND.
- SF thanked the senior team for their input to the report which is very much a joint effort.
- SKW asked SF to pass on the thanks of the Governing Body to thank everyone for the enormous amount of effort to get the results we got.
- SKW pointed out that year 6 have been challenged through the school as the first bulge class and have gaps in their learning as they have not been taught to the new national curriculum until this year.

a) Curriculum & Standards Report

- This was pre circulated.
- Page 2
  - JA pointed out that this is a key and not actual data.
- Page 4
  - The progress for PPG not SEN, SEN and EAL is really encouraging.
- Page 9
  - The Year 4 EAL children have made significant progress in Maths, Reading and Writing.
- Page 10
  - The average progress for the HA pupils includes an element of caution - this will be reviewed in September. NB there is a cap to their progress of 3 steps as no longer access the year above curriculum but continue to gain deeper understanding within the year group curriculum.

b) Link Officer Report

- The Link Officer Report dated 19/04/2016 was pre circulated.
- Noted.

<p>c) The Record of Teaching over Time</p> <ul style="list-style-type: none"> <li>• This was pre circulated.</li> <li>• Noted.</li> </ul> <p>d) SEND Report</p> <ul style="list-style-type: none"> <li>• This was also pre circulated.</li> <li>• Noted.</li> </ul>	
<p><b>7. Governing Body Matters</b></p> <p>a) Governor vacancies</p> <ul style="list-style-type: none"> <li>• 2 x Parent <ul style="list-style-type: none"> <li>○ SKW advised that AC and JO had both decided to stand down as Parent Governors due to work commitments and the need to try and balance work / life commitments.</li> <li>○ SKW took the opportunity to thank both AC and JO for their significant commitment to the Governing Body.</li> <li>○ <b><u>We will look to hold a Parent Governor election in the autumn term.</u></b></li> <li>○ We will initially invite prospective Governors to come in to meet SF and SKW. <ul style="list-style-type: none"> <li>▪ This will be followed up by the formal election.</li> </ul> </li> </ul> </li> <li>• 1 x Citizen <ul style="list-style-type: none"> <li>○ SKW advised that the LA have been unable to identify a potential LA Governor for our consideration.</li> <li>○ AON added that he had written to the LA advising that as they had not identified a potential candidate we will be identifying a potential Citizenship Governor.</li> <li>○ SF advised that a member of staff had suggested a potential Governor who is currently a Governor in a High School.</li> <li>○ It was agreed that the skills that we would be looking for were Premises and Finance.</li> <li>○ <b><u>SKW asked Governors to provide AON with details of any prospective Governors.</u></b></li> </ul> </li> </ul> <p>b) Committee membership</p> <ul style="list-style-type: none"> <li>• NR will be joining the Resources Committee.</li> <li>• SKW asked if any Governors wished to move between committees. <ul style="list-style-type: none"> <li>○ No.</li> </ul> </li> </ul> <p>c) Preparation for Ofsted</p> <ul style="list-style-type: none"> <li>• SF had pre circulated the updated crib sheet which is based on the latest SEF. <ul style="list-style-type: none"> <li>○ <b><u>SF and SKW stressed that Governors MUST have a good handle on this and the summary SEF.</u></b></li> <li>○ <b><u>It was also stressed that Governors should also familiarise themselves with both the Pupil Premium and Sports Premium reports from the website.</u></b></li> </ul> </li> <li>• SF asked which Governors would be happy to meet with the Ofsted Inspectors when they come. <ul style="list-style-type: none"> <li>○ DK, LD and SKW said that they would be happy.</li> <li>○ JG also said that she would be happy to meet them but from a Parent / PTA perspective.</li> </ul> </li> </ul> <p>d) Chairs report 2016</p> <ul style="list-style-type: none"> <li>• The draft of the Chair of Governors Report to parents was pre circulated. <ul style="list-style-type: none"> <li>○ The content was agreed subject to one change: <ul style="list-style-type: none"> <li>▪ DK questioned whether parents will understand the phrase</li> </ul> </li> </ul> </li> </ul>	<p>AON</p> <p>All</p> <p>All</p> <p>All</p>



<p><b>12. Minutes of the Curriculum and Standards Committee Meeting on 22/06/2016 for noting</b></p> <ul style="list-style-type: none"> <li>• Noted.</li> </ul>	
<p><b>13. Minutes of the Resources Committee Meeting on 15/06/2016 for noting</b></p> <ul style="list-style-type: none"> <li>• Noted.</li> <li>• DL asked what is happening about identifying alternative sources of funding. <ul style="list-style-type: none"> <li>○ We are currently looking at funding from Nutella - response awaited.</li> <li>○ We have looked at applying to the John Lyons charity however we did not meet the criteria.</li> <li>○ JG advised that the PTA is looking at sources of matched funding. <ul style="list-style-type: none"> <li>▪ There will be a big push on PTA membership in September.</li> </ul> </li> <li>○ SKW asked if she had any suggestions: <ul style="list-style-type: none"> <li>▪ Encourage people to donate the “pennies” from their salary to the school.</li> </ul> </li> <li>○ LD stressed the importance of telling parents how much we have raised on a regular basis.</li> <li>○ AD asked about Easy Fundraising for online purchases. <ul style="list-style-type: none"> <li>▪ SF said that we need to keep reminding parents.</li> <li>▪ JG said that this was covered in all PTA communications.</li> </ul> </li> </ul> </li> </ul>	
<p><b>14. Policies / Documents for adoption</b></p> <p>a) Exclusion of Pupils</p> <ul style="list-style-type: none"> <li>• The policy was pre circulated.</li> <li>• <b>Approved.</b></li> </ul>	
<p><b>15. Correspondence to the Chair of Governors</b></p> <p>There was none of relevance.</p>	
<p><b>16. Governor’s Visit Reports</b></p> <p>a) Philosophy and Debating Society report.</p> <ul style="list-style-type: none"> <li>• This report was pre circulated.</li> </ul> <p>b) Review of the Single Central Record.</p> <ul style="list-style-type: none"> <li>• Report to follow - see 9 (c) above.</li> </ul> <p>c) Writing visit report.</p> <ul style="list-style-type: none"> <li>• This report was pre circulated.</li> </ul>	
<p><b>17. Any Other Business (as agreed above)</b></p> <p><u>DK: Half Marathon</u></p> <ul style="list-style-type: none"> <li>• DK advised that 4 Governors will be taking part in the half marathon (DK, DL, JO and SF).</li> <li>• SF assed that 7 members of staff were also taking part.</li> </ul> <p><u>SG: Leavers Party</u></p> <ul style="list-style-type: none"> <li>• SG advised that there will be an end of year leaver’s party on 20 July.</li> <li>• SG sought agreement from Governors to use £50 from the Private Fund for refreshments.</li> <li>• <b>Approved.</b></li> </ul> <p><b>Post meeting note</b> the amount required was increased to £100 as so many staff will be attending. This was agreed by chair and Headteacher as governors had approved the activity</p> <p><u>AD: Safeguarding Group</u></p> <ul style="list-style-type: none"> <li>• <b>AD suggested that a demo of the My USA App for Governors at the next</b></li> </ul>	<p style="text-align: right;"><b>Agenda</b></p>

<p><u>meeting.</u></p> <ul style="list-style-type: none"><li>• <u>AON to recirculate access instructions to all Governors prior to the meeting.</u></li></ul>	AON
<p><b>22. Date and time of next meeting:</b> Wednesday 7 December 2016 at 7PM</p>	

meeting closed at 20:25

Appendix 1 - EYFS / KS1

<p>1) To close the attainment gap (particularly for the vulnerable groups (children on PPG and SEN; boys in writing,) across the school.</p> <p>2) To ensure that exceeding progress in reading and writing matches that found in maths.</p> <p>3) To ensure a raised level of attainment in maths across the school particularly for disadvantaged and Higher Ability.</p>		<p>(See appendix 2)</p> <p>Impact of writing CPD very evident during the recent round of triangulation</p> <p>Sample of impact of evidenced based interventions (see appendix 3 )</p> <p>Raised expectations in the EYFS following boys writing CPD and aspects of the art of writing adapted by SLT for EYFS.</p> <p>Continued parent focus groups for literacy/ numeracy development set up in EYFS/LKS2 and well attended.</p> <p>Increase in accurate use of data on CM to prioritise progress of particular groups and set up short sharp interventions.</p> <p>The Summer triangulation has shown a greater balance in number due to mastery approach being a focus for CPD and resources supplied to enhance busy ants scheme</p>	<p>Continue to embed whole school writing training with a particular focus on boys and the disadvantage groups. Particularly in light of the raised curriculum expectations</p> <p>Focus on transference of skills to Foundation subjects</p> <p>Ensure that we are focussed on interventions for closing the gap being short and sharp. (Focus on PPG non SEN target setting clarity)</p> <p>Roll out parent focus groups across the school</p> <p>1<sup>st</sup> class writing booster has been set up and will be further cascaded to all staff after the first round of interventions.</p> <p>Targeted homework clubs and more support in YR2/6 (looking at TA support in YR5/6)</p> <p>Support staff training in booster programmes for Number ' 1<sup>st</sup> class @ Number' to then be cascaded across the support staff summer 2016</p>



## Appendix 2 - Outcomes for Children

<p><b>Use of Pupil Premium (see appendix</b></p> <p><b>Use of Sports grant fund</b></p>	<p>Pupil Premium 2016-17 £101,285 See <b>Appendix 2 for data and Appendix 3</b> for PPG spend and selected interventions impact</p> <p>Sports Fund premium 2016-17 £10,540 Fit for sport and willow tree partnership</p> <p>Real PE CPD for teaching staff individual basis and whole staff inset x2</p>
<p><b>Overall Grade 2</b></p>	<p><b>Next Steps:</b></p> <ul style="list-style-type: none"><li>• Continue to close the gender gap particular with regard to boys writing</li><li>• Children who are disadvantaged to be working more in line with their peers</li><li>• To ensure a raised level of attainment in Maths across the school</li><li>• To ensure that exceeding progress in R and W matches Maths progress (From ROL)</li><li>• Phonics (see above)</li></ul>
<p><b>Actions for Governors</b></p>	<p>Measuring the impact of evidence based interventions (see appendix 3)</p> <p>How are we filling the gaps in meeting the needs of the NNC14 in order to raise attainment?</p> <p>Visits on the impact of the CPD focus</p>

## Appendix 3 - Quality of Teaching

<p><b>Report on how well teaching promotes learning, progress and enjoyment for all pupils</b></p> <ul style="list-style-type: none"> <li>• Outcomes of triangulation</li> <li>• How well assessment is used to meet the needs of all pupils</li> <li>• Changes in teaching and learning policy and practice</li> <li>• Curriculum updates</li> </ul>	<p><b>% Teaching over time:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Outstanding</th> <th style="width: 25%;">Good with outstanding features</th> <th style="width: 25%;">Good</th> <th style="width: 25%;">Requires improvement</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">40%</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">33%</td> <td style="text-align: center;">7%</td> </tr> </tbody> </table> <p>Three adequate supply teachers covering until July 2016, two teachers resigned after support plan procedures started (1 is leaving in July and the other has already resigned from being a class teacher ) improving the profile of consistently good and outstanding teaching, backed up by pupil progress results, and a re-energised and motivated staff team.</p> <p>The recent monitoring included; book looks with a particular focus on the transferring of skills in the foundation subjects, targets in English and Mathematics books and the tracking of progress on classroom monitor. In KS2 the use of more specific success criteria linked to the learning objectives has increased the impact of self-assessment skills and is beginning to be used in the foundation subjects. The regular use of pupil voice continues to provide us with a deeper understanding of how children view their learning, in particular how to improve it.</p> <p><b>Sample of triangulation Spring 2016 (See Appendix 1)</b></p> <p>English, Mathematics, ICT and Assessment leads continue to use their CPD sessions to respond to any identified needs from the triangulation. E.g. follow up on use of key questions, philosophy for all, maths mastery and poetry writing across the school, moderation using CM, the next steps for RRSa and the use of a more flexible approach to AFL and managing the increasing demands of the computing curriculum.</p> <p><b>Assessment</b></p> <p>The summer term has a focus of statutory assessments and the submitting of data either to the borough or nationally.</p> <p>The EYFS data has been submitted to the LA this term. The data has improved slightly on last year and is well above previous national averages.</p> <p>Year 1 have worked hard to prepare the pupils for the phonics assessment. Early indicators show that the results have further improved on last year and are well above previous national averages.</p> <p>Year 2 and Year 6 have now taken part in the first statutory assessments (SATs) for the new national curriculum. This has been a difficult process for all concerned both in school and around the country. The new curriculum has brought much higher expectations in standards. Previously, at Year 6 the accepted pass grade was Level 4c but now that has been increased to the equivalent of Level 4b which will make it difficult for many Y6s to achieve the new age related expectations. However, this does not mean that the pupil has not made progress –</p> <ul style="list-style-type: none"> <li>• a child who had gained a Level 1 in writing at Year 2 would have made <i>above expected progress</i> by achieving a Level 4c (3 levels of progress) under the previous national curriculum but under the new system would gain WTS which means <i>working towards the expected standard</i>.</li> <li>• a child who achieved 2c at Year 2 would previously have made <i>expected progress</i> by achieving 4c but now will be WTS</li> </ul> <p>It is worth remembering that the current Year 6 has only been following the new curriculum for</p>	Outstanding	Good with outstanding features	Good	Requires improvement	40%	20%	33%	7%
Outstanding	Good with outstanding features	Good	Requires improvement						
40%	20%	33%	7%						

	<p>two years.</p> <p>As this is the first year of the testing there are no previous results to act as a benchmark and, although we have fully participated in in-school and cross-school moderation, all schools have found it difficult to set their teacher assessments against the standards.</p> <p>In school, Years 1, 3, 4 &amp; 5 have participated in the summer term/end of year assessments which we then feed into teacher assessment. This year, as the previous non-statutory tests no longer exist, we invested in NFER assessments for reading and maths for KS2. These have been base lined nationally. We would like to continue to use them, especially as they will be bringing out a SPAG paper this next academic year although there are cost implications.</p> <p><b>Curriculum</b></p> <p>The Curriculum maps have continued to develop across the year. These are an overview of what is being taught in a year group over a half term. The summer term saw a new more detailed format which has an emphasis on enquiry based learning and the Key Questions for all relevant subjects where included on the map. Staff training has continued on <i>questioning</i> following the initial input by Janet Moffat in the Spring term. The focus has been on an enquiry based approach and on the different types of question styles that can be use at the various stage of an enquiry or topic e.g. to check comprehension you could use questions such as <i>Explain why...? Why do you think...? What can you infer...? Whereas to look at the conclusion of a topic you may use questions such as What conclusions can you draw from...? What is your opinion about...?</i> The overall aim is to enable the children to work at a greater depth with a deeper understanding.</p> <p>In maths, the calculation policy has been continued to be embedded across the school. A new maths policy was written to reflect on the requirements of the new curriculum and presented to governors this term. The maths lead has led staff training and there has been a focus on maths mastery across the school i.e. enabling children to work at a greater depth enabling them to apply their knowledge and skills to problem solving and hypothesis.</p> <p>In English, the curriculum lead has led staff training to follow up on this year's focus on writing. Since the initial training in January there has been a shift in the teaching of writing which is reflected in the data across the school.</p> <p>In a cross-over with assessment both maths and English coordinators have organised and led whole school moderation in their subjects – both within year groups and cross-phase. This is an important tool in enabling staff to be confident about assessment judgements with the new national curriculum.</p>
<p><b>CPD</b></p> <ul style="list-style-type: none"> <li>• INSET days</li> <li>• Courses attended</li> </ul>	<p><b>(See Appendix 5)</b></p> <ul style="list-style-type: none"> <li>• CPD this term has included preparing for Ofsted under the new CIF, the continued focus on the development of writing, moderation using classroom monitor and the new assessment arrangements, RWI, developing high quality questioning skills in the curriculum, ICT curriculum and further training on REAL PE and the next steps of embedding the vision and values at every opportunity particularly linked to RRSA, Good to Outstanding for the core team and the development of the MLE is planned for the end of July. Further to this, we have begun to review the SDP priorities, prevent training and CP updates.</li> <li>• The NQT programme has also been attended as usual and our NQT has had a successful year well supported within the team.</li> </ul>
<p><b>Overall Grade: 2</b></p>	<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Continue to support those teachers who are NQTs, RQTs and temporary staff with a prompt package of support and challenge</li> <li>• Appraisal and CPD to be more rigorously linked and followed up in order to assess impact.</li> </ul>

	<p>Ensure that in house CPD is fully linked to the SDP priorities and is more flexible in meeting needs.</p> <ul style="list-style-type: none"> <li>• Support staff focus in terms of appraisal and CPD needs.</li> <li>• Continue to embed coaching and mentoring approach across the school to support all staff.</li> <li>• Ensure the high standards in Maths and English are consistently seen in the Foundation subjects linking to high quality questions and the RRSA agenda.</li> </ul>
<p><b>Actions for Governors:</b></p>	<p><i>Anything to note, follow up at committee</i></p> <ul style="list-style-type: none"> <li>• Continued focus on assessment and the curriculum</li> <li>• Focus on the support staff appraisal and impact and GB visits</li> </ul> <p><i>Questions to ask</i></p> <ul style="list-style-type: none"> <li>• How are we meeting the raised expectations of the new curriculum?</li> <li>• Focus on raising standards in the foundation subjects</li> </ul>