

Minutes of a meeting of the governors of Sparkenhoe Community Primary School held at the School on Monday 4th December 2017 at 4pm.

Present

Lee Jowett – Co-opted Governor (Chair)
Robert John – Co-opted Governor
Jo Webb – Parent Governor
Neil Thorpe – Staff Governor
Susan Hind – Authority Governor
Rhian Jones – Headteacher

In Attendance

Jenny Bosworth – Associate Member
Nazma Hamid - Associate Member
Dan Cheetham - Deputy Headteacher
Penny Cooper –Deputy Headteacher
Robyn Cooper – Clerk to Governors

1) Apologies for Absence

Apologies were received and accepted from Sharmen Rahman.

2) Declaration of Governors' Interests

There were no declarations of interest declared in the business to be transacted.

3) Confirmation of the Minutes of the Last Meeting – 6th November 2017

The minutes of the meeting held 6th November 2017 had been previously circulated to all governors and were taken as read, confirmed and signed as an accurate record of the meeting.

4) Matters Arising

Item 4 Matters Arising

- Mr Jowett would contact Mrs Rahman regarding potential about link roles.
ACTION: LJ
- Mr Jowett to send Ms Jones the information about governor link governors to publish on the website.
ACTION: LJ

Item 7 Financial Matters

- Ms Jones reported that the Ark brought in approximately £3000 last year.

Item 8 Health and Safety

- Mr Jowett reported that he had sent a thank you letter to the staff involved.
- Ms Webb and Mr Thorpe would arrange a date for a health and safety walkthrough prior to the next FGB meeting in February.
ACTION: JW and NT

Item 13 Documents received by the Chair

Mr Jowett reported that he had sent a letter of congratulations to all staff in relation to the 2017 outcomes.

5) Headteacher's Report

The Headteacher's Report had been previously circulated to all governors. Ms Jones drew attention to the following:

- Update to the School Improvement Plan and the actions and impact outlined in the report.
- Staff absence information was included in the report.
- Building plan update was included in the report.

Q (LJ): Was staff absence levels similar to last year?

Ms Jones stated that it was about the same as last year with perhaps a slight increase around this point due to the longer term. She stated that there were a lot of children off this week particularly in Foundation Stage.

Q (LJ): Had this had an impact on the budget?

Ms Jones stated that they managed a lot of cover internally.

Ms Webb noted that the leadership and management judgement had moved from Good to Good/Outstanding. Ms Jones explained that this had come out of the discussions with the Triad Development Group. She highlighted that outcomes were at least Good if not better and now the leadership team was fully in place it had strengthened leadership. Ms Webb highlighted that this was positive.

Q (LJ): Was there anything governors were not doing in relation to their role?

Ms Jones stated that she did not believe so and would suggest that they were at least Good. It was suggested that the governing body should undertake a self-evaluation exercise next term.

Q (RJ): Was there a criteria for governing bodies in relation to Ofsted?

Ms Jones explained that governors came under leadership and management in the Ofsted framework. She suggested that they could review the sections that discuss governance. Mr Jowett stated that he would look at these and bring something to the February meeting.

ACTION: LJ

Q (JW): Could you explain what came out of the Shirley Clarke conference.

Mr Cheetham took the governors through Shirley Clarke's approach and what they took from the conference.

The governing body thanked Ms Jones for the report and agreed it covered everything that the governors needed to know.

6) Governing Body Business

a) Training and Development

There was no training to report since the last meeting. It was noted that the school based health and safety training would take place in the spring term. The clerk had circulated details outlining how to log onto learning link. Ms Webb reported that she was utilising the school's membership of the National Governance Association and there was a useful recent report on community MATs. The governing body also noted that the weekly news emails were useful CPD.

7) Governor Visits

a) Visit Timetable

Mr Jowett reported that he had met with Ms Jones regarding governor visits and put forward the following proposal:

Spring Term

- Pupil Premium – Mr Jowett
- Health and Safety – Ms Webb and Mr Thorpe
- Reading – Mrs Bosworth
- ICT and computing (before half term) – Prof John
- Sports premium (after half term) – Prof John
- SEND – Mr Jowett
- Foundation Stage – Mrs Hind and Mr Thorpe

Summer Term

- Anti-Bullying – Mrs Hind
- Science – Mr Jowett

As stated under Matters Arising, Mr Jowett would speak to Mrs Rahman to identify a focus for a visit. Mr Jowett would circulate the visit report template.

ACTION: LJ

Mr Jowett would circulate the suggested list and then these would be published on the website.

ACTION: LJ

8) Health and Safety

Ms Jones informed the governing body that the school had achieved an 'Outstanding' judgement for the recent health and safety audit. It was highlighted that that the only action was an LA responsibility, which had been completed but not updated on the council system.

Mr Jowett would circulate the audit report.

ACTION: LJ

9) Attainment and progress report

The attainment and progress report had been circulated to all governors. Ms Jones circulated answers to the questions submitted by governors prior to the meeting:

Q (JW): Could you explain why you think there is an attainment gap with Bangladeshi pupils as flagged in the report?

Ms Jones explained that the main reason was lower starting points, particularly in communication with speaking and understanding generally below average on entry. Ms Webb asked whether this was English language or language in general. Ms Jones stated that it was in general and many of the children did not have a good vocabulary in Bengali or English. She explained that many pupils do not have a good level of English on arrival and this acquisition takes a few years to develop. Ms Jones explained that English was not often spoken at home and in some families, children were not exposed to additional experiences beyond the home and did not have access to stimulating activities and books at home. Ms Jones highlighted that this was not all families in school.

Ms Jones explained that the attainment gaps in the current year 1 would be closed by the end of the year. She explained that the majority of pupils were expected in reading, writing and maths but the main area of weakness was confidence, speaking

and relationships. Ms Jones explained that the children needed the time and experiences and additional support in school. She stated that they needed the time in school to be with friends and confidence was gained through time in the classroom with learning partners etc. Ms Jones highlighted that the teachers were aware that the children's language needed expanding.

Mrs Cooper joined the meeting

Ms Jones took the governing body through the gaps in the current year 2 and year 3 and the estimated time it will take to narrow these gaps.

Q (JW): I'm interested in why there are fewer Pupil Premium children in the lower school (KS1 and lower KS2) and what impact that will have on activities and expenditure target.

Ms Jones explained that it was related to the changes in circumstances, eligibility and demographics of the school population. She highlighted that the groups with the highest proportion of pupil premium children were Black Somali, Black Caribbean and Black African (all around 45%) and there were none or smaller numbers of these pupils lower down the school. Ms Jones explained that in terms of pupil premium they worked hard to make sure families were aware that they might be eligible. She explained that there would be a decrease over time in pupil premium funding which would have an impact eventually and most likely on staffing.

Q (JW): There is lots of difference in whether or not a year group met a target – Year 4 exceeded, and good from year 6, but not other years. Is this cohort variation or are there other factors (I saw the issue with churn in year 1 with expected children leaving, and below expected joining)?

Ms Jones stated that apart from year 1 and year 5, all cohorts met or were close to targets. She explained that year 1 had not met targets in reading and writing and some of this was to do with turbulence. Ms Jones explained that 4 children at Expected in F2 had left and only 1 of the 6 new children who had joined the school in year 1 was at age expected. She explained that there was also a small group of children (4) who did not reach expected in reading and writing despite achieving a GLD. Ms Jones explained that this had been highlighted to the teachers.

Ms Jones explained in year 5 there were 3 age expected pupils left out of the original year 5 group. She explained that while target pupils had reached expected, there were 5 pupils who made slower progress. Ms Jones highlighted that this may have been the impact of the bulge class and the impact of pupils starting at various times in the autumn term.

Q (JW): Did the children who did not achieve expected in year 5 have any particular characteristics?

Ms Jones stated that they were from different groups.

Q (JW): Could we talk through how above expected targets are managed, as this is an area where results are lower than National?

Ms Jones explained that children were targeted lower down the school and the potential to exceed was identified. She stated that KS1 was just in line with National. She explained that the plan was a year on year increase to eventually be close to

National by the end of year 6. Ms Jones reported that KS2 in 2017 were higher than 2016 in writing and maths but not reading. She stated that this year's targets were set to be higher. Ms Jones explained the provision in place for the targeted pupils.

Q (JW): Can you define 'more able' as well as it's not the same group as those above expectations in RWM?

Ms Jones explained that it KS2, more able were the group of children who were 3c in KS1 and those above expectation includes all pupils who have achieved this since KS1 so pupils who were expected. She explained that in KS1, more able were the pupils who were exceeding in reading, writing or maths in FS and those above were those who have achieved since FS.

Q (LJ): Pupil premium and FSM are different figures – I thought pupil premium pupils were entitled to FSM?

Ms Jones explained that pupil premium were those who had been FSM sometime in the last 6 years but were not necessarily currently entitled. She stated that all FSM were also pupil premium but pupil premium were not all FSM. Ms Jones stated that in the external data pupil premium was called Disadvantaged. She stated that they still tracked FSM children as they were vulnerable now.

Q (JW): Had the Universal FSM had an impact on FSM take up/pupil premium funding?

Ms Jones explained that they tried to encourage families to apply.

Q (LJ): Could you explain Shirley Clarke a little more? Impact?

Ms Jones circulated a list of suggestions for provision that had come out of the conference attended by herself, Mr Cheetham, Mr Marsh and Mrs Christopher. Mr Cheetham explained that the school already undertook a lot of the strategies/provision. Ms Jones stated that they had to ensure that what was in place had an impact. She explained that some of the provision needed tweaking and others would need time to embed. Mr Cheetham took the governing body through the provision. He highlighted that it had been positive having a large group from school at the conference and helped them to review the provision in place. Ms Jones used the tweaks to topic introduction as an example. Mr Cheetham highlighted the change in language of praise and the impact of that.

Q (JB): Will there be whole staff training? Would there be the opportunity to attend?

Ms Jones stated that there would and suggested coming to school to see lessons.

Q (SH): What was the rationale behind mixing ability?

Mr Cheetham explained that it was part of Shirley Clarke's research that there was no evidence that there was an impact by putting children in sets. Ms Jones explained that Partner Talk had the biggest impact and outlined the importance of changing partners and how it was a positive for developing relationships and creating a cohesive class.

Mr Cheetham left the meeting

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[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

ACTION: LJ

13) Documents Received by the Chair of Governors

There were no documents received.

14) Any Other Business

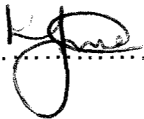
The governing body were informed that the Headteacher appraisal had taken place, which had been positive meeting. Mr Jowett shared the targets agreed at the meeting.

15) Date of Next Meetings

- Tuesday 6th February 2018
- Monday 5th March 2018
- Monday 9th April 2018 (first day back after Easter)
- Wednesday 9th May 2018
- Monday 4th June 2018 (first day back after half-term)
- Monday 2nd July 2018

16. Staffing Item

The following item is minuted as confidential and is not available for public inspection, in accordance with The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 Part 4 section 15 (3) (a)

Signed  6th February 2018

