

Minutes of a meeting of the governors of Sparkenhoe Community Primary School held at the Ark on Monday 18th March 2019 at 4pm

Present

Rhian Jones – Headteacher
Lee Jowett – Co-opted Governor (Chair)
Robert John – Co-opted Governor
Jo Webb – Parent Governor

In attendance

Nazma Hamid – Associate Member
Robyn Cooper – Clerk to Governors

1. Apologies for Absence

Apologies were received and accepted from Susan Hind, Neil Thorpe and Jenny Bosworth.

Clerk's Note – Apologies from Sharmen Rahman were received after the meeting.

2. Declaration of Governors' Interests

There were no declarations of interest declared in the business to be transacted. For transparency purposes:

- Jo Webb was a governor and Vice Chair at Fosse Primary School.
- Lee Jowett in his LCC role is currently working with Green Fox Community Energy on a research and development bid to support the academy trust.

3. Confirmation of the Minutes of the Last Meeting – 12th February 2019 and 26th February 2019

The minutes of the meeting held on the 12th February 2019 and 26th February 2019 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 from the Minutes

12th February 2019

Item 4 Matters Arising - The schedule of link visits would come to the first meeting in the autumn term.

ACTION: LJ and RJ/Agenda Item

Item 5b Governing Body Business (Training) – Ms Webb would book a safer recruitment training session.

ACTION: JW

Item 6a Governor Code of Conduct – Mr Jowett thanked Ms Webb for circulating the Nolan Principles.

Item 8a Asbestos Management Plan - Mr Jowett reported that he had followed up with the LA on the surveys needed for the other 2 school buildings. He stated that he was told a date would be booked and he would chase this if the school did not hear back.

Item 8 Health and Safety – Ms Webb would arrange a health and safety visit.

ACTION: JW

Item 10 Staffing and recruitment – Ms Jones reported that the staffing structure would come to a future meeting.

Item 13 Documents Received by the Governing body – A recruitment drive for associate members still needed to be arranged.

ACTION: LJ

5. Headteacher's Report

The Headteacher's report had been previously circulated to the governing body.

Ms Webb had submitted the following questions prior to the meeting:

Observations

- F2 and Y2 have an interesting gender imbalance
- the level of turbulence - does this have impact on teaching/children? I note it brings risks in terms of meeting targets as new children tend to be below expected.

"In F2, teachers find certain topics, e.g. space engage boys more. They use this level of engagement to extend these topics over a longer period. They consciously plan activities with a boy focus as they are very aware of the gender imbalance in their cohort. At the same time they have to be mindful of the girls' interests and ensure that their learning is not compromised.

There is a higher percentage of boys (33%) who will not get a GLD compared to girls (23%). More boys have SEN. There are more boys who are target children who will probably not get a GLD. There is an impact on meeting the target. Developmentally the boys who won't get a GLD have less refined fine motor skills and are not ready for writing and emotionally there are many who are not school ready."

Q (JW): When do the boys catch up to the girls in terms of attainment?

Ms Jones stated that it very much depended on the individual children, but the majority caught up by year 2. She stated that teachers were careful not to stereotype but had an awareness and understanding that boys and girls were different, and they had to engage all the pupils.

Ms Jones stated that the school were used to the amount of turbulence, so the impact was minimal. She stated that there was a higher amount of turbulence at the moment, however a larger number of pupils were coming to them from other schools so were used to school routines.

Questions:

1. There are vacancies in F1 - will this have an impact on F2?

"No, the three spaces have been filled with 3 year olds who started in January and will stay in F1 for 5 terms.

While the majority of the F1 parents apply for an F2 place, they don't all get one. Applications for F2 admissions are oversubscribed with approximately double the applications as there are places. Children are admitted using the admissions criteria regardless of whether they attended in F1. Last year, 40 children who attended F1 were allocated a place, with 20 children who hadn't. The majority of these had attended other external provision and some had siblings here."

2. How do targets for KS2 compare with national for expected and GD?

"The KS2 targets are higher than national for expected in all subjects. National was 75% reading, 78% writing, 76% maths and 64% combined. Targets are likely to be met at the lower end which will still be above national.

At the higher standard, targets are similar to national average. Targets are likely to be met in line with national average in reading and maths and below national average in writing.”

3. Children who have fallen behind - any reason or is this about personal circumstances/general child development?

“It is a mixture but mainly because children do not progress linearly, they go through ups and downs. In KS2, the majority of children who were at the expected standard or above in KS1, still are. The dip is mainly children who are borderline at the end of the year and slip back in the Autumn term. There is possibly more work to do with staff around identifying these children earlier in the term. At the higher standard there are some children who have fallen behind from KS1. This is particularly so in maths. However, the assessments we are trialling this year do not match as well as we would like with the Maths no Problem scheme. This is something to keep an eye on. Spring assessments will give a better picture of whether these children are a cause for concern.”

Outcomes for Pupils

Ms Jones drew governor’s attention to the targets for 2019 and the progress towards those targets. She took the governing body through progress to the targets in year 6 and highlighted that the target for greater depth in reading was likely to be met. Ms Jones stated that there were not as many attaining greater depth in maths this year, however the results were still in line with National. She stated that the majority of those pupils who were at expected in KS1 still were and where there had been a dip, the pupils had been borderline expected. She stated that going forward they would look to identify these pupils earlier.

Q (JW): In Higher Education, those students who have additional support in maths, tend to have had disruption in their education. What happens in school for the pupils who had a late start or had disruption to their education?

Ms Jones stated that it was difficult in maths as pupils will have often missed the teaching of particular concepts. She explained that teachers had to differentiate for these children.

Personal Development, Behaviour and Welfare

Q (LJ): When will the final version of the RSE guidance be published?

Ms Jones stated that it had to be in place for 2020 and for schools to start following the policy from September. She explained that she had read through the guidance and there was nothing alarming in the RSE guidance. Ms Jones stated that the local concern was linked to the relationship element within the Equality Act, linked to LGBT, rather than RSE guidance. She explained that they did teach pupils about relationships in school and talked about LGBT issues in years 5 and 6. Ms Jones stated that they would re-look at the SMSC curriculum and the RSE guidance and ensure everything was covered. She stated that they would be very open and involve parents in this process. Ms Webb highlighted that this part of the curriculum was an important part of schools’ safeguarding responsibility and keeping pupils safe. Ms Jones stated that they would always send a letter home beforehand and some parents did come in to talk to staff. She stated that the biggest concern parents had was linked to issues

being taught to pupils at a young age, and they reassured parents that everything was age appropriate linked to respect and tolerance.

Ms Webb reported that she had attended the training on Everyone's Welcome, which was the scheme of work based on the Equalities Act using story books. It was clarified that schools had an obligation to teach the Equalities Act and this was separate to the RSE guidance. Ms Webb took the governing body through the scheme. Ms Jones explained that Mrs Cooper was also looking into another scheme, so the school could make a choice.

Ms Jones suggested putting together a working group with a mixture of staff and governors (Mr Jowett, Ms Hamid, Nabila and Penny Cooper and Mrs Hind would also be invited).

The governing body noted that they liked the format of the Headteacher's report. Ms Webb thanked Ms Jones for including some of the queries from previous meetings, e.g. turbulence and reasons.

Staffing

Ms Jones drew governor's attention to the staffing section and the planned changes for next year. She reported that they had recruited internally for a permanent teacher to replace the teacher retiring at the end of the academic year. Ms Jones stated that they would advertise externally for the resulting vacancy before Easter. The governing body agreed.

Mr Jowett thanked Ms Jones for providing details on staff absence. Ms Jones highlighted that there were no concerns with individuals and the majority of the absence was linked to long illness, planned operations, or accidents/falls.

Q (JW): Does any of the absence link to the stress survey?
Ms Jones stated no.

Q (LJ): How was staff absence covered?

Ms Jones stated that it was covered internally by teachers or HLTAs. She stated that the 2 Deputy Headteachers were also available to cover if needed.

Events in the Spring Term

Ms Webb stated that she was pleased to note that the trip to Paris went well and there were no issues related to the industrial action. Ms Jones stated that it had been a very good trip, and everyone had enjoyed it.

School Improvement Plan

The spring review of the School Improvement Plan had been circulated to all governors. Ms Jones highlighted the following:

- Visits had been arranged for years 5 and 6 to go to Highfields Library (one class each week), however no further progress had been made in relation to a library link. Ms Jones stated that they had looked at the Leicestershire traded service for library books. The governing body discussed the services received. It was noted that there could be an opportunity within the MAT to do something

collectively. It was agreed that this would be an agenda item at the next meeting.

ACTION: Agenda Item

- Following a question from Prof John, Ms Jones explained the Parent Pay System. Ms Webb noted the very good response from the school re MOMO.

Q (ProfRJ): What was IPEELL?

Ms Jones explained that it was a self-regulation writing process, which was being used as part of the drive to improve writing in school. She explained what the process involved and suggested inviting one of the members of staff trained in the process to come and talk to governors.

ACTION: RJ/Agenda Item

Q (ProfRJ): Had staff observed reciprocal reading strategies in other schools?

Ms Jones stated that they had investigated this in August, however teachers had attended training rather than observations. She stated that she would include a comment on the plan.

Q (ProfRJ): How do you use the School Improvement Plan to remind staff to update and monitor actions?

Ms Jones stated that they took the plan to the management group to start with. She explained that a lot of the objectives etc. came from the individual action plans so the work fed into the plan rather than a top down model.

6. Governing Body Business

a. Training and Development

The following training was highlighted:

- Ms Webb had attended the Everybody's Welcome training and stated that she had really enjoyed the opportunity to attend.
- Prof John had attended a session on admission appeals.

b. Governor Roles and Responsibilities

This item would be an agenda item at the next meeting. The list would be circulated in advance.

ACTION: Agenda Item/LJ/RJ

7. Review of Policies, Procedures and Publications

There were no policies to come to the meeting.

8. Health and Safety

There was no health and safety matters to come to the meeting.

9. Staffing

a. Staff Stress Audit results

The staff stress audit results and action plan were included in the Headteacher's report and were noted.

10. Finance

a. SFVS

The completed SFVS had been previously circulated to the governing body. The governing body agreed the SFVS, which was signed by the Chair and would be submitted to the LA.

b. School budget allocation for 2019-20

The school budget allocation had been circulated to the governing body. Ms Jones took the governing body through the figures and highlighted the following:

- The first page would remain the same as an academy (Basic entitlement and deprivation) but de-delegation would change.
- There was a reduction in the budget due to the loss of the bulge class.
- Rates had been included. 3
- The minimum funding guarantee had resulted in the school's £19,000 gain being held back. Ms Jones stated that this should change next academic year and the school would receive its full allocation.

Ms Jones would circulate the letter that came with the budget.

ACTION: RJ

11. Partnership Working Party

Mr Jowett reported that the last PWP meeting had taken place two weeks previously and all schools informed the board that they had ratified the decision to convert to academy status and join Attenborough Learning Trust. The conversion date was scheduled for the 1st April 2019. Mr Jowett stated that the Director had queried how the school used the building before the LA signed the lease over for the Ark.

A Governor and Trustee training session was scheduled for Tuesday 9th April 5-7pm (venue TBC).

12. Documents Received by the Chair of Governors

- LPP – Guide to becoming an evidence-based governor

ACTION: LJ to forward to the governing body

13. Any Other Business

- On the suggestion of Prof John, the MAT would be a standing agenda item going forward

ACTION: Agenda Item

- Following a query from Prof John, Ms Jones explained the Ofsted process once the school converted.
- Mr Jowett informed the governing body that he was supporting with Headteacher interviews at Hazel Community Primary School as part of the collaboration arrangement with the governing body.

14. Date of Next Meetings

- Monday 13th May 2019
- Monday 24th June 2019

Forward plan

- Prevent in Education

- SEN policy review

Signed13th May 2019

