



**Minutes of Willingham Primary School
Full Governing Body Meeting
held on Tuesday 17th July 2018 at 6.30pm**

Present

Caroline Hyde (CH) Chair
Hannah Francis (HF) Vice Chair
David Morel (DM) Head teacher
Jo Aldhouse (JA)
Liz Bowen (LB)
Fiona D'Arcy (FD)
Emma Fuller (EF)
Vicki Hayes (VH, from 6.55pm)
Laura Latham (LL)
Matt Lockyer (ML)
Emma Mason (EM)
Sarah Morgan (SM)
Sarah Nelson (SN)
Katy Stevenson (KS)
Kate Van Dort (KvD)

Also in attendance: Gemma Hartman-Ayers (GHA, SENCO – until 7.10pm) and Graham Whiting (Camclerk).

The meeting was quorate throughout.

1. Welcome from Chair and apologies for absence

- CH welcomed all present; in particular ML and GHA.

2. Declarations of Interest on items on the agenda

No pecuniary interests were declared in relation to the matters listed.

3. Membership Matters

- CH asked governors to be aware her term of office is soon to end and she will therefore stand down as Chair.
- HF's term of office as a governor has expired and she will need to be formally re-appointed at the first meeting of the 2018/2019 academic year in order to continue as Vice Chair.
- ML joins the GB as an elected parent.

4. Minutes

The Minutes of the meeting of the Governing Body held on 1st May 2018 were approved as a correct record and signed by the Chair.

5. Review of Progress of Vulnerable Groups

Headteacher: David Morel. Chair of Governors: Caroline Hyde

- i. GHA began by explaining the role of SENCO: e.g. deploying TAs; identifying and setting up interventions; holding teachers to account; liaising with parents and outside agencies; making applications for EHCPs (Education Health and Care Plans).
- ii. A review of the SEND audit – initially undertaken in association with Gareth Dennis from the Specialist Teacher Team during the autumn term - had been carried out 3 weeks prior to the meeting; a copy of the final report had been circulated in advance. Each area was graded 1 to 4 at the outset – i.e. ranging from 1 ‘fully embedded’ to 4 ‘area of development’. GHA pointed out that, including those which have risen to grade 1, each area has improved at least 1 level: most areas are now graded 1 or 2: i.e. learning walks; consistency across year groups; effectiveness of interventions. Quality of teaching for SEND children is rated 1 to 1.5 across the board. The coffee event will repeated in an afternoon so as to build attendance.
- iii. GHA highlighted those areas still rated 3: evidence of how to embed; evidence of nurture need (e.g. time set aside for baking, model-making, accessing the nature garden); meaning there are 3 or 4 things to work on in the coming autumn term. Governors thanked GHA for her considerable efforts; DM reiterated these have been, in his words, ‘hard yards to gain’.
- iv. Although the audit will not be repeated, GHA said there will still be focus on ensuring everything is - in time - rated 1.
- v. A second hard copy paper shared at the meeting set out SEND interventions and outcomes for 2017/2018. GHA advised that TAs have been trained to deliver such interventions and highlighted their specific outcomes: i.e. minimal (meaning less than 3 months progress); expected; or accelerated (where progress is greater than 6 months).
- vi. ERT (Enhanced Rehearsal Technique) is used where Phonics teaching is not working; sessions are held for 10 minutes, 3 times per day, on a 1:1 basis. Years 5 and 6 have switched to ‘Toe by Toe’ and are working through this book. GHA confirmed there are no children who have not made progress at all.
- vii. Anonymised data was included in respect of PIRA (Progress in Reading Assessment) and PUMA (Progress in Understanding Mathematics Assessment). The coloured ratings show where children have achieved either the same scaled score (pace of learning) from the previous test (Red) or accelerated (Blue). The majority are shown as Blue or Green (expected). To a query about the Red shadings for Year 1, it was explained assessment is trickier for these children, who didn’t do the tests - the aim at the time was not to identify needs too early (but see also item 6.iv. – 3rd bullet point - below). Governors expressed their gratitude that progress is being quantified and that what is in place is having a positive effect.
- viii. Transition meetings are ongoing through each new class; those who might have struggled to cope with the change are already experiencing their new environment and will also have access to a holiday book.
- xi. Individualised data features on whole-school tracking; data skills within the SMT will be developed so as to have consistency of comparison.
- xii. In conclusion, governors echoed the thanks to GHA they had expressed earlier.

GHA left the meeting at this point (7.10pm)

6. Head Teacher's Report

i. Safeguarding

- Training for new governors will be listed on the next agenda.

ACTION – DM CH Clerk

- LL advised that the annual safeguarding monitoring report has been submitted but not returned; it will be circulated once received. **ACTION – DM LL Clerk**

ii. Attendance

- DM's report had been circulated in advance.
- Attendance is shown as 95.25% (rising to 95.56% if only the current roll is included). This is above national average (95%) and continues the upward trend from below 95% witnessed in 2016/2017. DM explained the figure for authorised absence includes illness and those children working on a restricted timetable. He added that the definition of unauthorised absence includes those arriving late immediately after the register has closed (Local Authority (LA) guidance has changed so that absence is now deemed to have begun 20 minutes after the register closes, rather than 30 – LL commented that the school's practice is separate from this though it still works within the definition). Electronic sign-in will in future assist with analysis and in identifying the number of learning minutes being lost.
- DM commented that while overall attendance is again at a similar level, despite the efforts put into improving it, individual families have encountered difficulties and there are issues with specific groups, such as Gypsy, Roma, Travellers (GRT). Nonetheless, attendance by children in the latter category has risen by 10%. Persistent absence - where overall attendance is below 90% - is shown by numbers; again, there is a need to balance the bare data for GRT against their raised overall level.

iii. RAP Objective 1 – spot checks by Governors with Safer Recruitment training

KS's note of her visit had been circulated in advance. She highlighted adherence to DBS requirements and looking at unexplained employment gaps. She also commented that, whilst there is no legal requirement for a Honeypot representative to attend training, details of pre-school recruitment should be included as available, as a way of encouraging good habits to be formed.

iv. Provisional Outcomes

- Full details had been circulated in advance; DM commented on the priority to raise expectations across the school.
- **Page 1 - Key Stage 1 (KS1) assessments**
All agreed the percentages for children at the expected standards are looking good; though the number for those at greater depth is below national average.
*The aim to improve writing higher up the school (currently only 10% are at a good level of development) will be a feature of the 2018/2019 RAP.
- **Page 1 – Year 1 Phonics**
DM commented this is not a typical cohort, since it contains the majority of the school's Pupil Premium (PP) children and there is notable variation of ability. He acknowledged, though, that outcomes are not good enough; e.g. whilst the 63% reaching expected level is a 1% improvement on this age-group's EYFS performance, it is still a disappointing result given that issues were identified in June 2017. Highlighting the rise from 68% to 82% of children at the expected level in reading by the end of KS1 as a pointer towards likely improvement as

the Year 1 cohort moves forward, he added that, in simple terms, it has made good progress but not attained; governors questioned whether the current Year 2's level was in fact to be expected, in line with their own (higher) Early Years Foundation Stage (EYFS) scores. Children who performed badly are on the ERT programme, as explained at item 5.vi above. DM will ensure accurate phonics teaching is in place in 2018/2019 - the hope is for consistent teachers and consistent information. There were issues with Year 1 staffing for the second successive year, this time from opposite perspectives; children were unable to access the test in the autumn or spring terms and the difficulties encountered led to TA support being taken away from intervention. There is, though, an improved knowledge base and earlier identification of special needs, since the previous ethos of watching and waiting is now gone; instead, the approach is targeted and evidence-based.

- **Page 1 – Key Stage 2 (KS2) SATs results**

DM accepted these results are disappointing, since teacher assessments were higher than actual outcomes.

- For reading, DM highlighted e.g. gaps in vocabulary and the need for pupils to have greater understanding of the actual words used in the tests.
- Not enough children are at a high enough standard in writing; teachers need support to get the best from all children, including higher achievers. Changes in the book system are already in place – i.e. children have just one book, across all subjects. **Greater depth in writing will feature in the 2018/2019 RAP (as previously noted above).*
- In comparison with the 36% at a good level of development in Grammar, Punctuation and Spelling (GPS), a much lower 7% reached that level in English and Maths combined. It is known there is inconsistency in books and in the approach to problem solving (i.e. children perform more poorly in reasoning papers); the RAP will accordingly include what DM described as an 'attack' on reading, in the context of Maths reasoning. Teachers will choose a consistent approach, with process embedded through to Year 6 (though governors asked how teaching will be delivered in order to do this). That only 57% of the cohort is at the expected level in English and Maths combined means the other children are therefore not secondary ready, a situation DM said the school must not accept.
- In contrast, 76% of pupils at KS1 and 70% at KS2 are at the expected level in Maths; this is recognition of how hard the Maths lead has worked.
- Following a review of scripts which involved picking out the ones where there seemed to be surprise, it was decided not to submit any for re-marking, as the outcomes were due to the effect of lapses in understanding vocabulary, as referred to above. In so doing, it is acknowledged that each such child's result affects the total by 3%.

- **Average Scaled Scores**

- In comparison with predictions, Maths progress is -2 (compared to -3.56 in 2016/2017); Reading progress effectively zero (-2) and Writing -2.3 (-2). Only 1 child had a positive score for all 3 subjects – the aim is for the majority to do so, whatever their starting point.

Headteacher: David Morel. Chair of Governors: Caroline Hyde

- The coloured graphs show the same information broken down. Governors noted the impressive data for EYFS; the children are above national average in every aspect except physical development. DM gave credit to staff for, in his words, creating stability from the earlier disruption; by 'manning the rigging', they have reached 'exciting waters'. Going forward, he will ensure there is no tolerance e.g. around letter-forming; and that a tone of aspiration is set, such as speaking only in full sentences in the school setting, even if children are not getting equivalent encouragement at home.

v. S106 Agreements

See item 9 below.

7. Strategic Objectives 2018/19

- i. It was agreed most key areas of the RAP had been covered in earlier discussion. DM commented that the RAP is moving towards being a proper working document; as he put it, 'the thing that guides the ship'. Encouraging questions, he expressed his opinion that the key thing for governors to understand is that they should view the detail under the RAP when making their visits. To a question about how the RAP translates into strategic impact, DM identified the specific impact column, which will be completed at this week's SMT meeting.
- ii. The school is currently advertising for 2 TLR posts; a Key Stage 2 Phase Leader, who will be part of the SMT and a one year TLR post with a specific focus to review Pupil Premium delivery. LL will act as Key Stage 1 Phase Leader working with Emily day as EYFS Lead.
- iii. Responding to a challenge about the process of putting in place a knowledge-based and knowledge-rich curriculum, DM said the school's ethos is beginning to change, albeit that he now expects this to take longer than the one year he had anticipated on appointment. He highlighted that teaching now centres on specific facts and dates; is focussed and clear in terms of content; and leads teachers to ask what they want learners actually to know – and how they are going to get them there. At present, in DM's view, learning objectives remain too broad and are not sufficiently focussed or measurable; e.g. subject knowledge should be developed ahead of an outside trip. Cottenham Village College is offering assistance in writing individual units, e.g. for History.

8. Policies

- i. *Data Protection Policy*
- ii. *Data Retention Policy*
- iii. *Privacy Notice (Pupil Information)*
- iv. *Privacy Notice (Workforce Information)*
- v. *Policy Statement on Recruitment of Ex Offenders*
- vi. *Equality & Diversity Policy*
- vii. *ICT Acceptance Use Policy: Staff & Pupils*
- viii. *Recruitment & Selection Policy & Procedure*
- ix. *Staff Induction Policy*
- x. *Procedures for Dealing with Allegations of abuse against teachers and other staff and volunteers*

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All of the above policies had been circulated in advance and were approved unanimously, without query.

9. Reports and Updates from Committees:

- Personnel
The committee reviewed staffing, catering and after-school / breakfast clubs (e.g. provision of specific cereals).
- TALB
The committee's focus is the outcomes discussed under item 6.iv above.
- Finance & Premises
The committee had completed the whole school site risk assessment and identified summer holiday jobs to be undertaken. It was considered too early in the financial year to look at an overview of budget delivery.
- S106 agreements (with various developers)
DM is awaiting a response from the County Council – he will circulate the application drafted by KS via email. He commented on the need for a hub outside of the school building to accommodate the various clubs; a site with secure access has been identified. ACTION – DM Clerk

10. Governing Body Business

- Self-Evaluation Tool
To be completed by Chair and Committee Chairs and circulated for review ACTION - CH
- Governor Visits & Feedback
The number of visits is increasing – a schedule for 2018/2019, based on the RAP, will be put in place at the first meeting of the new academic year. **ACTION – DM CH Clerk**
Those undertaking visits are encouraged to complete and circulate the related report forms.
Secure storage for GB papers will be investigated using the Governor Secure area of the school website. **ACTION – DM**
- KS is now the Safeguarding lead governor.
- Governors congratulated LL on passing her NPGH (National Professional Qualification for Headship)
- All NQTs (Newly Qualified Teachers) have passed their NQT year.

11. Date of Next Meeting

To be decided; also a schedule of committee dates. ACTION – CH to confirm and circulate

12. Outcomes and Key Messages

- Governors considered they had seen evidence of progress by SEND and vulnerable groups.

- They also commented that Key Stage 1 outcomes are promising and that, whilst Key Stage 2 results are disappointing, the RAP is to include the necessary increased expectations.
- CH thanked all GB members for their hard work throughout the academic year and offered the GB's congratulations to DM for what he has achieved in his first 2 terms.
- Finally, she said goodbye formally to VH – whose term of office is complete - and thanked her for her contribution to the GB.

(Signed)



(Chair)

The Meeting ended at 8.30pm.

