

Minutes of a meeting of the governors of Sparkenhoe Community Primary School held at the School on Monday 17th December 2018 at 4pm.

Present

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

In Attendance

Penny Cooper – Deputy Headteacher
Robyn Cooper – Clerk to Governors

1. Apologies for Absence

Apologies were received and accepted from Susan Hind, Jenny Bosworth and Dan Cheetham.

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.

3. Confirmation of the Minutes of the Last Meeting – 19th November 2018

The minutes of the meeting held on the 19th November 2018 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

Item 5 Matters Arising

- Mr Jowett reported that he had contacted the Virtual School to seek clarification on the funding criteria, however he had not had a response. He stated that he would chase this.

ACTION: LJ

- Mr Jowett reported that he was still waiting for the science report from Mrs Rahman and would chase this.

ACTION: SR/LJ

- Mr Jowett has circulated the list of training opportunities.

ACTION: LJ

Item 7 Health and Safety

- Ms Jones reported that the staff stress audit would be carried out on the January inset day and reported back to governors in the spring term.

ACTION: RJ/Future Agenda

Item 10 Partnership Working Party

- M Jowett reported that the governor feedback from the Scheme of Delegation had been passed on.

Item 11 School Improvement plan

- Mr Jowett and Ms Jones would meet in January to put together schedule of link visits and subject leader presentations.

5. Governing Body Business

a. Training and Development

Ms Webb reported that she had undertaken online safeguarding and safer recruitment training.

Sharmen Rahman joined the meeting

6. Headteacher's Report

The Headteacher's report had been circulated to the governing body. Ms Jones invited questions from the governing body:

Q (JW): Were you anticipating any more pupil turnover?

Ms Jones stated yes as lot of the parents who were students at the Universities were leaving. She stated that the vacated places were being filled slowly. It was highlighted that turbulence was high and was comparable to the previous year.

Q (JW): What was the reasons for the absence rate?

Mrs Cooper informed the governing body that there had been a high amount of sickness absence this term. She stated that they had sent letters to 30 families about their level of absence.

Q (LJ): Why had the work on the year 4 toilets and Saxby door fobs outlined in the build plans not been completed?

Ms Jones stated that the work on the toilets had been booked in with AT Services but they had not come as they could not fit the work in. Both would be booked in for next year.

Q (JW): Was the move to not formally grading lessons observations made this year?

Ms Jones stated that it had started last year as Ofsted now don't grade lessons. She explained that they looked at areas of strength and areas to improve. Ms Jones stated that they were trying to ensure teachers self-reflected and were supporting them to improve in this. She explained that they looked at questioning, modelling, feedback to children and input during the lesson.

Q (LJ): What is your general impression of the new Dolphin class (Alternative Provision)?

Ms Jones stated that the provision was going well and was making a difference in other classrooms. Mrs Hamid agreed that it had been very positive. Ms Jones stated that it provided pupils who accessed the provision with quality targeting teaching. She highlighted that previously the 1:1 work could be quite isolating for the pupil and TA. Ms Webb asked how the pupils were identified for the provision. Ms Jones explained that it was collaborative, but often instinctive. She explained that it was flexible and there was an example of a pupil where the provision was not right for them, so they went back into class. Ms Jones stated that currently it was pupils from F2 to Year 4. The governing body discussed the provision going forward, particularly as those pupils moved through the school. Ms Jones explained that the pupils had a range of needs and took the governing body through some of the provision and timetable. Ms Webb asked whether the provision was having a positive impact. Ms Jones stated yes, both to the pupils and staff. Mrs Rahman asked what the arrangement was for lunchtime. Ms Jones stated that the pupils

had lunch with the rest of the school and the other pupils were very tolerant of the pupil's differences. Mr Jowett suggested a governor visit to the provision.

Q (LJ): *The year 6 targets were very aspirational?*

Ms Jones stated that they predicted that the pupils would do that well. Ms Webb highlighted that the data for that cohort had been strong all through their time at the school. Ms Jones stated that the outcome would likely fall in the middle of the targets.

The governing body thanked Ms Jones for the inclusion of the photos in the report.

7) Pupil Performance Report

The pupil performance report had been circulated to the governing body. The following questions had been submitted prior to the meeting. Ms Jones read out the responses in the meeting (in italics):

Q (JW): *I've looked at the data and I found it quite difficult to draw any clear story from it. There didn't seem to be any particular significant issues that were consistent, as the ASP report p,1 indicates.*

"There are no particular whole school trends. Boys writing, at both expected and at the higher standard remains lower than girls as it does with most schools. However, the gap does close by KS2 and boys at Spakenhoe perform better than boys nationally. The number of boys with SEN does have an impact too."

Q (JW): *What strategies are in place to develop further reading across the school? The KS2 reading progress scatterplot on p6 of the ASP report has a less positive picture than writing or mathematics.*

"The KS2 progress in reading is still well above average. It is lower than progress in maths mainly because the average scores achieved were not as high in maths. There were less children at expected which made a difference and more children with lower scores. Reading is still a SIP priority for KS2. Guided reading strategies are having an impact but we feel the shared reading needs to be more structured and explicit in terms of the skills being taught. Two teachers are attending training on reciprocal reading next term and this will then be introduced. It is similar to shared reading in that it is a whole class reading strategy but the children will revisit particular skills more frequently. It involves teaching, summarising, questioning, clarifying and predicting and practicing these skills weekly."

Q (JW): *I remember in a previous SIP, it was decided to reduce the amount of teacher marking. What impact has this had on pupil attainment and progress?*

"Conversations with teachers and children indicate that more progress is now being made in lessons and within sequences of lessons as the children have the opportunity to rectify errors and challenge themselves more readily than previously. Misconceptions are being picked up in a more timely manner and teachers are able to adapt teaching at the time to address these. The children enjoy having conversations during lessons about their learning and being given support and challenge. The books show that children are responding well and improving their work during the lesson whereas when teachers marked work after, the moment had usually gone and making changed to work they had done was meaningless exercise for the children. It is still a work in progress and some teachers are better at it than others. We continue to share good practice across the school and support all staff to make an impact through their interventions in lessons. So far, the impact has been the greatest in writing."

Q (JW): The outcomes for EYS were within prediction, and the reasons have been discussed previously. Will this continue to be a challenging cohort in terms of outcomes through the school?

“They will. Targets for this cohort at the end of Year 1 have been set in the mid-60s and these are ambitious. There are a significant number of children well below expected who still will be by the end of KS1. Only 4 of the 17 SEN children are likely to be working at expected by the end of KS1.”

Q (JW): In KS1, maths attainment is stronger than reading and writing. I think we have discussed this previously, but is there anything else that the GB might need to be aware of?

“It was similar at expected at the end of KS1 but higher at GD. It’s a bit of a boy thing with boys greater depth in maths but not in reading and writing. Some of these boys have potential for the end of KS2. While they enjoy reading they perhaps don’t read as much as they could.”

Q (JW): In EYFS and KS1, Bangladeshi pupils have performed less well. This isn’t the case in other years. Is this just because of the individuals/families or are there any other explanations?

“It has been the pattern for the last two or three years but the gaps closes into KS2 and is not significant by the end of KS2. We are still monitoring carefully and ensuring the identified children receive appropriate intervention. This year, year 1 have run a reading drop in rather than handwriting as many of the parents found it more difficult to support with handwriting and so didn’t attend. Year 1 have particularly encouraged Bengali parents of the identified children and they have generally engaged well, enjoyed the sessions and some children report reading more at home.”

Q (JW): Did the bulge class in Y6 have any impact on outcomes for the school overall, and in particular for core pupils, in KS2?

“At expected only in reading, with 4 of the 5 children who missed expected by 1 mark being new in year 5. All were identified as being behind on arrival.

In reading and writing all the children who achieved at the high standard were core pupils. None of the new arrivals in year 5 did. In maths, 4 of the new arrivals in year 5 achieved at the higher standard. For this cohort, turbulence since F2 has had quite an impact. It is interesting to see the gradual lowering of the percentages at expected and above from Reception through year 2, year 4 and then to year 6. However, this is not always the case – it depends on the cohort.”

Q (JW): As a general question, how does the level of data tracking and monitoring compare with what happens in other schools? Is there a risk of a Hawthorn effect (performance improves only because of monitoring) rather than these being real and sustainable measures?

“We collect data three times a year. I know that Highfields, Uplands Infant and Green Lane Infant are similar and this will be the pattern when we are part of the MAT. We use the data to check on progress of the target children and to check on any others who may not have stayed on track. The data is used sensitively with discussions around individual children rather than knee jerk reactions to perceived underperformance. Children do not all progress at the same pace and there will usually be up to 10 children in each class in the autumn who appear to have made none or minimal progress. Conversations with

teachers and looking at books and assessments tends to uncover if there are any real issues that need to be tackled. If you don't monitor and have professional conversations with staff there is a risk that some children will not achieve their potential because real underperformance and reasons for it could be missed. We also monitor through work scrutinies and lesson observations too which add to the bigger picture. We are developing a more self-evaluative system for both of these and this also extends to data analysis. Teachers have a really good awareness of where their children are, what they can do and next steps and results of assessment are generally not a surprise.

I do know of other schools who collect data more frequently, some half termly, some monthly. Some ask for assessed writing on a weekly/monthly basis. Some ask for tests to be completed monthly/half termly and scores tracked.

I currently complete one big analysis at the end of the summer. You may have noticed I have removed the progress tables that were in the report previously and am not comparing progress in steps of different groups. This is because I felt it did not give a useful picture of where children are and where they are going. Instead I have included the assessment conversion tables which clearly show how many children have made gains from below expected, how many have stayed on track, how many have fallen behind and how many have made gains to high standards. The majority of children will remain on track."

8) FFT report and ASP Report

The FFT and ASP reports had been circulated to the governing body.

Q (LJ): In the KS1 data, there had not been as much progress made in comparison with previous 2 years?

Ms Jones stated that there would be a point when progress could not be added. She highlighted that this data used Foundation Stage data so should be read with a note of caution. The governing body discussed the issues of using progress from foundation stage.

Q (LJ): Was the KS2 unvalidated?

Ms Jones stated that the report which had been circulated to governors prior to the meeting was unvalidated. She stated that validated data would include 74 children out of 90.

Q (RoJ): Do secondary schools see a pupil's KS1 and KS2 data?

Ms Jones stated just KS2. The governing body discussed the streaming of pupils in secondary based on KS2 data.

9) Health and Safety Report

The health and safety report had been circulated to the governing body. The governing body were provided with an update on the training and courses undertaken by staff. It was confirmed that this training was funded.

Q (LJ): Was the school up to date in terms of compliance?

Ms Jones stated yes. Mr Thorpe explained that this was an ongoing process. Ms Jones stated that the water hygiene was undertaken by the premises officers. She stated that they were due a fire risk assessment survey but the LA had not contacted the school. Ms Jones explained that an asbestos management survey would take place in January and was done through the LA.

10) Security work quote

Ms Jones drew the governing body's attention to the headteacher's report for the costings. She stated that they had planned to upgrade the system in phases. Ms Jones explained that as the doors currently had to be shut manually, there were issues of parents continuing to come into school after 8:45am. She stated that the system would lock automatically at 8:45am. Ms Jones confirmed that they would open if there was a fire alarm.

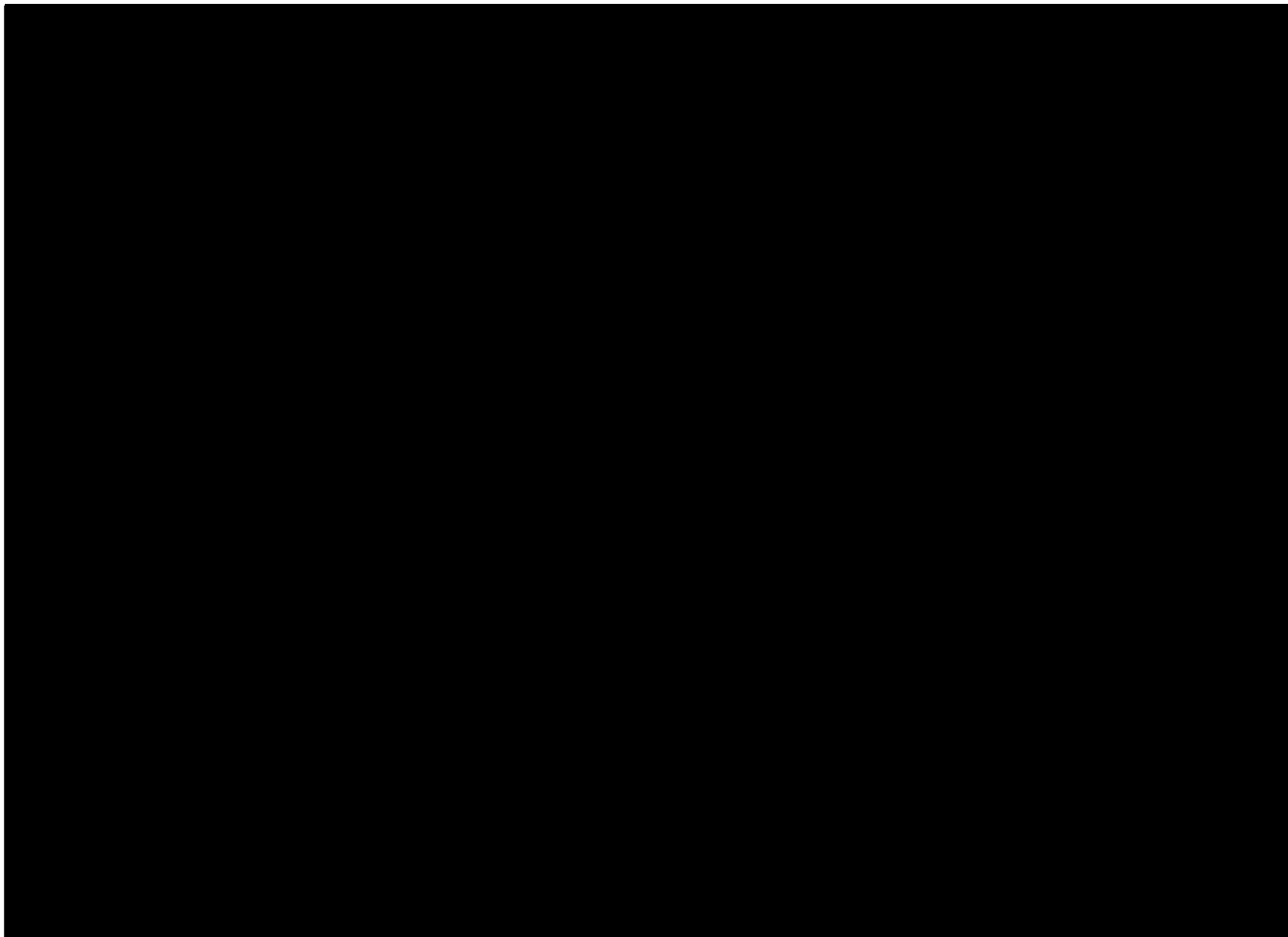
Ms Jones stated that the work was going to be done in 3 stages but in order to use the budget, she requested that all the work was undertaken at £19,000. Mr Jowett stated that he was happy for the work to go ahead in light of the potential risk of continuing with the current system. Ms Webb queried whether the school had sought 3 quotes. Ms Jones stated no as it was planned work over 3 stages. She stated that it would be booked in for February half term.

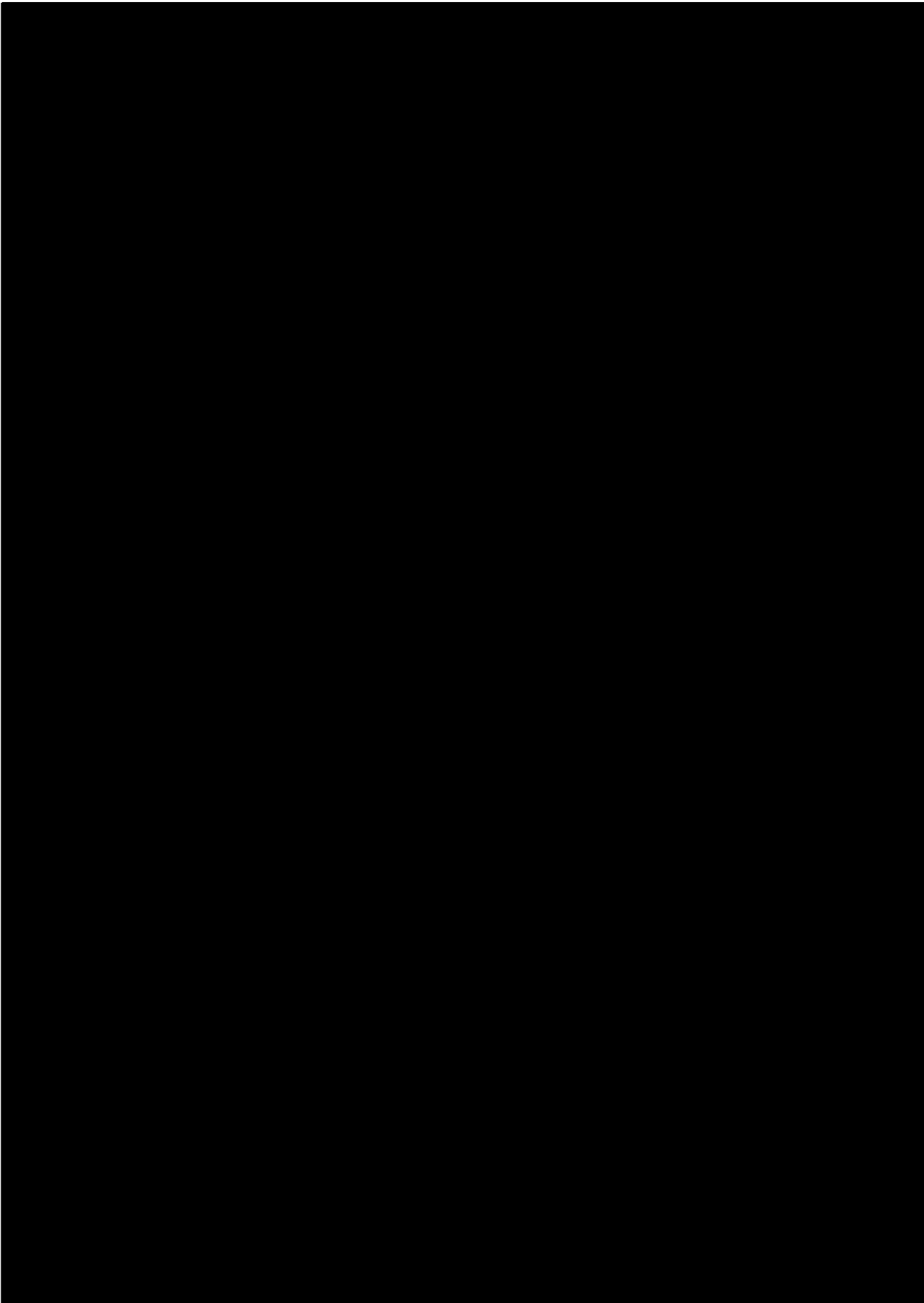
The governing body agreed to the work.

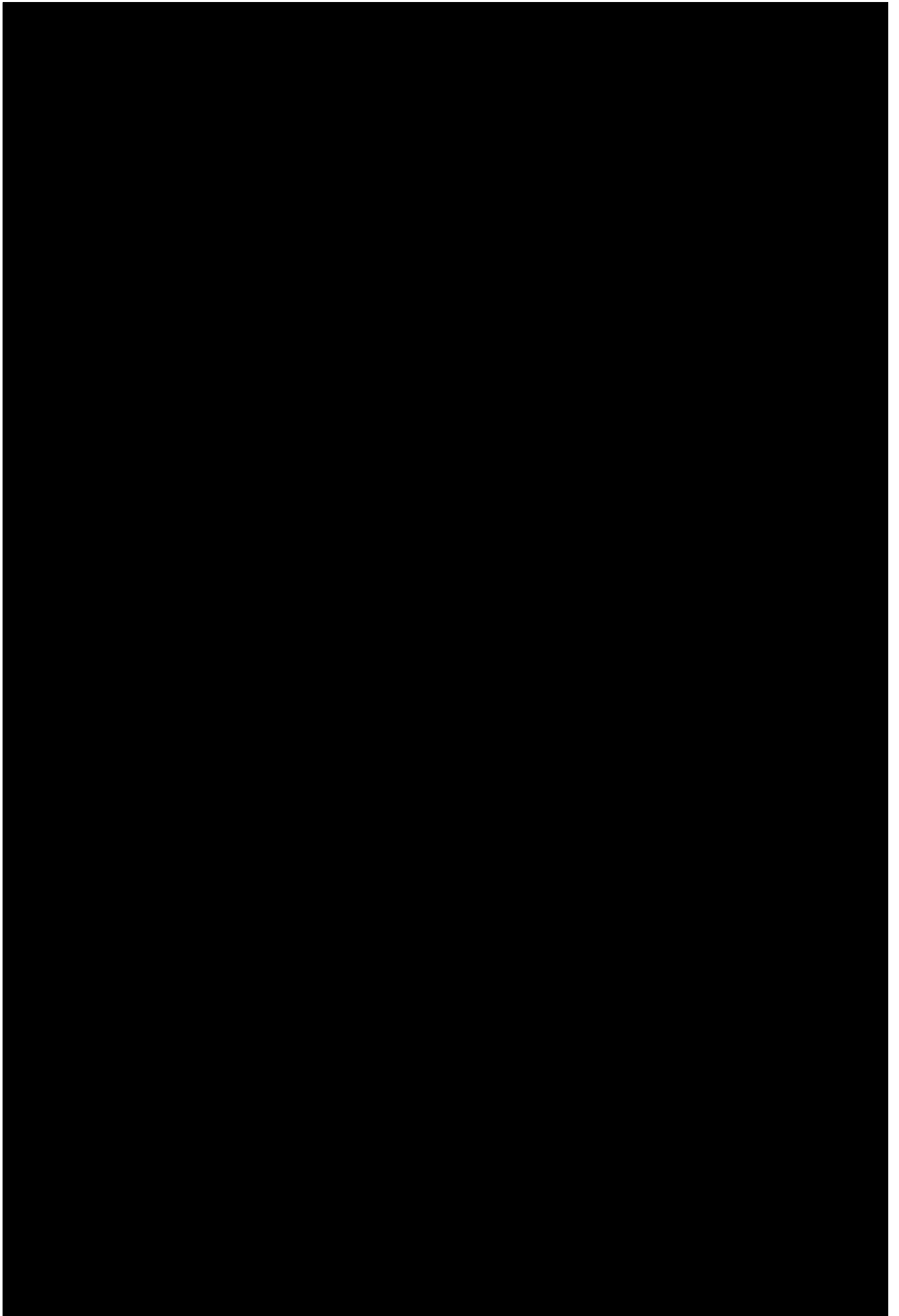
11) Review of Policies, Procedures and Publications

a) Medicines

Ms Jones stated that the procedure had been sent for information and sits within the health and safety policy. Mrs Cooper reported that the procedure had been reviewed in detail to ensure everything was being carried out in school.







13) Documents Received by the Chair of Governors

There were no documents to bring to the governing body.

14) Any Other Business

It was agreed that the quotes for new pupil laptops would come to the meeting on the 28th January.


ACTION: Agenda Item

15) Date of Next Meetings

- Monday 11th February 2019
- Monday 18th March 2019
- Monday 13th May 2019
- Monday 24th June 2019

Additional dates

****Monday 28 January 2019 – All governing body ratification meeting (Attenborough Learning Trust) 16.30-19.30 at Highfields Primary School****

Signed  11th February 2019

