



Eastlands Primary School
Full Governing Board Meeting, 13th September 2018, 6:00pm
Minutes

| Present | Apologies Received & Accepted |
|--|-------------------------------|
| James Holmes (Chair); Ian Bates (Vice Chair – until 7.30pm); Suki Edwards (Headteacher); Amy Shipp; Paul Albon; Kevin Pickering; Andy Roughton; Elizabeth Abisola Olupitan (arrived 6.05pm). | Linda Jones; Stuart Dodds |
| In Attendance | Absent |
| Sam Warrington (Associate Member); Helen Devine (School Business Manager – until 7.40pm); Sally Beardmore (Clerk) | |

The meeting started at 6.00pm

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| 1 | <p>Welcome and Apologies</p> <p>The Chair welcomed everyone to the first meeting of the new school year and explained that this meeting completes the cycle for the previous year. The purpose of the next meeting is planning for this academic year.</p> <p>Apologies were received and accepted from Linda Jones and Stuart Dodds.</p> <p>The meeting was quorate (8).</p> | |
| 2 | <p>Declarations of Pecuniary Interests</p> <p>There were no new interests to declare. The Chair explained that the annual Declarations of Interest will be completed at the planning meeting next month. Ian Bates commented that he has found that completed Declaration of Interests forms can be uploaded to GovernorHub with a tick box to say that it has been done. The Clerk is to investigate this.</p> | Clerk |
| 3 | <p>Notice of Any Other Business</p> <p>This item is confidential.</p> | |

Elizabeth Abisola Olupitan arrived at 6.05pm.

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Minutes of the Previous Meeting and Matters Arising

The minutes of the meeting held on 12th July 2018 were approved as an accurate record and signed by the Chair.

The status of outstanding actions agreed at the FGB meeting on 12th July were reviewed:

| Item | Action Agreed | Person(s) responsible | Due by | Status |
|------|--|-----------------------|----------------|--|
| 4 | Create Doodle Poll to establish who is able to attend consortium training sessions. | SD | September 2018 | Carried over to October FGB meeting. |
| 4 | Discuss contribution to books for Accelerated Reader programme at PSA meeting. | SD | September 2018 | Carried over to October FGB meeting. |
| 5 | Discuss budget carry forward figures with LA Finance Officer during next visit. | SE | September 2018 | Head to report back at FGB meeting in October once meeting with Finance Officer has taken place. |
| 13 | Submit governor profiles for school newsletter. | JH/IB | September 2018 | To be actioned for October newsletter. |
| 15 | Advise whether governors should email training attended or update themselves on GovernorHub. | SD | September 2018 | Carried over to October FGB meeting. |
| 15 | Upload governor training log to GovernorHub once completed. | SD | September 2018 | Carried over to October FGB meeting. |

The remaining Action Points were either complete or to be covered later in the agenda.

Clerk

SD

SD

SE

JH/IB

SD

SD

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Summer term data

The Head provided a summary of the main points from the previously circulated data report.

EYFS

- 71% reached the expected level of development in Communication & Language.
- This is no surprise because of the high number of EAL pupils in the cohort and governors have already agreed to appoint an extra TA to address this.
- However, other local schools are in the same position but are managing to maintain the percentage achieving GLD so this is a focus for the coming year.
- The percentage for Warwickshire as a whole is 82%.

?? GOVERNOR QUESTION ?? *How do EAL children achieve in general?*

The Head responded that they are generally slightly below the expected level, but will be at GLD by the end of Year 2 when their language has developed and will therefore show good progress. Amy Shipp reported that there are slightly less EAL children in Nursery this year.

- 61% achieved GLD which is below Warwickshire and National which were both at 72%.
- This figure looks at their achievement overall, so depends if a child is weaker in one subject area.

?? GOVERNOR QUESTION ?? *Are interventions taking place?*

The Head explained that interventions are taking place with a TA every afternoon who is working with children as needed in such areas as Speech and Language with EAL children.

Phonics

- The Phonics result was 87% which was higher than both Warwickshire and National at 84% and 83% respectively.
- The school is in a favourable position and is aiming for an aspirational 100% target this year.

KS1

- 77% achieved the expected standard in Reading compared to 90% in 2016 and 78% in 2017.
- The result is not as high as it used to be but still compares favourably to the Warwickshire and National figures at 77% and 75% respectively.
- Each child represents just over 3% as it is a one-form entry school.
- There were 40% working at Greater Depth in 2016 as this was a strong cohort; there were 27% this year which is more in line with the Warwickshire and National figures at 29% and 26% respectively.
- Writing remains an issue with 67% achieving the expected standard compared to 71% for Warwickshire and 70% for National.
- Maths is an area of strength with 80% meeting the expected level which is higher than both Warwickshire and National.
- Over the last 3 years there has been a great improvement in maths at greater depth with the school at 20% which is slightly below Warwickshire and National.

There was a discussion around additional support for this cohort as Year 3, but the Head pointed out that, although the KS1 results are lower than previous years, they

are not really underperforming compared to Warwickshire and National figures.

?? GOVERNOR QUESTION ?? *The Science result is strong, have KS1 been using Empiribox?*

The Head explained that they are starting to use Empiribox this year but, as staff had already been on the training for it, they were able to use some of the ideas and felt more confident teaching it.

KS2

The Head stated that she was thrilled with the KS2 results where 87% achieved the expected standard in Reading compared to 77% in Warwickshire and 75% nationally. The Maths result was 80% with 33% at the higher standard. The school's maths higher standard results were notably higher than both National and Warwickshire.

This cohort hadn't previously performed very well so she gave a big thank you to Mrs Warrington for putting in so much hard work to achieve such amazing results.

90% achieved the expected standard in Writing compared to 80% for Warwickshire and 78% for National, with 77% achieving the expected standard in RWM (Reading, Writing and Maths) compared to 67% for Warwickshire and 64% for National.

Governors also expressed their thanks to Mrs Warrington.

EYFS Summer Term Data

Nursery

- 80% achieved GLD in PSED (Personal, Social and Emotional Development)
- 75% achieved GLD in Physical Development.
- 67% achieved GLD in Communication and Language.

Reception

- 90% achieved GLD in PSED so a strong result in this area across Early Years.
- 95% achieved GLD in Physical Development
- 74% achieved GLD in Communication and Language so this area is highlighted as an issue across Early Years.
- 69% achieved GLD in Literacy and 71% in Maths.
- Maths Mastery starts in Reception and continues until Years 2 and 3.

EPS Summer Term Data

The Head provided a summary of the whole school data and explained that the commentary gives details of how each year group has performed against the school's focus areas, along with their focus for the coming year. Targets are also outlined for each cohort for the coming year.

?? GOVERNOR QUESTION ?? *A target of 100% in Phonics for Year 1 is a very high target. Is this realistic?*

The Head explained that this is an aspirational target; assessment of the children has not finished yet and the teacher needs time to get to know the children but it is good to push yourselves.

Governors stated that they felt reassured that the school know the cohort and have the confidence to aspire to 100%.

?? GOVERNOR QUESTION ?? *Do you feel confident the school has the resources to put to other subjects as well as Phonics?*

The Head responded that they do, but Phonics is one of the most important areas as

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| | <p>good reading and phonics skills are essential for access to the curriculum. She pointed out that there is a lot of green in the report (meaning children are either meeting or exceeding the expected target) and some excellent results.</p> <p>GOVERNOR QUESTION ?? <i>Are there any gaps in the school that stand out, such as Pupil Premium or EAL children?</i></p> <p>The Head explained that it tends to vary quite a lot in each cohort; the commentary is individually written to reflect each cohort.</p> <p>GOVERNOR QUESTION ?? <i>Has there been any change in the make up of the SEN group due to Year 6 leaving?</i></p> <p>The Head reported that two high-level SEN children have left, but the current Year 6 cohort contains some high-need SEN children so there will be a more noticeable change in results next year.</p> <p>She explained that the targets for the coming academic year will be looked at in more detail at the next meeting for governors to agree.</p> | Clerk |
| 6 | <p>Annual Pupil Premium Report</p> <p>The Chair explained the purpose of the Pupil Premium grant to new governors and the fact that the school has to publicly report on the money received, what it has been spent on and the impact it has had on the children concerned.</p> <p>The Head highlighted the main points of her previously circulated report:</p> <ul style="list-style-type: none"> • 18% of pupils at the school are eligible for Pupil Premium funding which equates to about 1 in 5. • Their standardised scores for KS2 were above the national average for 2017 with the exception of grammar which was slightly below. • Additions to the report for this year have been highlighted in green and include such things as the use of the Nurture programme and Early Help, along with improving progress in reading, writing and maths. <p>Governors were encouraged to look at the chart provided by the LA included in the data report which compares disadvantaged and non-disadvantaged children achieving the expected level of development.</p> <p>GOVERNOR QUESTION ?? <i>How do we know that there are only 43 pupils who qualify for Pupil Premium funding? Is there a stigma attached to it?</i></p> <p>The Head replied that the school has no way of knowing whether this is all the pupils who are eligible but they try to encourage parents to apply at parents' evenings and new parent meetings. She explained that pride may be an aspect but it is possible for the process to be private.</p> <p>The Head invited governors to email her with any further questions regarding the report as it is a complex area. Governors agreed they were all happy with the report and that it contained a good set of interventions.</p> | |
| 7 | <p>Self Evaluation Form (SEF)</p> <p>The Head invited governors' questions regarding the SEF which was originally presented at the FGB meeting in July. It was explained that this document should be used in conjunction with the SIDP where there is further detail about each of the key priority areas, along with an evaluation to measure success.</p> | |

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| | <p>GOVERNOR QUESTION ?? <i>Do the new guidelines regarding Safeguarding need to be reflected in the SEF?</i></p> <p>The Head explained that this is an evaluation of last year so the new guidelines will be included in next year's SEF.</p> | |
| 8 | <p>School Improvement and Development Plan (SIDP)</p> <p>The three key priority areas for the school for the coming year were explained and it was highlighted that it is important for governors to understand why the school has chosen these as priorities.</p> <p>GOVERNOR QUESTION ?? <i>One of the main focuses for the school is on writing and maths; the Maths Mastery scheme is in place for Maths, is there anything for Writing?</i></p> <p>The Head explained that a new approach called Talk for Writing has just been implemented at the school; staff have undertaken training on it and it is in the process of being rolled out across the school.</p> <p>The Head also highlighted that Priority 3 is to improve progress and outcomes for disadvantaged children where the school need to evidence that they are narrowing the gap and providing more targeted family support. She pointed out that these children often have a complex range of issues and that the number of Early Help meetings has escalated, meaning it is important to get the provision right for this group of children.</p> <p>She also raised the fact that the Equality Act has been in place since 2010 and is not as evident as it should be in school so they will also be focusing on that over the coming year.</p> | |
| 9 | <p>Safeguarding Training</p> <p>This item was brought forward on the agenda so that it could be covered before Ian Bates had to leave the meeting.</p> <p>The Head emphasised the importance of governors reading the previously circulated Keeping Children Safe in Education document which has recently been updated. She explained that Annex H of the document highlights the changes that have been made to the document from last time.</p> <p>Governors need to make a declaration that they have read the document and Ian Bates pointed out that it is possible for governors to confirm this via GovernorHub. The Clerk is to investigate this and ask governors to confirm they have read the document before the next meeting.</p> <p>The Chair has also emailed governors a link to two videos highlighting the changes that have been made to the document which they were encouraged to view.</p> <p>The Head explained that herself and Mrs Warrington are the Designated Safeguarding Leads for the school and that both the Child Protection policy and Staff Behaviour policy will be updated for review at the next meeting.</p> <p>She explained that Part Five is a new section in the document which has introduced a big change in getting more agencies involved and is important to read, along with Working Together to Safeguard Children which was revised in July 2018 and had</p> | <p>Clerk</p> <p>Clerk</p> |

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| | <p>also been circulated to governors ahead of the meeting.</p> <p>GOVERNOR QUESTION ?? <i>Is everybody in the school involved in safeguarding training?</i> The Head explained that there is a block of training every two weeks in order to capture everyone and signatures are obtained from everybody who has attended training to ensure no one is missed.</p> <p>GOVERNOR QUESTION ?? <i>Does this include the kitchen staff who are not directly employed by the school?</i> The Head responded that they have received safeguarding training from their own employer and the supervisor is also happy for the school to send out information to all the kitchen staff.</p> <p style="text-align: center;"><i>Ian Bates left at 7.30pm.</i></p> <p>The Head highlighted to governors that the frequency of safeguarding issues is high with elements occurring every day meaning that a lot of staff time is taken up dealing with it.</p> <p>GOVERNOR QUESTION ?? <i>Are you happy that the school has the systems and processes to capture the amount of time spent on it?</i> The Head pointed out that a summary chart is provided in the Headteacher's Report highlighting the number of hours that have been spent and the type of incidents that have occurred; this is a cumulative report across the school year. She stated that it is hard to demonstrate the enormity of one case compared to several lower level cases.</p> <p>The Head also highlighted that the national figure is that 1 in 5 children are at risk of abuse which equates to potentially six in every class; it is therefore a very important area for all members of staff to be aware of.</p> <p>GOVERNOR QUESTION ?? <i>What is the school's policy on mobile phones?</i> The Head explained that no phones are taken into class; some Year 6 children have mobile phones if they are walking home on their own but these have to be handed in to the school office at the start of the school day and all staff phones are locked in the office.</p> | |
| 10 | <p>Review of school policies</p> <p>The following policies were reviewed and endorsed by governors:</p> <ul style="list-style-type: none"> i. Keeping Children Safe in Education (also to be formally acknowledged via GovernorHub) ii. Communicating Health & Safety Arrangements (Health & Safety) iii. Management of Asbestos (Asbestos Policy) iv. Selecting and Managing Contractors on Site (Safe Management of Contractors) v. Control of Substances Hazardous to Health (COSHH) vi. Fire Risk Assessment | |
| 11 | <p>Any Other Business</p> <p>The School Business Manager asked for governors' permission to add their mobile numbers to the list to receive text alerts whenever a newsletter is placed on the school website. The Clerk is to collate a list of governor mobile numbers and send to the school office.</p> | Clerk |

| | <p>She also asked whether any governors have attended Safer Recruitment training. Andy Roughton has attended the training but one more governor is needed so she will send an email advising governors of the next available dates for training. This training needs to be reviewed every three years.</p> <p style="text-align: center;"><i>Helen Devine left at 7.40pm.</i></p> | HD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------|--|---------------|---------------|----------------------|---------------|--------------------|-------------------|----|----|----|----------------------|-------------------|----|----|----|----|-------------------|----|----|----|----|--------------------------|-----|----|----|----|--------------------------------|----|----|----|-----|------------------------|----|----|----|----|---------------------|----|----|-----|----|---|
| 12 | <p>Format of governor monitoring visits and review of governor focus areas</p> <p>Following a discussion, it was agreed to focus governor monitoring visits on the seven priority areas for the school rather than by subject in order to match up to the SIDP. It was felt that this would reduce the burden on governors and be a more effective use of time, while still recognising the importance of visiting school both to see and be seen. Governor monitoring reports can also be used to support the SIDP.</p> <p>The following visits were agreed:</p> <table border="1" data-bbox="193 745 1310 1160"> <thead> <tr> <th></th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> <th>SLT Contact</th> </tr> </thead> <tbody> <tr> <td>Priority 1</td> <td>KP</td> <td>AR</td> <td>PA</td> <td>SLT – SE, TG, VT, SW</td> </tr> <tr> <td>Priority 2</td> <td>IB</td> <td>LJ</td> <td>SD</td> <td>SW</td> </tr> <tr> <td>Priority 3</td> <td>PA</td> <td>JH</td> <td>AR</td> <td>VT</td> </tr> <tr> <td>Whole School Data</td> <td>EAO</td> <td>SD</td> <td>IB</td> <td>SE</td> </tr> <tr> <td>Assessment for Learning</td> <td>SD</td> <td>IB</td> <td>LJ</td> <td>TBC</td> </tr> <tr> <td>EYFS Curriculum</td> <td>AR</td> <td>PA</td> <td>JH</td> <td>TG</td> </tr> <tr> <td>Safeguarding</td> <td>JH</td> <td>KP</td> <td>EAO</td> <td>SE</td> </tr> </tbody> </table> <p>Priority 1 = Greater accountability by Senior and Middle leaders for all pupil performance, progress and improving learner attitudes.</p> <p>Priority 2 = Quality of Teaching and Learning.</p> <p>Priority 3 = Personal Development, Behaviour & Welfare (Student and Family Support). To improve progress & outcomes for disadvantaged pupils.</p> <p>The Clerk is to issue a document to governors confirming the agreed visits.</p> <p>It was agreed that governor reports on visits made in the Autumn term will be presented in the January meeting, Spring term reports in the April meeting and Summer term reports in the July meeting.</p> | | Autumn | Spring | Summer | SLT Contact | Priority 1 | KP | AR | PA | SLT – SE, TG, VT, SW | Priority 2 | IB | LJ | SD | SW | Priority 3 | PA | JH | AR | VT | Whole School Data | EAO | SD | IB | SE | Assessment for Learning | SD | IB | LJ | TBC | EYFS Curriculum | AR | PA | JH | TG | Safeguarding | JH | KP | EAO | SE | <p>Clerk</p> <p>Clerk</p> |
| | Autumn | Spring | Summer | SLT Contact | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Priority 1 | KP | AR | PA | SLT – SE, TG, VT, SW | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Priority 2 | IB | LJ | SD | SW | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Priority 3 | PA | JH | AR | VT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Whole School Data | EAO | SD | IB | SE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment for Learning | SD | IB | LJ | TBC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EYFS Curriculum | AR | PA | JH | TG | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Safeguarding | JH | KP | EAO | SE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | <p>Feedback regarding staff survey results</p> <p>The staff survey results were received last year and a date is to be fixed for the Head and Chair to provide feedback to staff. The results overall were very good but there are some stand out things that need to be addressed, such as the need for governors to increase their presence in school.</p> <p>The Head suggested that governors look for forthcoming events at school that they</p> | SE/JH | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | could attend. | |
| | Date & Time of Next Meeting Thursday 11 th October at 6pm. | |

The meeting closed at 8:15pm

Summary of Agreed Actions

| Item | Action Agreed | Person(s) responsible | Due by |
|------|--|-----------------------|--------------------|
| 2 | Investigate method for confirming completion of Declaration of Interests via GovernorHub | Clerk | October 2018 |
| 4 | File signed copy of the previous Minutes. | Clerk | October 2018 |
| 4 | Create Doodle Poll to establish who is able to attend consortium training sessions. | SD | October 2018 |
| 4 | Discuss contribution to books for Accelerated Reader programme at PSA meeting. | SD | October 2018 |
| 4 | Discuss budget carry forward figures with LA Finance Officer during next visit. | SE | October 2018 |
| 4 | Submit governor profiles for school newsletter. | JH/IB | Mid-September 2018 |
| 4 | Advise whether governors should email training attended or update themselves on GovernorHub. | SD | October 2018 |
| 4 | Upload governor training log to GovernorHub once completed. | SD | October 2018 |
| 5 | Add report on targets for 2018-19 to next agenda. | Clerk | October 2018 |
| 8 | Issue revised SIDP to governors. | SE | October 2018 |
| 9 | Ask governors to acknowledge they have read KCSIE document via GovernorHub. | Clerk | October 2018 |
| 9 | Add review of Child Protection policy and Staff Behaviour policy to October agenda. | Clerk | October 2018 |
| 11 | Compile list of governor mobile numbers and send to school office. | Clerk | October 2018 |
| 11 | Send out dates of Safer Recruitment training. | HD | October 2018 |
| 12 | Issue document regarding governor focus areas and visits | Clerk | October 2018 |
| 12 | Add governor monitoring visit reports to agenda for January, April and July meetings. | Clerk | Ongoing |
| 13 | Arrange date for providing feedback on Staff Survey results | SE/JH | October 2018 |

Minutes agreed

Chair of Governors