



**Eastlands Primary School**  
**Full Governing Board Meeting, 3rd May 2018, 6:00pm**  
**Minutes**

Present	Apologies Received & Accepted
James Holmes (Chair); Ian Bates (Meeting Chair/Vice Chair); Suki Edwards (Headteacher); Amy Shipp; Paul Albon; Stuart Dodds; Andy Roughton; Linda Jones	Kevin Pickering
In Attendance	Absent
Sam Warrington (Deputy Headteacher/Associate Member); Mel Haynes (Advanced Teaching Assistant) until 6.25pm; Victoria Towers (Year 3 teacher and Science Lead) until 7.02pm; Dan Sullivan (Education Director, Empiribox) until 7.02pm; Sally Beardmore (Clerk)	Elizabeth Abisola Olupitan

**The meeting started at 6.00pm**

<b>1</b>	<p><b>Welcome and Apologies</b></p> <p>Ian Bates welcomed everyone to the meeting and introduced the visitors. Mel Haynes would be making a presentation on the mental wellbeing of pupils and Dan Sullivan would be providing a demonstration of the Science resources provided with the Empiribox package.</p> <p>Apologies were received and accepted from Kevin Pickering. Elizabeth Abisola Olupitan had not sent her apologies and was recorded as absent.</p> <p>The meeting was quorate.</p>	
<b>2</b>	<p><b>Declarations of Pecuniary Interests</b></p> <p>There were no new interests to declare.</p>	

3	<p><b>Notice of Any Other Business</b></p> <p>The Head explained that she had some brief items to discuss at the end of the meeting.</p> <p>The Meeting Chair proposed changing the order of the meeting so that Mel Haynes and Dan Sullivan could present before the minutes of the previous meeting were discussed and this was agreed to by all.</p>	
4	<p><b>Restructuring the TA team – Mental wellbeing of pupils</b></p> <p>Mel Haynes, an Advanced Teaching Assistant, provided a presentation to governors on how support for children has changed during her 25 years with the school.</p> <p>She explained that children of the 21<sup>st</sup> century pose different difficulties than 20<sup>th</sup> century children, such as:</p> <ul style="list-style-type: none"> <li>• Babies can now be born from 25 weeks but may experience neurological problems.</li> <li>• Use of drugs and alcohol during pregnancy may have caused foetal damage.</li> <li>• Attachment issues where there is a lack of bond with parents or trauma whilst the brain was developing.</li> <li>• Parenting problems where parents may need support to learn strategies to improve.</li> <li>• An increase in children with EAL (English as an Additional Language).</li> </ul> <p>She provided an overview of the various ways in which the school provide support to pupils:</p> <ul style="list-style-type: none"> <li>• Welcome screening by a TA (Teaching Assistant).</li> <li>• Racing to English for EAL pupils.</li> <li>• Nurture programme</li> <li>• Play Therapy – a leader comes in to school weekly to support 4 children.</li> <li>• Early Help</li> <li>• Safeguarding – the school has a number of designated Safeguarding leads.</li> <li>• PPP (Positive Parenting Programme).</li> <li>• TAs who support certain children either long or short term.</li> </ul> <p>Victoria Towers and Mel Haynes have recently attended a Nurture course which was very useful and can now be introduced in school to support the emotional needs of pupils. Victoria Towers explained that most support used to be for cognition and learning issues but now tends to be for emotional and mental health.</p> <p>The Head pointed out that none of these were covered three years ago apart from EAL, so the needs of pupils in the school are changing.</p> <p>Governors thanked Mel Haynes for a very useful and detailed presentation.</p> <p><b>Governors asked:</b>  <b>Is the weight of parenting responsibility moving to schools?</b></p> <p>Mel Haynes explained that the school is the lead in Early Help rather than Social Services. A single assessment document is completed by the school if they feel a child needs help and then sent to the Early Help officers. There are three officers in Rugby, with one assigned to Eastlands. The Early Help officer attends the first meeting at the school where goals are set of what they would like to achieve and subsequent meetings are then run by the school on a 6-weekly cycle.</p>	

Sam Warrington pointed out that staff have to come out of the classroom to attend these meetings which takes a substantial amount of time and the meetings can also be quite stressful, so the emotional strain and mental wellbeing of the staff involved needs to be considered.

**Governors asked:**

**Does this cover the whole school, including Nursery?**

Mel Haynes explained that it does and that there is an Early Help in Nursery at the moment.

**Governors asked:**

**What about the future? Will it envelop a lot?**

The Head explained that there is real issue in the cluster about schools picking up roles that were previously covered by Social Services. Schools seem to be putting in most of the work out of all the agencies working together.

Mel Haynes pointed out that Eastlands is very well respected for how Early Help is run and are well-known to local agencies. She highlighted that the work is certainly not going to decrease and there have been two cases in the last three weeks.

The Head drew attention to the fact that this links back to the restructure of the TAs discussed at the previous meeting on 22<sup>nd</sup> March 2018. Restructuring of the team is necessary as the situation cannot continue in its current form because it is placing too big a burden on staff.

**Governors asked:**

**Is this an action point for governors as it's a growing issue?**

The Head explained that she always records the hours spent on it in her Headteacher's report so that governors can monitor it.

**Governors asked:**

**Can we evidence that we are well-respected?**

Mel Haynes responded that there are closure forms where parents grade the service received. A parent recently graded the school 5 (the highest score) and this was sent off to the Early Help officers.

**Governors asked:**

**How many pupils are currently on Early Help?**

Mel Haynes explained that there are currently 8, but this could increase to 10. It has dropped from 13 last term but tends to fluctuate quite a lot.

**Governors asked:**

**Has the number increased? Is the schools demographic changing?**

Mel Haynes replied that the issue has always been there but is increasing. There were only 2 cases in 2007 but priorities in Safeguarding have escalated nationally since then. Victoria Towers also noted that the school has become better at identifying children that need help. Amy Shipp pointed out that the problem may not always be there at the beginning of a child's school life and may not be identified until they are higher up the school.

**Governors asked:**

**Do children at the school tend to have practical problems like coming to school hungry or with dirty clothes?**

Mel Haynes explained that this is not really an issue at the school, but that they are very good at identifying it if it is a problem.

	<p><b>Governors again expressed thanks</b> to Mel Haynes for a comprehensive presentation.</p> <p style="text-align: center;"><i>Mel Haynes left at 6.25pm.</i></p>	
5	<p><b>Empiribox resources for Science</b></p> <p>Dan Sullivan, Education Director at Empiribox, provided a demonstration to governors of some of the Science resources and experiments that are used in the classroom as part of the package purchased by the school.</p> <p>He explained the importance of getting children to engage in science and the belief that science is learnt by doing it practically. One day of training is provided to the school every term over 4 years and the school is then given all the resources for the term, along with schemes of work and lesson plans.</p> <p>The idea is to make science fun and engaging so that children want to continue learning it in secondary school. Children learn fundamental science concepts by doing fun practical experiments.</p> <p>Physics, Chemistry and Biology are all covered in KS2. There are three parts to each unit covering planning, data and evaluation.</p> <p>He conducted some of the experiments that would be carried out in the classroom so that governors had a clear idea of what children are experiencing during lessons.</p> <p><b>Governors asked:</b>  <b>Are microscopes provided?</b>  Dan Sullivan explained that 15 are provided for the school. If the school had to purchase them, they would cost £12.50 for one microscope.</p> <p>Victoria Towers reported that all children seem to enjoy science now across the board, including EAL and SEN and are totally engaged with the lessons. As the lessons are so practical it is good for children as it is very visual and they enjoy taking part in the experiments. They are exposed to a simple and visual explanation of science and the programme has really elevated excitement and enthusiasm for the subject across the school.</p> <p>The equipment provided means that pupils are now able to conduct experiments in pairs, whereas it used to be in groups of six. Parents have reported back how much their children are now enjoying science and teachers are much more confident teaching it because of the comprehensive training received.</p> <p><b>Governors asked:</b>  <b>Has this fed through to the upper years of the school?</b>  Victoria Towers explained that this is the first year Empiribox has been used in the school, but it has already had a positive impact on other areas of the curriculum, such as a child who doesn't normally enjoy writing managed to write two pages about an experiment they had conducted in science.</p> <p>Governors thanked Dan Sullivan for the enjoyable demonstration.</p> <p style="text-align: center;"><i>Victoria Towers and Dan Sullivan left at 7.02pm.</i></p>	



£1500 which is very good value for money.

**Governors asked:**

**How much was spent on Science before?**

The Head explained that it was £2000-3000 as it was necessary to buy and replenish resources. The school had nowhere near the resources provided by Empiribox and can now also access the excellent training provided to make teachers more confident in delivering the lessons.

The Head went on to explain that it was necessary to increase the budget for Maths and Science but that the school are already reaping the rewards.

**Governors asked:**

**How will the impact of Empiribox be measured and can Empiribox help?**

The Head explained that the school can see children's response to the lessons and have also received positive feedback from parents. She pointed out that it will probably take another year to see the knowledge and language really coming through. Empiribox will also be measuring their impact on schools who have purchased the package so it will be possible to obtain data from them.

Sam Warrington also pointed out that a pre-test is carried out by teachers before they teach each unit and then an end-test to measure its impact. She would expect to have a significantly higher number of children achieving learning at Greater Depth in Science over the next couple of years.

**Governors stated** that it would be useful to have a benchmark of where children are now and in the future.

**English**

Stuart Dodds provided an overview of his monitoring visit which focused on the Accelerated Reader programme. He highlighted the need to ensure there is a good supply of books available and the importance of encouraging volunteers to come in to school to help with reading practice.

The Head explained that this can be difficult; the school recently had a volunteer in for two weeks but there has been nothing since.

Sam Warrington explained that the Accelerated Reader programme is becoming more common in schools and that a local school who have recently introduced it are visiting her to discuss it.

**Governors asked:**

**How much does the programme cost per year?**

Sam Warrington replied that it is £1500 per year. The PSA (Parents and Staff Association) have previously donated money for new books and Sam also purchases suitable books from charity shops.

**Governors asked:**

**Can we donate books to the school from charity shops?**

Sam Warrington responded that they can as long as purchases are checked on the Accelerated Reader Bookfinder tool to ensure they have suitable language and content as there are some guidelines regarding suitability to be aware of.

**Governors asked:**

**Could we ask parents to donate any old books their children have grown out**

	<p><b>of?</b> It was agreed that something could be included in the school newsletter and Stuart Dodds will also raise the subject at the next PSA meeting.</p> <p><b>EYFS</b> Andy Roughton provided a summary of his visit to the Nursery and Reception classes and commented on how there was a buzz in both rooms with the children seeming very engaged, lively and enthusiastic. He was also impressed with the amount of detail that goes into the Learning Journals for each child which are a good way to show how the children are moving forward. His next visit will focus on Writing and Maths in more detail and he has also visited the school to see the recently launched Eco Club in action.</p> <p><b>Governors asked:</b> <b>Is the Nursery full for next year?</b> Amy Shipp replied that there are currently spaces in a couple of sessions but she expects these to be filled by September.</p> <p><b>Governors asked:</b> <b>What can we do about hard to reach parents?</b> The Head explained that it is a gradual process involving building bridges with individuals to try and get them to engage.</p> <p><b>Governors asked:</b> <b>Could we try and get other parents to engage them?</b> The Head explained that it tends to be quite a personal thing; she has known other parents to engage them but not often. It normally involves working with individuals.</p>	SE/SD
8	<p><b>Spring term data</b></p> <p>The Head presented her previously circulated data report for the Spring term and invited questions from Governors.</p> <p><b>Governors asked:</b> <b>There seems to be a big jump in the percentage of pupils on track for Maths from 15.3% in Nursery in Autumn 2017 to 75.8% in Reception in the Spring term?</b> The Head explained that Early Years Maths is a 2-year curriculum so some aspects have only recently begun to be taught. Maths Mastery has also been introduced this year. Amy Shipp also pointed out that the Nursery was mornings only last year so attendance has increased this year.</p> <p><b>Governors asked:</b> <b>Writing is a priority for the school, but the data looks as though interventions haven't had an impact yet?</b> The Head explained that achievement will always appear low in the Autumn term as some aspects of the Writing curriculum are not taught until the end of the school year. It takes time to build up the evidence of Writing achievement as 3-4 pieces of evidence are needed and there are lots of different elements involved. Sam Warrington also pointed out that Maths is assessed in the Autumn term, whereas Writing is only assessed every week from March onwards. The evidence is not there at the beginning of the year as it takes time to build it up and is more difficult to assess.</p> <p><b>Governors asked:</b></p>	

	<p><b>Are you looking for Writing to develop?</b> The Head explained that it is a focus for the whole school.</p> <p><b>Governors asked:</b> <b>Why is progress below the expected level in Year 1?</b> The Head explained that Year 1 are slightly below where they would like them to be as there is a lot of work involved in preparation for the Phonics test. It is therefore necessary to move the proportion of time spent on different subjects around a little so more time is spent on Phonics and less on Writing for a short period of time. It is expected that 86-90% are likely to get through the Phonics test. There will be a focus on improving Writing this term.</p> <p><b>Governors asked:</b> <b>Is there a focus on Phonics to the detriment of other subjects?</b> The Head responded that she expects the results in Writing to be better than last year. This is the first year she has produced the data report in this format so it will be easier to compare results in the future.</p> <p><b>Governors asked:</b> <b>How close are we to reaching the targets set?</b> The Head explained that the school are doing everything they can. The Accelerated Reader programme is very transparent and gives a good handle on the hard work that is having to be done. O Track is also used to track the progress of individual children.</p> <p><b>Governors observed that EAL pupils are performing better than non-EAL pupils in Year 5.</b> The Head responded that they are making very good progress; some parents may not speak English but really value education and the children are very driven.</p> <p><b>Governors raised a question regarding the data for Year 5 where they are showing either on target or above in every subject except the Combined results?</b> The Head explained that the variation is a result of the fact that individual children have to be at the expected level in Reading, Writing and Maths to be included in the Combined figure and this is sometimes difficult to achieve as children may not be at the same level across all three areas.</p> <p><b>Governors asked:</b> <b>The number of Pupil Premium children below the expected target in Writing is 44% compared to 33% for the Whole School. Is this gap significant?</b> The Head explained that Writing tends to be the area they find the hardest because of the amount of knowledge and skill required. It is difficult to make significant achievement over a 6-week intervention; it tends to take 2-3 years to see an improvement. The results can vary quite a lot in each cohort.</p>	
9	<p><b>Annual parent and staff surveys</b></p> <p>It was explained that the Head has a parent survey ready to send out and, as a staff survey has not been done for several years, it is necessary to work out the focus of specific questions.</p> <p>Following a discussion, it was agreed that a working group will be formed comprising of Amy Shipp, James Holmes, Stuart Dodds and Suki Edwards to work through some ideas and present the results at the next FGB meeting in July.</p>	AS/JH/SD/SE

	<p>The idea of a social event regarding staff and governors was also discussed in order for staff to get to know the new governors and it was suggested that this could possibly take place at the beginning of the next school year.</p> <p>Governors also suggested that the photos in Reception should be updated to reflect the new governors.</p>	<p><b>SE/JH</b></p> <p><b>SE</b></p>
<p><b>10</b></p>	<p><b>360° review of Chair</b></p> <p>The Chair explained that this is a survey for governors to complete and involves 14 questions around key skills which should be rated on a scale of 1-4. He asked if the results could be sent to the Clerk to collate so that responses remain anonymous and the results will be presented at the FGB meeting in July.</p> <p>The Chair has added a further six questions to the original document and Ian Bates offered to merge the two documents and circulate to governors. It was agreed that responses should be sent to the Clerk within two weeks of receiving the document to allow time for the results to be collated.</p>	<p><b>Clerk</b></p> <p><b>IB/All</b></p>
<p><b>11</b></p>	<p><b>Policies to review</b></p> <p><b>Dignity at Work</b> Stuart Dodds suggested that, as WCC are due to review their policy next year, review of this policy should be changed to quadrennial so that they are aligned. Following a discussion, the Head suggested accepting the policy as it is currently in case WCC do not review it next year.</p> <p>Governors endorsed the acceptance of this policy once the heading has been changed to 2018.</p> <p><b>Sex and Relationships Education policy</b> Governors felt that the policy reads well, but questioned whether a statement should be included regarding gender issues? The Head responded that it is a hugely contentious issue, so suggested that it is something that the school need to be aware of but shouldn't include at this stage.</p> <p>Governors also asked whether the Cambridgeshire Personal Development Programme is regularly updated? The Head responded that it recently underwent a big change.</p> <p><b>Governor Expenses</b> The Chair explained that the advice received from the LA was that expenses be reviewed on a case by case basis rather than something that is routinely incurred. It was agreed that a policy does need to be in place so that the school's position is transparent.</p> <p>Governors felt that it may need to be reassessed in the future if they want to have a more diverse governing body and attract people from different elements of the community.</p> <p>Governors endorsed the acceptance of all policies.</p>	

12	<p><b>Governor profiles for the school newsletter</b></p> <p>It was agreed that Andy Roughton will write a governor profile for the June newsletter and Linda Jones will produce one for the newsletter in July so that all of the new governors will have been introduced to the school.</p>	AR/LJ
13	<p><b>Any Other Business</b></p> <p>The Head explained that Adam Poole, the Year 4 teacher and PE Lead, has resigned. The vacancy has been advertised and four candidates have been shortlisted.</p> <p>Interviews are scheduled for 10<sup>th</sup> May which governors are welcome to attend. The interviews last all day and comprise a lesson observation, an interview and an opportunity to showcase books and material.</p> <p>The Head expressed her thanks to Adam for all the work he has put in to his role and stated that his work with the class has been excellent.</p> <p>The Head also explained that there will be an external review of Writing on 23<sup>rd</sup> May which is to be conducted by Derek Watts, a School Improvement Partner, and governors are welcome to attend this as well.</p> <p>She asked governors to let her know if they are able to attend on either day.</p> <p><b>Governors also recorded their thanks</b> to Adam Poole for all his hard work for the school.</p>	
	<p><b><u>Date &amp; Time of Next Meeting</u></b> Thursday 12<sup>th</sup> July at 6pm.</p>	

The meeting closed at 8:40pm

### Summary of Agreed Actions

Item	Action Agreed	Person(s) responsible	Due by
6	File signed copy of the previous Minutes.	Clerk	July 2018
6	Submit monitoring visit report on Quality of Teaching and Learning.	SD	May 2018
6	Create Doodle Poll to establish who is able to attend consortium training sessions.	SD	July 2018
6	Arrange monitoring visits for this term.	All	July 2018
7	Include donation of old books in school newsletter.	SE	July 2018
7	Discuss contribution to books for Accelerated Reader programme at PSA meeting.	SD	July 2018
9	Establish working group to discuss suitable questions for inclusion in staff survey.	AS/JH/SD/SE	July 2018
9	Discuss ideas for a social event regarding staff and governors.	SE/JH	July 2018
	Arrange for the governor photos in Reception to be updated.	SE	July 2018
10	Collate responses to 360° review of the Chair.	Clerk	FGB meeting 12 <sup>th</sup> July 2018

<b>10</b>	Merge documents for 360° review of the Chair	IB	May 2018
<b>10</b>	Return responses to 360° review of the Chair to Clerk by 25 <sup>th</sup> May.	All	25 <sup>th</sup> May 2018
<b>12</b>	Submit governor profiles for the school newsletter.	AR/LJ	June 2018
<b>13</b>	Advise Head if able to attend interviews or external review of Writing.	All	May 2018

Minutes agreed .....

Chair of Governors