

FULL GOVERNING BODY MEETING

TUESDAY, 13 NOVEMBER 2018 AT 6.30PM

Membership

Name	Type	Term expiry date	Attendance
Alison Vaughan	Co-Opted Governor Chair of Governors	15/01/2022	Present
Helen Walsh	Parent Governor Co-Vice-Chair of Governors	19/12/2021	Present
Dianne Bluemink	Co-opted Governor Co-Vice-Chair of Governors	15/01/2022	Present
Paul Beale	Parent Governor	01/09/2020	Apologies
Katy Jackson	Parent Governor	19/12/2021	Present
Deborah Smith	Parent Governor	31/07/2022	Present
Camilla Bolt	Parent Governor	12/11/2022	Present
Sophie Papworth	Co-opted Governor	25/03/2022	Present
Mike Greenwood	Co-opted Governor	15/01/2022	Present
Fiona Doyle	Co-opted Governor	21/11/2021	Present
Samantha Perkins	Co-opted Governor	25/01/2020	Apologies
Ally Tansley	Co-Opted Governor	31/08/2021	Apologies
<i>Vacancy</i>	<i>Local Authority Governor</i>	<i>N/A</i>	<i>N/A</i>
Sally Eustance	Staff Governor	19/10/2021	Present
Emily Gazzard	Associate Member	N/A	Present
Maria Panayiotou	Associate Member	N/A	Present
Shane Claridge	Associate Member	N/A	Present
Adrian Hall	Headteacher	N/A	Present

Also in attendance:

Hannah Cleary – Clerk

Data Review and Analysis 2017/18

The meeting commenced with presentations from the Inclusion Leader and Subject Leads for English and Maths; setting out the attainment and progress data for 2017/18. Governors were provided with the opportunity to answer questions. The presentations are attached as Appendices 2, 3 and 4 to the minutes.

Maths

Cameron Taylor and Sarah Snead presented the Maths results for 2017/18:

EYFS:

- After a slight drop in results in 2016/17, results have significantly improved
- The actions taken during 2017/18 including staff changes and training had made a significant and positive impact on attainment
- Targeting the 'Shape and Space' elements of the EYFS curriculum framework had produced a 10% improvement in results

KS1:

- There had been strong results at KS1 for maths in relation to pupils meeting Age Related Expectations (ARE)
- There had also been a strong rise in the number of pupils exceeding ARE; with results moderated externally
- EAL and White Other groups had not reached ARE in relation to the level of their peers, although had achieved significantly higher for Greater Depth. These results supported the importance of targeting children in Pupil Progress meetings for interventions and extra tuition during school
- Results for KS1 maths were 10% above those nationally and for the Local Authority

Future actions to continue to maintain and continue to improve included:

- Children not achieving ARE had been identified and would receive additional support including extra tuition delivered by a qualified teacher and follow-up assessments linked to their intervention groups
- Mastery for All has been embedded and incorporated into the core maths curriculum to provide support for those not achieving ARE in fluency and understanding
- Additional resources have been invested including training for staff in order that pupils are able to understand mathematical concepts from the concrete to the abstract
- Introduction of the 'big count' intervention for EYFS and year 1
- The EYFS SENCo is now based in EYFS and this provided the opportunity to regularly assess and analyse data to target and focus on specific children and their needs
- Investment in the 'White Rose' curriculum to embed Mastery for All had been very beneficial and provided enrichment resources
- The school would continue to work with other local schools to share expertise, good practice and moderation activities

KS2

- KS2 results were strong for maths – remaining above local and national averages
- Decline on 2017 attainment – progress remained above average for maths
- Future areas for consideration included the provision for EAL and additional opportunities for Greater Depth
- The strong results demonstrated that the current approaches in place were highly effective in relation to attainment as well as the value added to each pupil, resulting in good to outstanding progress

Future actions to continue to maintain and continue to improve included:

- Continued focus on the tracking of upper KS2 pupils at Pupil Progress meetings
- Mastery for All has been embedded and new examination materials provided from a range of different scheme
- Teachers continue to be offered the opportunity to observe teaching at other schools and share best practice and ideas
- The 'Effective System' approach will continue for year 6 pupils
- A continued focus on reasoning in the curriculum

- Continuing to develop the maths curriculum in partnership with other schools and by providing high quality training for staff
- Support would continue to be provided to maintain and improve Greater Depth across KS2
- Research and modelling of effective pedagogies for learning in the teaching of maths to be undertaken by a Lead Maths Practitioner
- An investment was made in Mathletics to provide differentiation and support understanding of core maths skills
- Assessment methods have been refined to decrease the time between teaching and assessment via end of block assessment

English

Sophie Papworth presented the English results for 2017/18:

EYFS:

- After a slight drop in results for 2016/17, results had improved for EYFS
- Actions had been implemented during 2017/18 that had supported these improvements
- Children were provided with increased opportunities for meaningful reading and writing within their classroom environments with less teacher-led writing sessions
- Phonics training was provided to Nursery Nurses to incorporate phonics learning into play
- Interventions had been prioritised and initiated during the first half of the autumn 2017 term
- Additional opportunities for children to read 1:1 had been provided
- A revision of the core texts used to inspire children had taken place

Future actions to continue to maintain and continue to improve included:

- Continue to develop further language and communication opportunities to support speaking and listening as a whole school focus
- Directed story time to draw on reading comprehension skills – linking to Big Read
- Further phonics training to be delivered to Nursery Nurses to build on that provided in 2017
- A focus on key groups for EYFS including Turkish pupils and SEND via the provision of dual language books; talk boost interventions; monkey music interventions; and modelling language throughout the environment

KS1

- Five children re-took the phonics test in year 2; 1 passed
- 8 children did not pass the phonics test for the first time in 2017/18; assessments had been carried out for all 8 to ensure they were placed in the appropriate differentiated year 1 groups for intervention
- The 8 children who had not passed phonics had already been identified as unlikely to pass via the regular Pupil Progress meetings
- Updated phonics training would be offered to year 2 LSAs so that additional classroom support could be provided
- Year 2 pupils would be commencing whole class reading to support lower attainers and those achieving ARE
- KS1 results were strong across reading and writing above national and local

- School focus is to review attainment at expected for Reading and Writing – attainment does not continue on a downward trajectory.
- The challenge for English in 2018/19 was to ensure that the Greater Depth achievements were not negatively impacted
- Pupil Progress meetings would continue to take place for all children
- Writing is a key area for 2018/19 to ensure all targeted children achieved ARE

Future actions to continue to maintain and continue to improve included:

- Core texts to drive writing and provision of resources books for all classes
- New marking code introduced to support children to identify their own targets and progress, linked to the end of year expectations
- Whole class reading into year 2
- Year 1 will continue to focus on continuous provision and use Talk for Writing throughout the year
- Groups including White Other, EAL, Summer Born and SEND are focus groups based on analysis of data
- Carry out additional spring term assessments to closely track attainment in Yr2

KS2

- Whilst KS2 writing results had slightly dipped in comparison with 2016/17; there were cohort specific issues – results were comparable to 2016
- Writing results remained strong when compared to Local Authority and national
- Girls had achieved better than boys for specific areas and there would a focus on Greater Depth for reading and writing

Future actions to continue to maintain and continue to improve included:

- Continue to embed the use of quality core texts to drive speaking/listening, reading and writing and Talk for Writing; as well as resources from the Centre for Literacy and Primary Education (CLPE)
- Continue with the 'Big Read' programme to support children in developing skills and more in-depth answers, choosing texts that will engage all readers
- Additional challenge to be provided for Greater Depth and more-able children
- Further develop oracy across the school to diminish the difference
- Implement a whole school approach to the teaching and assessment of spelling and grammar
- Focus on targeted groups for each key stage including using Target Tracker, Pupil Progress meetings, book scrutiny and learning walks to monitor progress throughout the year
- Review target groups, even though small, across the whole school

Inclusion Data

Emily Gazzard presented the Inclusion Data Analysis that set out details of the 2017/18 data for pupils with SEND, those eligible for Pupil Premium; and pupils with English as an Additional Language (EAL).

The results showed that significant progress had been made across all groups, as well as good levels of attainment in relation to the context and circumstances of individual pupils.

The report set out the support in place as well as the actions that would be taken going forward:

Support for current year 1 pupils

- Regular speech and language therapy
- Continuous provision enabled an increased staffing ratio
- Daily differentiated phonics groups
- Daily counting interventions led by a maths specialist
- Daily focused teacher-led groups in English and Maths
- Interventions for handwriting, maths and social skills
- Independent free-flow learning using the new outdoor area to develop skills
- Specialist maths and English support

Actions for current year 2 pupils

- Additional LSA support in targeted year 2 classes
- Big Read implemented across all year 2 classes that provide challenge for more able learners with support from the guided reading programme
- Interventions for reading fluency and vocabulary to focus on pupils with EAL
- Maths pre-teaching for any pupils struggling with new concepts
- English lead to share research findings from EAL action research
- EAL Pupil Progress targets included in performance management objectives for year 2 staff
- SEND Support Plan targets assessed termly to show all small steps of progress

Actions for current year 3 pupils

- Interventions for reading fluency (TRUGS) in place
- Assessments for a child in year 3 being undertaken with a view to applying for an EHCP
- EAL homework club to start in Autumn 2 (Internet Explorers)
- EAL Pupil Progress is a targeted focus for Pupil Progress meetings
- Experienced LSA placed in year 3 with a specialism in using visual support and resources for pupils, particularly those with EAL
- SEND assessments in place to celebrate all small steps of success

Actions for current year 6

- Interventions to focus on vocabulary development and inference for EAL pupils
- Use of visual prompts across all curriculum area to support pupils with EAL

Governors Questions

Governors thanked all presenters for their informative reports and congratulated all for the results that had been achieved during 2017/18.

Governors asked **questions** of all presenters as follows:

Q: How often is data assessed and analysed?

A: Data is assessed at the end of each term and reviewed in detail at Pupil Progress meetings to identify gaps and any subsequent additional support or inventions required.

Q: Are any changes to the tracking of pupil data planned in the future?

A: The school would be tracking progress from the end of EYFS during 2018/19 to provide a full picture as children progressed through year groups and key stages. This was also due to be a mandatory requirement nationally from 2020.

Q: What is the context of the dip in attainment at KS2?

A: The cohort had been identified as weaker from at least the end of KS1 due to the attainment and overall progress levels tracked as they progressed through the school. This cohort also had a high level of disadvantaged children; and it was important to note that the cohort contained the same levels of SEND as across the Local Authority yet achieved better results. The progress from the end of KS1 was very positive and above average; as well the levels of Greater Depth that were also higher than anticipated. The cohort had had specialist support and interventions in place to support these achievements and it was clear that these had been appropriate and had a positive impact, given the cohort had started from a base of below national in 3 of 4 areas of the curriculum.

Q: Is there confidence in the current interventions and support in place?

A: Yes, confidence is high. In addition, the school are tracking interventions to ensure they continued to make an impact. For example, children receiving support and attending interventions had made up to two years of accelerated progress due to the approaches being taken.

Q: Were there any surprises in the data that were unexpected?

A: Due to the frequent data analysis and Pupil Progress meetings the results were broadly expected. The increase in Greater Depth at KS1 had been pleasingly unexpected. Some gaps for White European children had widened at the end of KS2 and had performed less well than their peers at KS1 against national data. This group were a key focus for 2018/19. Data and targets were shared with the curriculum committee.

Q: Is data being regularly reviewed by Governors?

A: Data is regularly reviewed by the Curriculum Committee each term and Fiona Doyle and Kay Carter had reviewed interventions to seek assurance of their impact. SLT also undertook book scrutinies to triangulate data and lesson observations to ensure accuracy; occasionally this resulted in additional moderation being performed.

Q: The use of Dual Language texts was mentioned for EAL children, are these beneficial and if so how?

A: Dual Language texts are useful for the early stages and phases of using English and provide a measure of comfort to EAL pupils and support cognitive processes as part of their transition. It was felt important for EAL children to have access to resources in their home language as well as English.

Q: How is progress measured?

A: An overview of the manner in which progress is measured using average point scores from the end of KS1 and the expected steps of progress due to be made by the end of KS2 was provided. This tracking enabled pupils not achieving the expected steps to be identified easily and the appropriate tailored support put in place.

Q: How is SEND progress measured?

A: Tailored progress targets are put in place for children with SEND that are based on their needs and abilities. These usually included smaller, finer steps built on baseline assessments. Whilst the national assessment frameworks were still in use, the framework was adapted for individual SEND pupils. Each intervention also contained individual measures of progress.

Minutes (For the action log, see Appendix 1 attached to the minutes)

1. Apologies for absence

- 1.1. The Chair welcomed all attendees to the meeting; particularly Camilla Bolt who had been elected as a Parent Governor since the last FGB meeting.
- 1.2. Apologies were received and accepted from Samantha Perkins, Ally Tansley and Paul Beale.

2 Declarations of Interest

- 2.1. Annual declaration of interest forms 2018/19 had been completed by all Governors.
- 2.2. There were no new declarations of interest in relation to any items on the agenda or gifts/hospitality.

3. Late items and order of business

- 3.1. There was one item of additional business: see item 16.

4. Minutes of the last meeting

- 4.1. The minutes of the last meeting held on 25 September 2018 were **approved** as a true record and signed by the Chair.
- 4.2. The action log was reviewed and updated accordingly.
- 4.3. Governors **noted** the following as matters arising from the last minutes:

Minute 8.12 (25/09/18): Homework Policy

The Headteacher provided an update on the Homework Policy trial. There had been varied parental feedback, with positive comments regarding the introduction of Mathletics, particularly for pupils with SEND. The new Policy would require a cultural shift to ensure that homework was led by pupils and not parents. Reading at home remained a weekly requirement and this was not due to change. A parent questionnaire was due to be sent out before the end of the autumn term to seek formal feedback. It was accepted that there may be some confusion regarding the Homework Policy and additional information was being added to newsletters to explain and reassure parents.

Minutes 9.4 (25/09/18): Governor content in the school newsletter

Governors thanked Fiona Doyle for ensuring that content regarding the work of the Governing Body was included in the last newsletter.

5. Membership of the Governing Body

- 5.1. The Governing Body welcomed Camilla Bolt as the newly elected Parent Governor.
- 5.2. The vacancy for a Local Authority Governor remained. Some parents had expressed an interest in the vacancy. The Governing Body **agreed** that the Chair progress the prospective applicants via interviews to seek candidates with strategic financial skills; education experience and HR skills.
- 5.3. There were no other changes to report or terms due to expire before the next meeting.

6. Chair's Report

- 6.1. The Chair confirmed that the Headteacher's performance management review had taken place in October 2018 where targets were set for 2018/19.
- 6.2. Details of the annual NGA Governance Awards had been circulated in advance of the meeting. The Governing Body agreed that Fiona Doyle would prepare a nomination for the 'outstanding Governing Body' category; due to be submitted by 3 December 2018.
- 6.3. The Local Authority had commenced a consultation on school funding to reduce the historical high needs budget overspend via contributions from schools.

Three options had been proposed; with the ultimate decision taken by the Schools Forum:

Option A: The school would make no contribution; the school would be better off by £10k

Option B: The school would contribute 0.25% of its' overall budget; the school would be better off by £4k

Option C: The school could contribute 0.5% of its' overall budget and be £250 better off.

Some West Haringey schools had experienced a reduction in funding due to changes in Free School Meals and the National Funding Formula; these schools were supportive of Option A. The school had already contributed £44k over the past 3 years to the high needs budget. The Governing Body **supported** Option A as this was the best option for the school and the pupils that attended.

- 6.4. Governors were asked to review their photos and biographies on the school website and provide any updates to Shane Claridge.
- 6.5. The school were exploring the possibility to apply for the Green Flag Award.
- 6.6. Fiona Doyle would be providing support to complete the Annual Report.

7. Governors' Questions and Roles/Responsibilities

- 7.1. The Governing Body **agreed** to carry this item forward to the next meeting in January. The Clerk would recirculate the document to all.

8. Headteacher's Report

- 8.1. The Headteacher's Report had been circulated in advance of the meeting setting out details of school context and admissions; attendance; staffing; performance management of staff; behaviour and exclusions; and engagement with parents and carers.
- 8.2. The report set out detailed attendance data in relation to the current and previous academic year, including for vulnerable groups. Governors were pleased to **note** whole school attendance was 97.7% compared to 97.3% for the same time last year.
- 8.3. The school continued to take a robust approach to attendance and one case had been referred to court due to persistent absenteeism. Letters continued to be sent to those families where attendance levels fell below acceptable levels, and this was having a positive impact. This approach included children attending the nursery, given the school had a substantial waiting list in place.
- 8.4. Governors **noted** the changes to staffing set out in the report. The Headteacher advised that there was one additional new teacher due to start in the Woodpecker class.
- 8.5. Governors **noted** the performance management arrangements for staff during 2017/18 and **ratified** the pay decisions taken by the Pay Committee on 12 October 2018.
- 8.6. The number of events to engage with parents and carers had always high; Governors were pleased that the school had introduced even more opportunities for families to visit and participate in school life and the community.
- 8.7. The SEF would be reviewed by SLT during November 2018 and any updates brought to a future meeting.
- 8.8. Governors **thanked** the Headteacher for providing a detailed report and for answering questions.

9. SEND

- 9.1. Governors **noted** the SEND report would be circulated at the end of the autumn term and would be discussed at the next meeting.

10. Ratification of the Financial Scheme of Delegation 2018/19

- 10.1. The Governing Body **ratified** the Scheme of Delegation 2018/19 as approved at the last Resources Committee on 12 October 2018.

11. Appointments to Committees and Lead Governors

- 11.1. The Governing Body **agreed** that the Lead Inclusion Governor role would include the oversight of Pupil Premium.
- 11.2. The Governing Body **reviewed** the Committee and Lead Governor roles in light of the changes to membership and **agreed** the following:

Rhodes Avenue Primary, London

Inclusion (including Pupil Premium): Fiona Doyle

STEM: Paul Beale

ICT: Mike Greenwood

Link: Deborah Smith

Safeguarding: Katy Jackson

GDPR/DPO: Fiona Doyle

Health and Wellbeing: Ally Tansley and Katy Jackson

Resources Committee

Dianne Bluemink (Chair)
Shane Claridge
Alison Vaughan
Samantha Perkins
Maria Panayiotou
Emily Gazzard
Sally Eustance
Camilla Long
Adrian Hall

Premises and Health and Safety Committee

Dianne Bluemink
Shane Claridge
Alison Vaughan
Samantha Perkins
Maria Panayiotou
Emily Gazzard
Sally Eustance
Adrian Hall

Curriculum Committee

Ally Tansley
Helen Walsh (Chair)
Fiona Doyle
Mike Greenwood
Sophie Papworth
Deborah Smith
Paul Beale
Adrian Hall

Communications Committee

Alison Vaughan (Chair)
Mike Greenwood
Shane Claridge
Katy Jackson
Sophie Papworth
Adrian Hall

Headteacher's Performance Management Review Panel

Alison Vaughan

Helen Walsh

Dianne Bluemink

Plus, an independent external advisor.

Pay and Performance Panel

Alison Vaughan

Dianne Bluemink

Fiona Doyle

12. Reports from Committees and Lead Governors

- 12.1 The Governing Body **noted** the minutes of the Resources Committee that had taken place on 12 October 2018. The Chair of the Resources Committee highlighted that the budget remained on track as well as the projected year-end surplus and impact of the staff pay awards and £14k grant to offset the increases. The income generated by the school was reinvested on an ongoing basis to support the budget, and there was an increased demand for the extended school provision and holiday clubs. The quality of the extended school offer had also been improved, with different activities available including street dancing and fencing. The Chair of the Committee also highlighted the discussion around the fundraising by RAPSA.
- 12.2. The Governing Body **noted** the minutes of the Curriculum Committee that had taken place on 15 October 2018. The Chair of the Curriculum Committee highlighted that the work programme had been set to align with the School Development Plan 2018/19 priorities. Delivering a broad and balanced curriculum including Art, PE and Music was the next theme to be considered. The next meeting on 19 November 2018 would have a data focus and an update would be brought to the next meeting in January 2019.
- 12.3. The Governing Body **noted** the minutes of the Premises and Health and Safety Committee that took place on 12 October 2018.
- 12.4. The Governing Body **noted** the Communications Committee was due to meet on 26 November 2018. Feedback from the previous meeting included discussion of the new Homework Policy and parental feedback; the increase in visitors and traffic to the school website; and recent neighbourhood matters.
- 12.5 The Governing Body **received** Lead Governors reports as follows:
- Safeguarding: The Lead Safeguarding Governor had met the school's safeguarding lead as part of the 12-point rolling programme in place. All Governors were reminded to be aware of the Policy for Managing Allegations Against Staff.
- ICT: The Lead Governor for ICT had met with the Headteacher today (13 November 2018) and visited the ICT suite. The equipment in place was very good although some investment was required to upgrade hardware such as tablets that were

included as part of the ICT upgrade/maintenance programme already in place. The new interactive TVs were valuable classroom resources and also had a longer life-span than the previous whiteboards that had been in place. The potential for additional investment in other cutting-edge technologies was also discussed, e.g. 3-D printers.

Inclusion: The Lead Inclusion Governor would be meeting Emily Gazzard on 16 November 2018 and a report would be given at the next FGB meeting in January.

GDPR: The Lead Governor for GDPR confirmed that all GDPR activities were on track and regular visits to the school continued to take place.

Link: The Link Governor raised the potential to log attendance by Governors at training and the potential methods that could be used. Shane Claridge agreed to investigate the possible options including an electronic repository or Governor only area on the school website.

STEM: Whilst the Lead Governor for STEM was not in attendance at the meeting; a feedback had been sent to the Headteacher on the recent Science Fair that had been very well attended and positive and would be repeated next year. There had been 56 stations available and all children who had wished to participate had been able to do so. The Lead Governor for STEM had passed on congratulations to all staff and thanked them for supporting the event.

Health and Wellbeing: An update would be brought to the next meeting in January 2019.

13. Policies

13.1 The Governing Body **approved** the Safeguarding Policy.

14. Governor Visits

14.1 Fiona Doyle had undertaken a visit to the After-School Club in early November to meet the new staff. The visit had been very positive, and the improvements already made were clear. Consideration was being given as to how more access could be given to the outdoor area during the Club's operational times.

14.2 Mike Greenwood had undertaken a History curriculum visit on 13 November 2018.

14.3. Dianne Bluemink had undertaken a safeguarding visit on 25 September 2018 to review the Single Central Record. It was confirmed the Headteacher also reviewed the SCR every half-term, in addition to the ongoing safeguarding checks. The Local Authority had also audited the SCR in the Summer 2018 term.

14.4 The Chair has visited school several times for meetings with the Headteacher; including learning walks for the science fair, a visit to the forest school in the Spinney, the Art room, the new pods and how they are being used, and a rehearsal for the Christmas show.

15. Governor Training

- 15.1 Safeguarding training would be delivered at the next FGB meeting in January 2019 by the safeguarding lead, Emel Ali.
- 15.2 New Governors were reminded to get in touch with Emel to ensure they received the correct safeguarding induction training.
- 15.3 Helen Walsh had completed safer recruitment training.
- 15.4 Maria Panayiotou would re-send the link to safer recruitment training to all Governors so that those who had not done so could complete it.

16. Any Other Business

- 16.1 There was one item of other business: sustainability.
- 16.2. Governors were asked to consider methods to save paper and increase recycling. This topic would be discussed at future meetings.

16. Dates of Future meetings 2018/19

16.1 The Governing Body **agreed** the following dates:

Meeting	Date
Curriculum Committee	Monday, 19 November 2018 at 6.30pm
Communications Committee	Monday, 26 November 2018 at 6.30pm
Resources/Premises and Health and Safety Committees	Friday, 18 January 2019 from 8.30am
FGB	Tuesday, 22 January 2019 at 7pm
Resources/Premises and Health and Safety Committees	Friday, 22 March 2019 at 8.30am
FGB	Tuesday, 26 March 2019 at 7pm
Resources/Premises and Health and Safety Committees	Friday, 26 April 2019 from 8.30am
FGB	Tuesday, 14 May 2019 at 7pm
FGB	Tuesday, 9 July 2019 at 7pm
Resources/Premises and Health and Safety Committees	Friday, 12 July 2019 from 8.30am

The meeting concluded at 8.45pm.

Signed..... Date.....

Appendix 1 – Action Log

Date added	Item	Owner	Date for next review
13/11/2018	Potential LA Governor candidates to be followed up.	Chair	Spring 2019
10/07/2018	Paul Beale to follow up potential to observe other local GB meetings.	Paul Beale	Autumn 2018
13/11/2018	Method to log governor training to be considered	Shane Claridge	Spring 2019
13/11/2018	Safeguarding training to take place at the next meeting	FGB	Spring 2019
13/11/2018	Governors questions/roles to be carried forward to the next meeting in January.	FGB	Spring 2019