Burrowmoor Primary School

**Full Governing Body Meeting**

Held on Thursday 14th December 2017 at 6.00pm

**Present:** A.Smith, T Jackson, A Pugh, T Whyte, C Holt F Delve

**Apologies:** E Liversedge, J Wing

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| **Item** | **Notes** | **Action** |
| **All reports were previously circulated unless stated** | | |
|  | **Welcome & Apologies for Absence**  Apologies given from EL and JW all present were welcomed. |  |
|  | **Declaration of Pecuniary & Non-Pecuniary Interests**  No new declarations were indicated. |  |
| **3.**  **4.** | **Minutes of the last Meeting & Matters Arising**   * Did EL take on the role of Safeguarding Governor? Yes and is in place   TW – educational visits and walk arounds – we always have notice when this is going to happen, do we have plans to have unannounced walk arounds? TJ - yes, all the time whenever JP is in and JW at will. AS - comes in unannounced and said its better to arrive when monitoring, then we can see what’s happening, all agreed.  CH – commented we have lots of boys in Reception. TJ - statistically nationally it does have an effect on standards, what we can do is alter the curriculum to be more appealing for them. We had a high proportion of boys in reception last year but we also had our highest GLD that year.  **Maths Policy**  The policy is in 2 parts, the first is the calculation policy last updated in 2016. The top part is literally taken from the national curriculum. The bottom talks about BPS, so it *is* different as maths changed so much and we want to include in the maths curriculum, learning, enjoyment, maths for life and with fluency reasoning and problem solving, we will see elements of all those 3. How to develop in the classroom - children should all be able to do maths and maths should be taught to each child, if we see a pocket of children or a majority we will work with them. See challenges and levels and incorporate languages into that. Problem solving is not just words it come in a variety of forms. There is a misconception of children that ‘can’t do’ at first and then they ‘can do’ at the end. JM teaches long division all the time, this is not something that is embedded. AS - introducing a new policy doesn’t solve problems; JM will now see with teachers planning, if not done today, she can revisit it tomorrow. Lessons planned ie, 30 children who can, 5 who can’t, 20 who are almost there – the 5 who can’t are the ones JM will work with.  SEN children will focus much more on fluency, incorporating problem solving with it. We want them to be able to count and add in the first place as they can’t do problem solving without this basic knowledge. We might do a whole week on shapes in yr2 but one lesson in yr6; it’s all about continuity, success criteria across the whole school, nearest 10, nearest 100, same rules – *examples given by JM.*  All children use square paper; the presentation and problem solving can look drastic, there is a balance between children working beautifully and those not showing their workings. It’s about getting to the end goal.  JM doesn’t want maths to become an algorithm, it has to have an impact, all work should be marked not just with a tick and unpick errors where it’s relevant.  TJ - also the final piece of work such as long division we don’t want to re-address.  AS – comments either you got it right or you haven’t.  **3 stamps** – green = don’t get it, we should see later on ideally in next lesson or someone addressing it, JM where possible within a week and wants to see comments leading to where their mistake is. AS - children will miss out if this is not picked up. Blue pen = they’ve got it.  If repeating the same mistake, it could be the times tables are not known although they know the method, they know the system, they just don’t know their times tables. Teach skills in maths and apply them where you can.  There is a wide range of manipulative’s, tried to encourage photos, you can see it but it also shows something concrete, the real push is for homework to nail the times tables, we cannot show end results yet, it is quite anecdotal. The current yr2’s will sit their times tables in yr4 so this is a crucial year at the moment.  TJ - this is online but not public.  60 computers are needed which we don’t have, TJ will have to go to NWA. AP – can we ask the Trust? TJ – The Trust have a big IT push at the moment.  Place value in the autumn – slip in other areas, then changes in spring term, gaps identified and check they have the courage at the end of the year. It is very different for each year group.  CH – are teachers doing this? TJ and JM yes – more written in retrospect but new guidance comes out so tweaked in line with this.  AP – very good – NWA identify those children and put extra classes on. TJ - we do in yr6 and we are doing PiXL.  AS – is it more a change of approach than a change of curriculum? AP - identifying a child’s needs rather than class needs is the key. TJ - If you can’t understand face value you can’t understand maths.  T differentiation is very subtle; you can’t always see it unless you study it. Resilience to problem solving is quite hard, JM is trying to get children to problem solve around it and resources have been bought specifically for them. You can’t move to the next curriculum in yr4 unless you get it.  2 papers – arithmetic and then problem solving. Review December 2018.  *Thanks to JM – policy adopted. JM left at 6.35* |  |
| **5.**  **6.**  **7.** | **Health & Safety Report**  Written by SBr which is pretty self explanatory, all work has been completed apart from radiators not working in some areas, new gates work by SIM card. Someone has been out today. Trust organised it by Joy. FD - new SIM cards are being put in tomorrow. Part of the new fence has been built over a man hole and needs sorting, pipe work has been replaced as it has all corroded.  Fire drill last one done was during assembly, the next will be done during a lunch time. AS – the easiest is during teaching time. TJ – we have one planned and we’ll be hiding a child, one will be on Friday when TJ is not in so we will see what happens.  There has been one accident where a child hit their head on the floor and was taken to hospital by ambulance. Children are given stickers in the medical room to alert the fact they have bumped their head. TW - on a medical front, I have been looking at paperwork and procedures to make them more child-friendly. TJ - we need to look at medical arrangements as children come in with hurt fingers/hands or tiny scratches and some parents might contact us to say their child had a scratch. AS - first aiders need to use their own judgement. TJ - we had a water leak through the KS1 roof; the insurance is paying for the books that got destroyed. AP – was this from the cold weather? TJ – it was from torrential rain a few months ago.  TJ – following a tip off the fire regs came in but all was good.  A Risk Assessment has been carried out as neighbours have back fence access to school car park, which is a historical right of way and the neighbours have been given the new code to the car park. AP - do they really have the access? TJ – the deeds were checked, but there was nothing to state the fact.  TJ – we need to buy emergency lights.  6) **Heads Report**  Amalgamation of 2 reports, loads of data. This is a make up of all the children in each year group. AS - the behaviour policy seems to be working well. Attendance is self explanatory which you can look in detail if you wish to.  A couple of staff have handed in their notice. We don’t need to replace. LW will be starting at a new school in Easter and we will replace as .6 position.  Addressing maths for the end of yr2 and yr6, JM is taking 12 of our most able who are doing incredibly well. We have just done 2016 SATs test, 5 already have greater depth. All agreed this is very good.  KS1 and Yr2 are working with lower attainment groups with the teachers and the pupils.  Long term for maths – if Ofsted came in now and looked at our data – they would recognise maths is an issue. Pixl edge starting in January which NWA also use.  Teaching and learning review - AR, JP, TJ and JW – anyone who got satisfactory, a lesson observation was followed up on, no one in Yr 1 and 2 were identified as good or better.  DB from the Trust is working with Yr1 – all down to planning which isn’t good. There has been lots of input in KS1.  AS - when are we next observing? TJ - January 17th. CH - do they know? TJ - yes.  Book scrutiny was done a couple of weeks ago and they had no idea.  The 4 categories for observations are:  RI = requires improvement  Good  Outstanding  Special measures  AR had a ‘niggle’ about EY. EY has had good twice in a row from Ofsted. TJ is to work with them and build them up. The Trust is going down the Early Excellence route which we’re buying into.  First visit from JT this week, we need to buy new stuff but see what we’ve got first, basic tables and chairs are poor, in terms of resources it might be better but needs rearranging.  Nursery, Pre-Nursery and wrap around are moving to be together. The 2 year olds are to move to the wrap around room and age 3+ will be free flowing between the two nursery rooms. This is a creative space and will be free flowed through it. Wrap around are to have their pay and hours increased.  AS – it’s a good idea to get someone from outside in to pick up on staff not liking each other. TJ- I have spoken to the two staff members who are working together better.  Areas of continuous provision should be out all the time, maybe change every 6 months.  Rooms are being redone and there will be 5 days of training on an Early Excellence course. JT will be coming in for 3 of these days.  AP – there is clutter throughout the school which is a fire hazard. TJ - training day staff are sorting this.  Lots of dedicated areas for DT, art etc. and also for Geography and History etc.  At the end of reception, those achieving can access what they need, those under achieving can go back and access what they need.  Plans for active learning across the whole school – *example of making a shoe given* – this is the same for all.  DT – children are making cages for vets to use, DT is about designing and making.  Plan for KS1 and EY. TJ – this might look strange at the start but we’re hoping it will work.  Children get full access to the curriculum using these continuous provision rooms.  By 17th January it will not be embedded but we will be observed teaching English or maths.  CH – is this being done now? TJ – the rooms are getting ready to start in January  Anti-bullying policy, HW adopted and tweaked it to what we’re doing in school now.  RE – this was taken from a Cambridgeshire policy and TJ sees no point deviating away from it.  RE is now being monitored and termly assessments are done; it is taught with as much vigour as other subjects and monitored with the same rigour.  Cloud system – TJ has spoken with JW and what he is doing at NWA, HH is looking into it with all the new data protection laws coming out. AP – is this data stored in the UK rather than the European Union and is this something across the Trust? TJ - not a trust thing, it’s the new law.  Sarah Rogers the safeguarding lead in Cambridgeshire recommends this and she doesn’t usually recommend anything.  AS – we are yellow as the new SENCo has not started yet. E-Safety is being delivered in January.  Lots of safeguarding audits were done in one day. The kitchen was looked at yesterday and we got a 5 star rating, we need to make sure staff attends more safety training. AP – we can do this in house.  TJ – we have put in a request to lease £6000 per year for laptops but we can’t afford it. AS – we need to look at how we can fund them.  Yr6 have done 2016 proper SATs and this looks very promising, nearly half the class are already working at end of year expectations. AP – this is a massive improvement. We have 62% already and hoping to get to 72%.  Problem – children in KS1 were accessed too high previously. TW – who did this? TJ – the person left 4 years ago.  AS – the best way out of this is to get good attainment and well above national.  AP - when are Ofsted likely to come out? TJ – we suspect spring 2019.  AS – we can say data was too high 4 years ago and we can tell our story of ‘this is where we were then and this is where we are now’. AP – we need be honest and address those past issues. TJ – we need to go with the last Ofsted which was RI, if we can show improvement from the last visit, we can show our significant improvements and go from good to outstanding in EY.  **Any other Business**  AS – the interviews for a new Head – March 2018. We need a job description for Head of School, has SD got JD – FD to check personal file. |  |
| **Date of next meeting**  Wednesday 10th January 2018 at 4pm – School Effectiveness | | |
| **Meeting closed at 7.23pm** | | |

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**ACTION POINTS**

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| **WHO** | **ACTION** |
| TJ | Book Scrutiny |
| TJ | Recalculate figures and rewrite SEF |
| Ash | Website refurbishment – to liaise with TJ |
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