



Reydon Primary School

Local Governing Body Agenda
Monday 27th March 2017 @ 6.00 pm

Chair:	Celia Eldridge	Clerk:	Elaine Szpytma
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Name	Governor Type Trust/Parent/Staff/Associate	<u>P</u>resent/<u>A</u>pologies/<u>A</u>bsent
Carol Andrewes	Trust	P
Celia Eldridge	Trust (Chair)	P
Andrea Hall	Trust	Ap
Gillian Simmonds	Trust	P
John Verity	Trust (Vice-Chair)	Ap
Alison Hurren	Staff	Ap
Catherine Millward	Staff	P from 6.15 pm
Jo Viner	Headteacher	P
Olivia Roffey	Parent	P
Adele Colman	Parent	P

In Attendance

Nicki Mayne, School Business Manager
Linda Ellis, Deputy Headteacher

Reydon Primary School Local Governing Body
Agenda Items / Minutes / Actions

Monday 27th March 2017 @ 6.00 pm

Agenda Item & Associated Challenging Questions	Items Discussed	Action	
Governor Training Item	<p>The meeting commenced at 6.09 pm; governors received an introduction to the new website and a demonstration of how to login and access the governors' page on the website and the private governors' zone. All governors have been sent their login details. Governors noted they need to log into the website to access the governors' zone, once logged in it is possible to access personal documents stored in the governors' zone. The headteacher summarised information available on key areas of the website, more recent information appears at the top of a page, there are external links to key sources eg ALT. Governors noted there is a link to the Parent View Ofsted page and an IT room will be set up on parent's evening to enable parents to complete the survey.</p> <p>CM arrived at this point in the meeting (6.15 pm).</p> <p>Governors noted time has been set aside within the staff meeting agenda to enable class teachers to update their own class pages.</p> <p>Governors confirmed their approval of the website and thanked the headteacher for a helpful overview.</p>		
1.	Welcome from the Chair and Apologies for Absence	The formal meeting commenced at 6.21 pm. Apologies for absence received from Andrea Hall, Alison Hurren, John Verity; governors consented to the absences.	
2.	Declarations of Pecuniary Interest	There were no declarations of pecuniary interest relevant to items on the agenda.	
3.	Minutes of Previous Meeting and Matters Arising	<p>Minutes of last meeting: The minutes of the previous meeting were approved as an accurate record.</p> <p>Matters arising:</p> <p>Item 3 – Matters arising:</p> <ul style="list-style-type: none"> • Glossary: The glossary has been completed, copies are available from the 	

	<p>CE: Has the soft start, referred to in the last meeting been started?</p>	<p>school office.</p> <ul style="list-style-type: none"> • Membership: GS has provided a copy of challenging questions. • Policies (Sex Education & Relationships): OR has visited to review resources. • Review of Policies: JvR has reviewed policies <p>Item 4 – Membership: CE confirmed as chair, JvR vice-chair, the clerk has updated the membership details.</p> <p>Item 5 – Review of pupil premium: An update has been included on the agenda for this meeting.</p> <p>Item 6 – Review of PE premium: An update has been included on the agenda for this meeting.</p> <p>Item 8 – Headteacher’s report: The governors’ area of the new website has been populated with information, demonstrated at the start of this meeting. Governors noted the headteacher is not able to deliver safeguarding training, this could present a conflict of interest. This has been included on the agenda for the headteachers’ meeting and a request made for another headteacher to deliver this.</p> <p>Item 11 – ALT business: The clerk has circulated the links to the DfE documents.</p> <p>Item 13 – Any other business: Pen portraits have been provided for inclusion on the governors’ page of the website. CE has signed policies.</p> <p>Soft start has not started yet. For younger children the school will need more than one adult in the class to ensure everybody is engaged during the extra time in the morning and it will be necessary to revisit TA contracts with regards to working hours in order to accommodate this. This has also coincided with the ALT review of pay structure and gradings. With the other priorities the school currently has this is too big a job to undertake at this time but is something the school would like to take forward to implement in the future.</p>	
4.	Pupil Premium	Governors received an update on pupil premium from the headteacher. Governors noted in some areas pupil premium children are outperforming	

		<p>non-pupil premium children; gaps relate to children who are pupil premium but also SEND. The school must close the gaps for SEND children as well. The focus this term has been SEND related, a SEND learning walk has been completed with GS which was followed by a staff meeting where individual support plans were reviewed to identify how consistently they were being applied. SEND children will move in smaller steps but individual support plan targets should not be ongoing, the school is trying to ensure targets do not extend beyond six weeks. Staff training has taken place for this and targets have been reviewed and rewritten. A learning walk has been conducted to review the new ISPs to check what is happening and how children are responding to interventions in place.</p> <p>As an outcome of the review an intervention monitoring sheet has been introduced which includes an overview of interventions ie date, activity, outcome (which is graded); these are now held in class folders to monitor the impact interventions are having. Another outcome of the review identified that targets are not always being shared with children in a meaningful way. To be effective targets need to be shared with parents, other adults and children. A target booklet has been developed to record information; children have no more than three ISP targets at a time, when these are achieved this is noted in the booklet which facilitates discussion with the child.</p> <p>The headteacher has visited Red Oak School, who recently had a good Ofsted outcome for their work with vulnerable groups. Discussions have taken place with the SENDCO at Red Oak to review what they do.</p>	
5.	<p>PE Premium</p> <p>CE: What clubs are being run at lunchtime?</p>	<p>Governors received an update on PE premium.</p> <p>The school is trying to think of innovative ways of spending the PE premium funding to allow all children to access PE. Since the last meeting the school has been running sports clubs at lunchtime for all year groups to take part in. Clubs include tag rugby, football, basketball, and netball and are all adult led. Governors confirmed their approval.</p> <p>Governors noted a member of staff is also completing a level 5 PE qualification. PE premium money is being directed towards this to help develop staff who don't feel confident about their PE knowledge. The course is expensive but will be of benefit once this member of staff completes the</p>	

		<p>qualification, the school will have an additional specialist PE instructor to take PE sessions which will be an extra resource for the school.</p> <p>The school is offering golf, an external coach is coming in to help with this. Tri-golf training has been completed, the school is buying equipment to run Tri-golf for the children. Suffolk Cricket Board are doing some whole class cricket coaching. A PE instructor, who is also a tennis coach at Southwold Tennis Club, comes in one day per week. The school has an indoor curling set bought with PE premium funding last year, KS1 are having curling sessions in the hall.</p> <p>The focus is about involving all children in sport. The school attends many tournaments which require transport, parents are not charged for transport this comes out of PE premium and enables all children to participate in sports events with other schools. The school is buying into Suffolk schools partnership for next year as well.</p> <p>Governors agreed a variety of opportunities were being provided for children to engage in sport and confirmed their approval.</p>	
6.	Review of Data / Pupil Progress	<p>Governors received an update on data/pupil progress, a copy of the data report (previously circulated) has been included in the minute book.</p> <p>Attainment has been included in the data, this has not previously been included in data presented to governors. Governors noted progress is good but historically the school, is dealing with children who have come through the school with an ineffective curriculum and ineffective teaching. These children are not performing at the expected level, this is particularly so in years four, five and six. Governors noted if children are making expected progress attainment figures shouldn't change; to get children at expected levels they need to make accelerated progress to catch up on attainment. Governors noted the impact this has on the data.</p> <p>Attainment is much stronger in years one, two and three, there are still some areas to develop but these children are not as far behind as years four, five and six. Attainment is improving, particularly in year 6 where the children were at low starting points. KS2 statistics are released in May, to achieve expected standards in KS2 year six must be secure within the bands, which may be difficult to achieve by May.</p>	

<p>CE: Year two is interesting?</p>	<p>There are two children in year two who are making small steps in progress and are receiving additional support. One child was absent for almost the whole of the last half term, for various reasons, which has had an impact on Maths; one new child is not at the expected level for maths and writing; one child has extenuating circumstances which is affecting learning. Other children are making two steps of progress but within this five children are not contributing to this at all, this is a small class and this is having an impact on the data. The school is providing additional maths to help children and will be providing additional writing next term. These are extenuating circumstances and the school has data to support this.</p> <p>EYFS is assessed in a different way, children work to a different curriculum. Data is tracked in a different way; six month milestones are being applied for reception children. Attainment is high, the number of children demonstrating a good level of development in reception will be good. The school is being moderated for EYFS data, the moderator will pick five children and the school will present evidence for these five children. There are no concerns about this, the school has evidence for these children but is being more cautious than confident with some children until more evidence is available. Governors noted the school anticipates year six may also be moderated.</p>	
<p>GS: Year four is still a concern but no red areas?</p>	<p>In year four there are twenty-four children in the class and three adults working with this class. Children are receiving more contact than they would usually have and progress is improving. The school is above expected levels progress in all groups for reading; SEN and pupil premium are in line with peers and the gap is narrowing. Data from December, shown in brackets, demonstrates children are making progress for this term after an incredibly slow start. The additional teacher brought in to support year four is having an impact but has only been here for a few weeks. This teacher will be supporting year six with their SATs after Easter and then will continue to support year four. Governors noted the additional teacher is enjoying their work at the school and is a valuable asset to the school.</p>	
<p>CE: In previous meetings governors were made aware year four were under achieving. Now the situation is being addressed and an</p>	<p>The data for year four shows children made above expected progress in reading, maths and writing over the last term. Attainment is beginning to improve and children are starting to catch up, this will only develop over time. The headteacher has invested in training for a supply teacher, who has</p>	

	<p>additional teacher has been recruited. What impact has this had and how can you prove positive progress?</p> <p>GS: KS1 data shows children are making very good progress, how will this be maintained throughout KS2?</p> <p>CE: How will the school cope in future should there be a poor cohort?</p> <p>CE: Progress to year two, a limited number are working at greater depth. If this is a cause for concern how is this being addressed?</p> <p>CE: When analysing information course leaders mention TAs are less useful when in class and more effective when used for intervention work. If TAs work in this way are they given time to liaise with teachers?</p>	<p>completed a maths mastery course to develop some concrete pictorial abstract methods of teaching maths and has visited other hub schools to look at maths teaching/books. Governors approved the approach.</p> <p>The last data recorded for attainment for year three (last year's year two) records 83% in reading last year, this remains the same; 80% in maths last year, this has increased to 83%; 74% in writing last year, this has increased and is expected to be at 83% this year. Teaching is strong in year three, the combination of good teaching and work completed on mastery and challenge ensures these children maintain progress made.</p> <p>The school will continue the same approach of rigorous monitoring, training, reviewing pupil progress, conducting book scrutinies and providing support for teachers. Teachers need to be supported to deliver outcomes for children. The school has really good teachers now who need to become outstanding teachers to ensure outstanding teaching is embedded across all areas of the school. This can only be achieved by rigorous monitoring and support.</p> <p>In year two the school is just below national for reading and above national for writing and maths. Greater depth comes from pace and challenge training across the year and the school has prepared for this eg the data dashboard for KS1 is not showing greater depth, but now these children are in year three there are significantly more children working at greater depth than previously; the data is in line with national data. The same applies for year six.</p> <p>The school has seen TAs in classes working really effectively. The teaching standards relate to deploying adults effectively, if TAs are not being used effectively in class this forms part of the teacher's performance management and is challenged. Children should have access to teaching by a trained teacher, sometimes teachers will work with support groups and the TA will work in the classroom with support from the teacher. Learning walks indicate TAs are working effectively in school. Part of the remit for teachers is to ensure all adults are actively engaged in pupil progress. Performance management for TAs has been introduced, each TA has targets linked to the SDP and has a shared responsibility for pupil progress. Award of a pay rise is dependent on children in class achieving expected levels.</p>	
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	<p>CM: How is the school preparing reception so they are year one ready?</p> <p>CM: Pupil premium children are consistently making better progress compared to non-pupil premium children, why is this?</p> <p>CM: KS2 progress and attainment are a concern, what actions have been added to the SIP to address this?</p> <p>CE: Is the staff member running this able to take a proper lunch break?</p>	<p>To prepare reception for year one there is an ethos at the school where reception are involved in whole school life. Reception children attend whole school assemblies three times per week and share a playground. Year six children come in at lunchtime to help reception children with their coats, drinks etc. This ensures these children feel part of school life and are actively involved in every day school life. TAs rotate between reception and year one and a year two TA provides some cover. Children are used to seeing other staff members particularly staff members from KS1. There are shared activities between reception and year one and the school is teaching the same phonics programme consistently across both year groups, this was the focus of a recent learning walk to ensure the teaching in the autumn term of year one is consistent and is still following the early years' curriculum for some children not at the expected stage of development.</p> <p>Governors were referred to earlier discussions and noted it is difficult to obtain trends from one year's data. Last year pupil premium children in year six were very bright, this was a very strong group academically who had been all the way through school. The data is not a true reflection but this is something the school tracks very carefully to ensure the pupil premium plan responds to individual needs.</p> <p>Governors noted the school buys into the Pixl resources and consultation for intervention and testing materials. Children are more exposed to materials which will be used in KS2 SATs. The school is supported by consultants who monitor the school's progress with this. Lunchtime groups are held for punctuation and spelling, the children have enjoyed these and the school now has groups for maths homework. The staff member involved enjoys doing this and is keen for the children to do well. The staff member is supported by a TA and the headteacher and can take a lunch break.</p> <p>After school booster sessions and two Saturday morning sessions are planned after Easter. The school has purchased booster materials ie SAT buster books, online programmes eg MyMaths punctuation and spelling. Progress is tracked for every child from starting point to current progress and interventions in place. After every half term assessment level questions and responses identifies the percentage of children who are answering questions correctly. A timetable of interventions is in place for key marginal children, there are at least eight groups taking place each</p>	
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	<p>CM: It was mentioned that schools need to look at how they are teaching and assessing Science - particularly important for KS2 to prepare for High School. How are we teaching and assessing the subject?</p> <p>CE: Subject leaders will start from next year?</p>	<p>week. The year six teacher has attended the Pixl conferences to share strategies from other schools in addition to cross hub standards meetings.</p> <p>The focus across KS2 does not just relate to year six, the school is looking at the curriculum and teaching to improve what is happening across the school which reduces the need for having to put interventions in place in year six. The focus is on the Key Stage 2 curriculum which needs to be embedded from year three onwards. The ALT Director of Primary Standards has visited recently and reviewed attainment in year six related to historical data. Observations took place, interventions and approaches were discussed. The review confirms progress for year six is above the expected two averages steps progress and the school is doing everything it can do to address issues.</p> <p>The school needs to look at how it is teaching and assessing science, particularly in preparation for high school. LE is science coordinator; LE explained opportunities are being identified to ensure the English and maths curriculum is being used effectively to support science. Book scrutinies are being completed to review what is being taught, how it is being taught and that marking is consistent with the school marking policy. The school has purchased £800 of new science equipment and LE has completed training around the knowledge required for science and new curriculum bands which focus on scientific skills.</p> <p>Teachers are being encouraged to look at the scientific knowledge children need to know for a topic but then focus on the scientific skills required when teaching the session. At the end of year two there are six statutory requirements children must meet to be working at or towards expected standards. Governors noted next year is a sample year and 25% of schools will be picked for sampling for science. The school is considering buying in a half termly assessment eg Rising Stars to ensure all elements of the curriculum are being taught. The long-term plan involves ensuring the whole curriculum is covered for each year group each year. One of the focuses of learning walks next year is to look at the quality of what is being taught in relation to science. The school has to ensure science is embedded within the curriculum but it is important not to rush this. Subject leaders will be in place next year. Governors confirmed their approval and noted the school has plans in place for improvements going forward.</p>	
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7.	Reports from Sub-Committees/Governor Visits	<p>Finance Committee: The committee met on 27th February.</p> <p>Budget 2016/2017: Governors reviewed the current budget position and noted there is an overspend in some areas but the school predicts an overall surplus. There is a healthy predicted end of year carry forward.</p> <p>Budget 2017/2018: Governors reviewed the preliminary 2017/2018 budget proposals. The figure for income has only just been received and it is still too early to provide a detailed budget plan, a draft plan should be in place for the end of March. The school has a high carry forward for this year but early indications are there will be an in-year deficit. The school roll is increasing which will have a positive impact on the budget position.</p> <p>Pupil premium and PE premium spend: The committee reviewed pupil premium and PE premium spending, an update has been provided at this meeting.</p> <p>Risk register: Governors reviewed the risk register and agreed this was looking much healthier and demonstrated improvements made. The risk register is reviewed termly by finance committee and annually by full governing body. The committee agreed the risk register should be brought to full governing body at the first meeting of each new academic year.</p> <p>Premises plans and updates: The committee received an update on premises and noted several issues involving asbestos have been resolved; a new legionella risk assessment is to be completed; new traffic signs will be installed over the Easter break.</p> <p>HandSAM: Issues with the reporting system have been resolved and all actions are up to date.</p> <p>Health & Safety: The committee received an update on health and safety issues. Good progress has been made with the health and safety audit action plan, some premises issues are still outstanding.</p> <p>Uniform policy for cleaning staff: The committee discussed whether cleaners should be required to wear uniform and agreed cleaners should wear badges but it was not necessary for them to wear a uniform, the school will ensure the clothing worn allows cleaners to undertake their tasks safely.</p>	Clerk agenda October 2017
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		<p>Spot check on health and safety policies: JvR has completed a check and will provide a written report to enable any issues to be addressed.</p> <p>Policies: The committee approved the Contract Management Policy and noted the school is registered with the Data Protection Commissioner and has adopted the ALT Data Protection Policy.</p> <p>Personnel Committee: The committee met on 27th February.</p> <p>Performance management: The committee received an update on performance management for support staff. Reviews are due to take place on 9th March, recommendations for pay awards will be brought to the next meeting.</p> <p>Staffing: The committee received an update on staffing and reviewed staffing opportunities for September.</p> <p>Governor Visits: Governors received an update on governor visits completed since the last meeting.</p> <p>Andrea Hall: Visited to look at SDP/SEND work following a learning walk and an update on staff wellbeing. AH had raised concerns in relation to the headteacher's workload, governors noted this has led to a redistribution of tasks in the short term which will be reviewed going forward.</p> <p>Olivia Roffey: Visited to attend a celebration assembly on 6th February. For the benefit of governors OR explained the focus of the assembly and activities. Children were well behaved throughout the assembly. A report has been completed.</p> <p>Gillian Simmonds: Visited to attend two celebration assemblies and a shared reception afternoon followed by a topic fare. GS has been involved in two book scrutinies, one of which had an emphasis on science and the other on writing and completed a learning walk for SEND.</p> <p>As part of the learning walk GS visited each class and observed children working sometimes 1:1, sometimes with a teacher and TA. The headteacher completed a detailed report on each child after the learning walk which included monitoring progress made and whether this is good or accelerated, whether the child is meeting next steps, resources provided, whether extra intervention is needed.</p>	
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		<p>The headteacher compared what was happening in the classroom to the information in the SEND report and the school offer. In year three a maths memory book has been introduced to enable independent problem solving; the headteacher confirmed this has been successful and may be introduced in other groups for children making slower progress.</p> <p>The headteacher provided an update on the range of activities being completed, this was a very useful exercise.</p> <p>Celia Eldridge: Visited to discuss safeguarding issues and reviewed an anonymised safeguarding list. This is usually completed once per term. CE completed a learning walk and visited every class, looking at various aspects of the session. Feedback given to each teacher was positive ie 'what went well', 'even better if' and related to individual targets. This was a good visit, everybody appeared to be on track and making progress. CE also attended a data dashboard meeting to discuss challenging questions which were posed at this meeting.</p>	
8.	Additional LGB Papers Including Review of Policies:	There were no policies for review at this is meeting.	
9.	ALT Business	Governors noted the date of the next ALT governors' hub event will be held on 10 th May 2017 at Carlton Manor.	
10.	Future Events	The headteacher will circulate the calendar of events to governors; this is more detailed than the calendar on the website.	Headteacher
11.	Items to be deemed as confidential	<p>Staffing: Governors received a verbal overview of confidential staffing issues identified in the data report, a copy has been included in the minute book. The Headteacher confirmed staff members present were aware of the staffing issues and governors agreed it was appropriate for them to stay for this item. Governors reviewed arrangements in place to resolve issues and confirmed their approval.</p> <p>Safeguarding: Governors noted safeguarding issues identified in the data report, a copy has been included in the minute book. Governors noted the school continues to monitor and refer children where there are concerns. Governors received an update on homophobic and racial incidents and recorded incidents of bullying, noting there are no</p>	

		major causes for concern.	
12.	Any Other Business	<p>Recruitment of governors: CE confirmed she had approached the vicar at St Margaret's Church about becoming a school governor. The vicar is currently overwhelmed with work but is very supportive of the school and has indicated this is a possibility for the future.</p> <p>There was no other business, the meeting closed at 7.42pm.</p>	
13.	Date of Next Meeting	<p>Full Governing Body: Monday 8th May 2017 at 6.00 pm</p> <p>Personnel Committee: Monday 22nd May 2017 at 4.00 pm – Aps CE for this.</p> <p>Finance and Premises Committee: Monday 22nd May 2017 at 5.00 pm.</p>	