



**BROAD OAK PRIMARY SCHOOL
Full Governing Body Meeting**

Date of meeting: 6th February 2019

Quorum: 6 (met at this meeting)

Chair: John Janulewski

Clerk: Jenny Adie

Pages: 7

Signed: _____ **Date:** _____

Present Governor	category	end of term	present(P)/apologies(Ap)/absent(o)		
			12/9	11/12	6/2
Kim Burrell	Parent Governor	11/12/20	P	P	P
Alessandro Patti	Parent Governor	27/6/21	P	P	P
Debbie Plowman	Parent Governor	14/5/22	P	P	Ap
Jake Stoyle	Parent Governor	21/5/19	P	P	o
Kevin Corteen	Headteacher	ex officio	P	P	P
Lisa Walker	Staff Governor	14/1/22	P	P	P
John Janulewski	LA Governor	8/3/20	P	P	P
Mike Dore	Co-opted Governor	14/5/22	Ap	P	P
Ann Johnson	Co-opted Governor	4/5/22	P	P	P
Richard Osler	Co-opted Governor (Staff)	4/5/19	P	P	Ap
Chris Pyle	Co-opted Governor	25/11/19	P	P	P
James Wilson	Co-opted Governor	25/11/19	P	P	Ap

Apologies

Richard Osler, Debbie Plowman, James Wilson
Mike Dore to be late.

Apologies formally accepted.

2. Declaration of any Pecuniary Interests in the items on this agenda

No Pecuniary Interests declared.

3. Minutes of the previous FGB Meeting, on 11th December

Minutes agreed and signed as a correct record.

3.1 Matters arising from the minutes

SEN presentation:

Q. Is the School writing a letter or statement about the SEN position?

JJ had booked a meeting, but the School was shut for snow. The meeting will be rearranged.

Item 14.1 Co-opted Governor vacancy

A letter has been sent out to parents, but there was no response

It is important to fill the vacancy. KC could put out another letter to parents, not asking for financial expertise, just interest in joining the GB

Kim Burrell will ask at the University and report back to KC.

Item 14.2 Annual Report to Parents

Governors want a meaningful report, coming out of work done.

4. Headteacher's Report

Sent out with papers.

Pupil numbers

There has been a slight increase in numbers. They have admitted rising 3s, who will have 5 terms in Nursery. Significant numbers of children have come in to Year 2 and Year 3. Two children are waiting for a space at their preferred school.

Q. Is this a geographical issue?

It can be. Children are waiting for places at Ladybarn and Green End, they are living locally to those schools but there are no places so they were allocated to Broad Oak.

Progress update

The way the spiral curriculum works means that by this time of year, Teachers have covered the first phase of the curriculum, they can have a good idea of how children will achieve by the end of the year.

Year 6 progress results are based on a SATs test; they achieved 67% this year against 61% at this point last year so this is looking promising for end-of-year results.

Q. The% in brackets are predictions? How are results predicted?

By looking at the child's performance last year, and if the child is making expected or accelerated progress, and they also use FFT data to give a target for each child. The cohort for Year 2 is changing with children coming in. Year 6 is stable, with 2 classes and no spaces.

Children receive interventions if they are not progressing as expected. Interventions are monitored for impact, and discussed at Pupil Progress meetings.

Q. How accurate have predictions been in the past?

They are a few years into using Tracker now, they are confident, they see progress in the summer term in the second cycle of the curriculum. Progress in books shows the point the child is at now, outcomes in previous years show that school has achieved results as expected.

Disadvantaged pupils' achievement shows a gap, a prediction of around 56% Combined against 67% for the whole group. Intervention in Year 6 is focussed on narrowing the gap.

Behaviour and Safety

Attendance is similar to last year, but Persistent Absence is reduced. There is a variable picture between classes. Attendance is good at the top of the school. Some of this is because parents have gone back to work and it is no longer easy to keep children at home. There are also more children coming from further away, lower down the School. They have put strategies in place, sending letters, fining where appropriate. There are now 15 children 1% below 90%, they will target them to get them out of PA.

Q. Is there anything Governors can do to help? A Governors' Panel for parents to

attend?

LW is responsible for Attendance. It is good that she also works on EHA and welfare, so she can combine approaches looking at welfare factors as well as addressing lateness. A number of families are persistently late, the children's attendance shows as about 60%, though they are actually in School. There is no longer provision to signpost families to, for support.

Teaching and Learning

Assessment against the Quality Framework has been done, and shared with Teachers. There was a recent Aspire review with KC and an Aspire Lead; they saw children's marking in their books.

They have focussed on Maths, but have not yet finished due to Staff absence.

They have introduced Reading Plus to Year 6, KC met with the Link person today, the early data looks very promising. It is a Reading package: the children take a test on comprehension and fluency which gives a Reading Age; children are then introduced to a band of texts in various subjects, they can choose which they prefer, then the package monitors their reading, and gives 'coins' to the children and when they have achieved enough they can move to the next level. It is not replacing use of books, but some Year 6 children do not enjoy reading, but are enjoying this; it is competitive, it can be done at home and at School, some children have moved 2 or 3 levels since January.

They are minded to move the package into Year 5 and Year 4, using it twice a week in School, and more at home. It gives a consistent assessment system for Reading, with clear banding.

Q. How do they measure fluency?

It is about Reading speed. Children do a quiz after each piece to measure comprehension. If a child is reading quickly but not understanding, the Teacher can slow down access to the text to slow the reading. It also shows the reading domain the child is struggling with, then the Teacher can bring together a group of children with the same gaps or issues and teach them together.

The package is cloud based, it can be accessed on laptops and iPads. They have started with Year 6, there is Government money coming which KC suggests using for a server and a new wireless system, then they can use the IT budget to get more iPads. The present system could not take more machines.

They have raised expectations for **EYFS Reading**, they want children to be Year 1 ready, confident within Phase 3 of Phonics and ready to move to Phase 5 in the summer for the Phonics test.

School is now using **Picture News**, £109 for a year's Licence. There is a weekly newspaper, an assembly on a discussion question available via their website, for use at home and tying into classroom debates in School. All questions are around British values so the programme meets this as well, it is very successful.

Leadership and Management

Disadvantaged Learners are a particular focus, SLT have given written feedback to Teachers. They are particularly looking at quality first teaching, looking at planning to make sure Teachers are engaging these children in whole-class teaching.

KC had a day with Tracy Higgins from Aspire on lesson design, looking at barriers for Pupil Premium learners, for example using a video clip for something children may have no experience of. They use RAG cups, making sure children move themselves on.

They have been working with St Paul's on boys' engagement with the curriculum. This has been very positive, there is a different feel in EYFS, boys are writing, and writing is taken out into other areas.

When SEN pupils were taken out of data, the gender gap disappeared. This is due to more SEN children being boys, not boys' performance being generally less good. They need to be able to demonstrate this.

School community

Mrs Noad is retiring, she has recently been teaching computing in PPA. They are looking at different models of PPA, maybe a day a fortnight, rather than half a day a week. They would need teams to get together on a weekly basis. This will be trialled in the summer term. **(Mike Dore arrived, 17.50)**

They are looking at Phase Leaders doing PPA, increasing their working knowledge of the curriculum, this will also be trialled in the summer term.

Mrs Junaid has returned from maternity leave. Mrs Collins has broken her leg. Mrs Junaid has Year 2 experience and is covering.

5. Finance update

Finance information sent out with papers.

CW reported that they had hoped to recover the deficit this year, under the first plan, but saw by Period 6 that this would not happen. One big change is what they are having to spend on TA Supply; there has been a lot of absence, one long-term and a few shorter term; the deficit at the end of the year will be more than was planned. They have 2 years to address the deficit, but had hoped to do it in one. If they keep talking to the LA they may be able to take it into 3 years.

The report has been submitted to the LA.

There will be less income with smaller Reception numbers. They will be reviewing the budget and submitting another Plan.

Q. Do we know if Staff absence is similar to other schools?

It is higher, but there are considerations. A TA in the Resourced Provision had an injury caused accidentally by one of the children, a child with ASD and SEMH in the wrong setting. They have to cover in the Unit, it is not an option to not cover. The majority of TAs are doing 1:1 cover so have to be covered if absent.

Q. Is there any suggestion of a grace period given because of funding issues?

None. They will continue to talk to the LA. There is an in-year surplus of £30,000.

Q. Is the School able to apply to the Education Endowment Fund?

This is only for Academies. They have put in a bid for support for SureStart. They are now charging for Clubs, which has not impacted take-up.

Q. Are they looking at use of school facilities, at the last meeting they said they did not have opening/locking-up cover?

They will be looking at having provision in place. The Library has moved, that space will be developed.

They are looking at what FOBO can do for more-sustained fundraising.

MD found information on support for disadvantaged children in Primary schools, CW will look at this.

Action	Clare Whiting	To send information on the SureStart bid to the Chair.
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5.1 Benchmarking

Information sent out with papers.

6. SFVS

Sent out with papers.

This is an update of last year's return. CW met with JJ and AJ to go through it.

Governors agreed to ratify the SFVS return.
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7. Policies for approval**7.1 Complaints Policy**

Sent out with papers.

There is no change to the Policy after previous extensive review.

Governors agreed to ratify the Complaints Policy.
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7.2 Mental Health Policy

Sent out with papers.

The Policy was drawn-up by Kim Burrell.

There was a query about inclusion of the offer of a day off without pay, with provisos to ensure staffing levels.

Q. What is the Staff reaction to the Policy?

It is positive.

Governors agreed to ratify the Mental Health Policy.

8. Drone Video

KC played a video of the School grounds taken by a parent using a drone.

(Alessandro Patti left, 18.34)

9. Any other business**9.1 Continuation with Aspire**

The School is coming to the end of the 3-year programme. At the last Leadership meeting schools were asked if they were interested in continuing, to a bespoke design; 4 of the 6 schools were interested. Aspire have produced a 12-month programme, with 3 network days, one development day in school, and an annual Peer Review. The cost is £2,300 for 4 full days. The School has paid £5,000 per term for the last 3 years.

The SLT would like to continue with the programme. They find real value in external validation.

Governors agreed the value of continuing with the Aspire programme.

9.2 SLT Supervision

The Team in the Resourced Provision have supervision. LW, KC, RO, and Thaley also work with child protection, they have looked at an offer of a programmed termly session for each SLT member and LW, and one well-being session per term for an audience as the School decides.

The cost is £1,600 for a year's programme. This is from Signpost Coaching Services, KC has worked with them before; there are other offers, which KC will look at.

Q. When would the programme start?

Possibly from Easter.

Q. Could they come in to support with the parent event?

KC will talk to Kim Burrell about this.

Governors agreed the principle of Supervision for senior Staff.

9.3 Health and Safety

Ann Johnson and Clare Whiting meet each half term to discuss what needs doing, and what can be afforded.

CW reported that the LA phoned last week about a new kitchen, they will be putting-in a modular building with new appliances, in a different place so the kitchen continues to operate. They will demolish the old kitchen when the new one is in service. They hope the work will be done within 12 months.

Q. Who was CW talking to about this?

CW was reporting on the wood condition, and the leaking roof. LA H+S came out and said it was a risk, and it is now on the LA list of projects for funding.

The building has other leaks, including the Hall roof; they have it mended but cannot afford replacement.

Development**10. Focus on disadvantaged pupils in light of Ofsted 2019 guidance**

Information sent out with papers.

11. Monitoring of School Improvement Plan priorities

Not discussed.

12. Governor skills

Skills Audit would be part of movement into Committees; Governors can ask for any training needed.

13. Peer Review

School had a day looking at curriculum and Reading, with ten Staff, two Aspire school Headteachers, Tracy Higgins the Aspire Adviser. Ann Johnson and Debbie Plowman, Governors responsible for Curriculum and Reading, also attended. It was a very positive day, they saw lessons from Reception to Year 6, with a focus on Guided Reading. All sessions were at least good, strengths include fostering independence, pre-reading activities, engagement of Year 6 with Reading Plus; Reading records are very detailed. They felt the children enjoy reading. The children asked to be read to more; this is variable at present, it will be brought in related to topics.

Ann Johnson reported on the Curriculum

The Curriculum Lead explained that where Ofsted had said the children could not tell which subject they were learning, now under a topic each area is labelled with the subject so children have a good idea now of what is included in a subject area. In professional development they have developed banks of resources, the objectives are building blocks for what to include in a subject, Teachers can see where children are up to. They are using Cornerstones as the basis. Children now know the purpose of what they are doing.

Official end-of-day feedback was that all children were engaged, enthusiastic and motivated; there was clear evidence of high expectations and greater depth of understanding, reasoning and justifying; subjects in topics were clearly identified; KS2 showed a good work ethic, children could talk confidently about what they were learning.

Staff were clear about outcomes and next steps.

Areas to think about: differentiation; increased opportunities to demonstrate greater depth; vocabulary organised into subject headings; children still need to be clearer in some lessons about the links between subjects and the purpose of an activity.

Visitors commented on the children's good behaviour, good manners, and good relationships between Staff and pupils.

14. Future pattern of work for the FGB

JJ told Governors that the GB needs to rationalise the way it works. Will the way the GB works now address the new Ofsted demands? The GB needs to be able to show that Governors are involved. There were 17 backing papers today, only 3 of which related to performance.

Health and Safety needs to be part of someone's remit.

We do not want to go back to having Committees then discussing issues again at FGB.

JJ suggests 2 teams, one Finance, one School Improvement /Curriculum, both with decision powers, with decisions just reported to the FGB, not discussed again.

There is space in the meeting structure with one meeting every half term. There are also Leadership Team meetings, though these may stop with a committee structure. Each group needs a Chair.

KC thought that the GB had lost something with the present arrangements. The School Improvement Committee used to have presentations, and did useful work; there is less room for this at GB meetings.

Q. Where does JJ see SIP priorities sitting?

Almost on an individual basis, according to availability of Governors.

JJ and KC will meet to decide the areas to go into each Committee, and discuss clerking with the Clerk. Governors can tell JJ and KC about any particular interests.

Information about the structure will go out when the first decisions are made, then Governors can email responses and there can be discussion before this comes back to the next meeting.

Action	John Janulewski Kevin Corteen	To meet to decide areas of work for Committees, and membership; To send information to Governors.
Action	All Governors	To respond to the information about Committee remit and membership.
Action	Clerk	To put working structure as the main item on the next agenda.

next meeting:

Thursday 21st March

Tuesday 14th May

Wednesday 10th July