**ELEANOR PALMER PRIMARY SCHOOL**

**Minutes of the**

**Full Governing Body Meeting**

**Held on 2 October 2019 at 6.00pm**

**Apologies received:**

Matthew Lawrence

Rosie Thomson

**LB Camden**

Boris Telyatnikov

**Parent**

Charlie Condou

Flora Cornish

Rifca Le Dieu

Christophe Frèrebeau

Nanouche Umeadi

**Staff**

Kate Frood, Head teacher

**Co-opted**

Jennifer Allan – Chair of Governors

Tim Peake

Shanti Fricker

**Associate members**

Sally Hill

Natalie Stevenson

**Also present:**

Tania Voaden, Clerk

**1.00** There were no declarations of interest.

**1.2** The Chair welcomednew parent governor Charlie Condou to the Governing Body and introductions were made.

**1.3 Corrections and matters arising–**

No corrections were made.

**1.4 Actions –**

Item 4.1 -Continuation of French Club and club charging – rollover action for PPC committee.

Other actions completed.

**2.00 HEADTEACHER’S REPORT**

The Head’s report 2 October 2019 was shared with governors in advance of the meeting.

With a full agenda, the Head said that she assumed governors had reviewed detail and as opposed to a full review, welcomed comment and query on her report.

**2.1 Admissions**

The Head updated governors on the new admissions as outlined in her report. Rifca Le Dieu questioned the comment in the report about a Reception child leaving due to ‘better SEND provision’ at another school. Sally Hill said that this was the parents’ view and the child already had links with that school.

**2.2 Staffing**

The Head noted that there were no new staff. The three teaching assistants who left in the Summer term came in weekly to read and were missed for the multiple roles they filled. Pressure on staffing levels was felt especially during lunchtime cover and particularly in Early Years as the new children settled into school. The Head commended the Early Years team for their commitment to additional lunchtime duties as children settled in and noted that the playtimes were always more pressured in the autumn term due to transition.

The Staffing Committee would be closely monitoring the new staffing structure.

The Head informed governors that there was cover in Nursery for bereavement leave for the Nursery Nurse. The aim was that this member of staff returns after Christmas. She commented that the staff team were pulling together to support her and 16 staff were running a 5K sponsored event which had been flagged to parents.

**2.3 Curriculum Development**

The Head said that as the school continued to revise the curriculum, there was work to do in bringing together all subjects and ensuring all staff own the progression within each subject. There was discussion around training for subject leads. Boris Telyatnikov said that the Curriculum Committee had discussed their understanding of teaching at the school; of the coherence of the curriculum, its breadth, depth, and what it looks like in terms of topic work.

**2.4 Special Needs**

Rifca Le Dieu questioned the loss of the CAMHS counsellor referenced in the Head’s report. The Head said that the school has an allocation of a half-day a week, but there is high level of need in the system and that the school may sit as a lower priority as a small, nurturing school. The Head reported that need was high, but budget lacking. She said that there was great value in counsellors coming into school to see children; it was discreet and children did not need to lose half a day schooling to go off-site. Sally Hill said that it was important that there was continuity and consistency in the visiting counsellor and that she would continue to pursue.

**2.5 Safeguarding**

The Head thanked Shanti Fricker in her role as safeguarding governor and stressed the importance of the role. Shanti Fricker and Vicky Green will meet termly to review safeguarding and report to governors.

The Head noted that another Camden school had banned cake sales. Governors had previously agreed that the school should continue with cakes sales. Charlie Condou challenged whether healthy snacks could be encouraged at these sales. The Head said that this had been previously encouraged, but that the school would promote again.

**2.6 Finance**

The Head said that PTA annual meeting had taken placed, and that the revised constitution had been discussed. There was a clear delineation between PTA fundraising and the Keep it EP campaign led by the Development Sub-committee.

The Head noted that the PTA had raised £26,000 in the last year and had £11,000 in the bank. The meeting had agreed to give the school its full £35,000 on the presumption that this money would be raised again. This PTA fundraising will support new flooring in all pupil toilets, the purchasing of two whiteboards for classrooms, repairs to the climbing frame and resurfacing work and restoration in the infant playground. These are all vital capital works that we can no longer afford from our delegated budget.

The Head said that the school is investigating the option of having teachers from private schools supporting modern foreign languages. Private schools need to provide free services in order to retain their charitable status, there may be opportunity for the school to benefit from this.

**2.7** Governor support for October Parents’ Evening.

The Head asked governors for their support on the evening.

* **ACTION** – governors to confirm availability to Flora Cornish. **Done**

Flora Cornish asked Governors their thoughts on how much the ‘Keep it EP’ campaign should be promoted at Parents’ Evening. She wondered whether there should be less focus at this event, and that the governor role should be foremost to listen. Christophe Frèrebeau commented that reminding parents bring results as there were 3 new recurrent donors. The Head noted that there were still only 18 families making regular donations and that the campaign did not yet have wide reach. The Chair said that the best results from these campaigns come when momentum is kept up. Nanouche Umeadi said that some parents assume that the school is looking for a large donation and suggested that the school deliver a clearer message that regular small or one-off donations are also welcomed. Charlie Condou suggested direct marketing to the local area and encouraging families to use the ‘donate to a charity’ options on social media accounts at birthdays.

Governors agreed that there should be Keep it EP materials available for governors to share at Parents’ Evening, as opposed to active fundraising.

* **ACTION** The Head to provide an update on ‘Keep it EP’ to share with parents at Parents Evening. **Done**
* **ACTION** Governors ideas to be discussed and developed further at Development Sub-committee meeting.

**3.00 OfSTED briefing**

The Head reported that she had completed the first five days of Ofsted inspector training and thanked deputy heads Natalie Stevenson and Sally Hill for making this possible. The Head gave a presentation on the new Ofsted framework and governors’ roles and responsibilities within it.

In 1992 the first Ofsted framework was introduced and the Head noted that the Ofsted framework had subsequently always shaped what schools do. The Head said that she was supportive of the new framework and that it aligns with the school’s core ethos.

The Head shared a presentation on the framework and expectations. Governors were sent a hard copy of the presentation after the meeting.

**3.1** Summary of the points discussed alongside the presentation:

* The Head detailed the headlines of the framework, which included a focus on practice not paperwork. The Head said that Ofsted were looking at the culture of schools, not simply compliance, but would explore any ‘gaps’.
* The framework looks at current children and attainment rather than historical attainment.
* The focus is on teachers and pupils rather than the head’s management of the inspection process. The judgements are connected i.e. what they see and what the children say in addition to leadership and staff perspectives. .
* Scrutiny on intent – implementation- impact.
* Inspectors will study the schools IDSR (Inspection Data Summary Report) prior to an inspection. This report now includes financial information. There will be scrutiny of the website but with more focus on the richness of curriculum and to get a sense of leadership and management rather than for compliance .
* Inspectors will look at parent questionnaire responses on Parent View prior to inspection. The questions posed in this survey have changed in line with the new framework. Parents/Carers are now asked questions in the context of ‘my child’ so there is a targeted response rather than broader opinion. The question on homework has been removed and there is a new question on whether the respondent would recommend the school to another parent/carer. The PPC committee will model our 2020 school questionnaire on the Parent View survey.
* The day prior to inspection an inspector will call to speak with the Head for 90 minutes.
* The inspection team will look at connected judgements by a ‘deep dive’ into at least four areas. These will include early reading (on which there is huge emphasis), a foundation subject (eg. history, geography) and then two other areas of their choosing.
* They will work from a new definition of learning and governors questioned whether this related to competency and knowledge. The Head said that it was about children ‘knowing more and remembering more’. The Head commented that the school had always placed value on children ‘knowing things’.
* The inspectors will scrutinise teachers’ pedagogy to ensure that it is fit for purpose.
* Within Early Years they will assess that there is demonstrable understanding that every minute is about teaching – communication, showing, explaining, encouraging, questioning.
* Behaviour – looking to see if there is an embedded culture and if it is a school where children can learn. Looking too at the behaviour of children when teachers are not there, and what it is like to be a staff member at the school. Staff will be asked about workload and if it is manageable.
* Leadership and management- looking for high expectation and ambitions for all children and thoughtful engagement with parents and community. The methods of best engagement will vary greatly between schools.
* The Head stressed the purpose of governance in clarity of vision, ethos and strategic direction. The role of governors in holding the school leaders to account for staff performance, and educational performance of the school and pupils. In addition to oversee effective financial management.
* The Head outlined the3 key areas for governing body: *curriculum, safeguarding and* *equalities*. She spoke of the expectations that governors understand their duties, can demonstrate knowledge and understanding and perform ‘in a way that enhances the effectiveness of the school’.
1. *Curriculum* -The Head provided sample questions to governors including a question on governor involvement of the school’s curriculum. Governors noted that this was generally delegated to the Curriculum Committee who worked on policies and had a rolling programme for development and review. The whole Governing Body was then involved in reviewing the work of the committee and monitoring impact. There was agreement around the value of sharing experience of practice between committees and a suggestion that governors should meet in pairs to discuss.

**ACTION** – Governors to meet in pairs to discuss experience of practice. *This will be the basis of our January meeting.*

*2. Safeguarding* – The Head outlined the governors’ responsibilities and said that Ofsted were looking for culture, practice and impact over compliance. The school must remain proactive around safeguarding. The Head provided sample questions for governors to consider.

1. *Equalities* – Ofsted will ask governors how they know that they’re meeting the requirements of the Equalities Act. The Head asked governors to discuss whether they could identify the nine protected characteristics in the acts and regulations that merged to form the 2010 Equalities Act. The Head noted that these nine characteristics did not include social class/economic deprivation, a group who were amongst the most disempowered and disadvantaged. The Head reminded governors that they are responsible for ensuring that the school meets the requirements of equality legislation and discussed detail of what this entailed.

**3.2** The Head shared a slide of ‘actions’ for the school and reminded governors that the school was already well placed. Actions included a review of phonics, which Boris Telyatnikov noted was on the Curriculum Committee agenda. Owning subject knowledge and pedagogy were agenda items on planned staff meetings. Another action was the creation of ‘vertical schemes’, looking at a subject area across year groups from Reception to Year 6. The Head informed governors that the school was looking externally at specialist input in modern foreign languages and DT. Governors discussed the need to revise of advocate groups but concluded no change was needed. Charlie Condou will pick up a new advocate group – children working at ‘expected’ levels. There was discussion on children becoming at ease with talking about their learning with unfamiliar adults. It was agreed that pupil monitoring worked well for this. Ofsted will talk to children to gain an understanding of what it is like to be a child at the school. It was agreed that younger children might find this more difficult, but that the Big School Meeting provided good opportunity to introduce these lines of questioning. The PPC Committee will discuss how to support children in this.

* **ACTION** – The Head will resend ‘EP on a page’ document to governors. Done.
* **ACTION** – Governors to prepare for Ofsted visit by committing agenda time to reading documentation.

**4.00 Review of School Development Plan (SDP)**

The Head had shared the School Development Plan (SDP) in advance of the meeting. The suggestions made by governors at the summer term Governing Body meeting were included in the draft. The Chair welcomed feedback and input from committee discussions.

Governors discussed the draft SDP. The Chair first referenced the final page referred to as ‘The Placemat’, which consolidates the development vision in one page.

**4.1** Governors first discussed The Placemat:

* The Chair asked governors whether there was anything in The Placemat that no longer framed the work of governors or with which they disagreed.
* Natalie Stevenson proposed that The Placemat sits at the front of the SDP.
* Rifca Le Dieu challenged whether the oval core of the mat had too much text, some repetition and should be further distilled. The Head and Chair agreed to review for word reduction.
* Rifca Le Dieu noted no mention of safety and it was agreed that this would be added to read ‘provide a secure, safe and happy environment’.
* Tim Peake said that the central area was clear, but thought there was a lot of information around the outside and that Venn diagrams may better represent.
* Boris Telyatnikov said that The Placemat had two purposes, as a one-sheet summary of the SDP and from which SDP action points could hook.
* Natalie Stevenson suggested that the text should include carers alongside parents.
* Flora Cornish noted that there was duplication of staff development in the red and yellow boxes and it was agreed that it would be removed from the red box.
* The blue box shade will be adjusted to improve clarity of text.
* Rifca Le Dieu challenged the commitment around extended schools. The Head said that there was uncertainty around playcentre provider P3 and that the school was completing a financial audit and was aware that swift action may be necessary. Christophe Frèrebeau agreed to review the P3 contract.

**4.2** Governors reviewed the SDP:

The Head welcomed committee Chairs to put forward the priorities identified by their committees.

The Head explained that the first page of the SDP provides school data in the local and national context, plus the key strengths identified by Challenge Partners. Pages 3 and 4 of Actions, Evaluations and Next Steps summarises progress on the actions that governors and the school had committed to.

Governors reviewed the SDP Actions and Monitoring sections page by page. The following recommendations and comments were made:

* Outcomes for pupils (p6) - Curriculum focussed. Update action to monitor the impact of the additional teacher in Year 5, so not just in maths or for lower attainers.

 Add sustaining writing as an action.

 Remove the item relating to Year 6 and new KS1.

* Teaching, learning and assessment (p7) Governors discussed the item relating to focus on staffroom practice and pedagogy. Using the new Ofsted framework and extending focus across all subjects, not only on maths and on English. The Head said that SLT will check and monitor every subject and support staff in new roles and in improving practice. Rifca Le Dieu challenged how impact would be seen. The Head said that staff would be supported, checks from SLT on what was required to ensure confidence, sharpness of practice and whether children can articulate knowledge. Teachers must also articulate ownership of pedagogy and practice. The Head said that that there was good ownership of subject areas within year groups, but less vertical vision.

Rifca Le Dieu challenged how lab use was monitored. Boris Telyatnikov said that mid-year science monitoring was planned.

Governors agreed to move the item on monitoring science to Leadership and governance (p9).

* Professional development (p8) – to remove the item on Ofsted compliance.
* Parents, pupils and community engagement (p9) – item on PTA constitution has been completed since SDP drafted.

Flora Cornish requested that behaviour monitoring had more focus. Discussion on the challenges in consulting parents on behaviour, but suggestion to use assemblies and Big School Meeting to discuss with children.

The offer for extended services, in particular Playcentre to be added and also sit as an agenda item for both PPC and in discussion for Resources Committees.

* Leadership and governance (p9) To frame the item on leadership of curriculum as governor leadership.

Add succession planning.

Monitoring reduction in capacity item – Rifca Le Dieu challenged how this would be monitored. The Head said through monitoring incidents, and from talking to teaching assistants, staff and children.

* Premises and resources (p10) Remove items on tidying. Amend dates on core principles.

The Head and Chair will edit the SDP according to points discussed.

**5.00-8.00 Committee reports**

Committee meetings had focussed on discussions on committee commitments and actions for the SDP. As minutes for committees had been shared in advance of the meeting, and committee discussions fed back into the meeting’s discussions, there was no separate review of committee minutes.

**9.00 AOB**

Governors signed the following documents:

* Register of Business Interests.
* ICT User Agreement
* Receipt and understanding of Parts 1 and 2 if Keeping Children Safe in Education
* Committee Terms of Reference
* Governing Body Terms of Reference
* Governors agreed to Schedule of Delegated Authorities previously reviewed at Resources committee meeting

The meeting finished at 8pm.

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| **ADVOCATES 2019-2020** |  |
| Boys  | Tim Peake and Christophe Frèrebeau  |
| EAL (English as an additional language)  | Boris Telyatnikov  |
| Girls  | Shanti Fricker |
| High attainers | Rosie Thomson  |
| LAC (Looked After/ previously Looked After children) | Flora Cornish |
| Children working at ‘expected’ levels  | Charlie Condou |
| Pupil Premium  | Nanouche Umeadi |
| Summer born | Matthew Lawrence |
| SEND (special educational needs and disability)  | Rifca Le Dieu |