

ELEANOR PALMER PRIMARY SCHOOL

Minutes of the Full Governing Body Meeting Held on 8 July 2021

In attendance:

Parent

Gonzalo Coello de Portugal
Charlie Condou
Flora Cornish
Christophe Frèrebeau
Rifca Le Dieu
Sei-kee Maturine
Nanouche Umeadi

Staff

Kate Frood - Head
Lacey Cousins – staff governor

Co-opted

Jennifer Allan – Chair of Governors
Shanti Fricker
Tim Peake
Matthew Lawrence
Boris Telyatnikov - joined via zoom

Associate members

Sally Hill
Natalie Stevenson
Rosie Thomson

Also present:

Tania Voaden, Clerk

1.00 There were no declarations of interest.

1.2 Introductions

The Chair welcomed the new parent governors Gonzalo Coello de Portugal and Sei-kee Maturine and introductions were made.

The Chair noted that the Governing Body had last met in person in January 2020; all subsequent meetings had been hosted on zoom.

1.3 Corrections and matters arising

Rosie Thomson was marked as present at the May meeting. As she was on a class residential trip, she had not attended.

1.4 Actions

2.6 Governors had not attended Parents Evening on 7 July.

All other actions were completed or had been added to committee agendas.

2.00 HEADTEACHER'S REPORT

The Head commented with disappointment that the delay of Stage 4 easing of lockdown had greatly affected end of term plans and rituals. She said that the school had revised plans to make the most of the final three days of term to include a Stay and Play, the Summer Concert, Summer Fair and Leavers' Assembly.

In welcoming the new parent governors, the Head also wanted to thank Rifca Le Dieu and Flora Cornish who were ending their terms of office and had been invaluable in guiding and challenging the school. Both governors expressed how much they had enjoyed and been fulfilled by the role.

2.1 Staffing

The Head updated governors on the support staff absences, with three having now returned to work. By September 2021, four children with SEN will have left the school and the Head noted that this would have a substantial impact on finance, as additional income was given to fund support staff for these children.

2.2 The Head spoke of the video she had made about maths across 12 schools in Camden. 10 hours of footage had been made into a 90 minute video for Camden Learning. She was delighted to collaborate in this.

End of Year assessments

2.3 Year 6

In the absence of statutory testing the school had decided to opt to sit the 2019 test papers in exam conditions, with a period of revision in preparation. The school felt that it was a good experience for the children, providing them an understanding of the discipline and challenge of taking exams. The class had prepared through practice papers and revision, with additional tuition provided to children needing more support. The Head said that the class was exceptional and expressed frustration that had statutory assessments taken place they would likely have been the schools' best ever results. The Head shared the teacher assessments with Governors, the test papers not giving a true attainment picture for all children, as some test results were higher than overall attainment.

- Working at expected levels - 93% maths, 90% reading and 90% SPaG
- Working at greater depth - 66% maths, 62% reading and 55% SPaG

The Head said that the class was a hard one to unpick, there were 3 pupil premium children, 2 children with EHCPs, 1 with an ENG.

Looking at pupil premium results - 2 of the children, both girls and looked after children, passed the tests but the boy did not.

The results were very strong with $\frac{2}{3}$ class achieving 'greater depth' in maths particularly pleasing.

There was no evidence of the effect of lockdown on the results, partly because the children who had been identified as being vulnerable to lost learning were invited into school through the period. Additional tutoring groups had been set up in preparation for end of year assessment and these would continue until the end of term.

2.4 Year 4 Times Tables tests

Not statutory yet, but always given importance at the school, the Head expressed delight in the results of the end of year times tables test in Year 4.

- Full marks (25/25) 40% class (10% nationally), 20-24/25 40% with 20% below 20.

The Head noted that those with 20-24/25 had made significant progress in the run up to the test and that the class had been very well prepared for the test through daily practice, using Times Table Rockstars and with daily reference and repetition. She noted the speed at which children were recalling their times tables, with one child answering over 100 questions in a minute on the online test.

The Head said that the value of knowing key times table facts and locking them into long term memory cannot be overestimated and the school mantra of 'times tables matter' is her legacy. The Head noted that the class profile, once typical of the school, was now unusual with 30% of the class children on pupil premium. One error noted in the table shared with governors on the Head's report - the % girls attaining score 20-24/50 should read 50%

2.5 Year 2 end of year assessments

These SATs are always teacher assessed, but with the absence of new test papers, 2019 papers were used to inform the assessments this year.

- Working at expected levels - 90% reading, 87% writing (4 children), 90% maths
- Working at greater depth - 33% reading, 20% writing, 23% maths

Five children with pupil premium in class - all reaching expected levels.

The Head commented that the class had solid learning behaviours and, excepting 2 children with EHCPs and complex needs, there was not a stretch of attainment. There were fewer 'ankle biters' than some other classes and the Head recognised that the school should find ways to encourage children to 'pester' for greater stretch and challenge. Lacey Cousins said that there was a huge scope for progress and that they were a class of enthusiastic learners.

2.5 Year 5 Phonics assessment

No statutory testing at the end of the year, but anticipating a November 2021 assessment. The Head commented that phonics had higher stakes in the new Ofsted framework.

- 83% of children reached the 'pass' mark of 32/40.

5 children did not reach the pass mark, 4 of these have SEN and 1 had recently joined the school having missed a year from education whilst travelling.

The Head was optimistic that 3 of the children will 'pass' at the recheck in November. The class had some complex additional needs and the end of Reception data was low, but that going into Year 2 the class would have 2 teachers supporting learning.

2.6 Early Years Foundation Stage

The Head reminded governors that in order to reach overall 'expected levels' children must reach these levels in 17 areas of assessment.

- 77% children reached expected levels in all areas
- 87% attained expected levels in literacy
- 80% attained expected levels in maths

There were 3 pupil premium children in class and none reached 'expected levels' in all areas or in maths or literacy.

The Head expressed disappointment in the results and in particular with regard to the pupil premium children. The Head noted that the class had many highly articulate and confident children and teaching must remain inclusive and not let the pace be dictated by the high attainers. There should be a steady delivery in class with clear, small steps.

Rifca Le Dieu noted that the Head's report cited additional interventions had taken place and challenged the school for next steps. The Head said that the children had had a disrupted start in learning and that some were not listening to, talked to or read to. Sally Hill said that the challenge came when children were in Reception but could not yet speak full sentences and were many months behind their peer group. The key was identifying these children early and she said that Nuffield Early Intervention was beneficial. Natalie Stevenson said that there would be continuous provision into Year 1, with some whole class teaching but plenty of small group work. Teachers recognised that they needed to work at a different pace for these children. Sally Hill said that the skill of the teaching would be to balance these different paces whilst holding the whole class together. The Head commented that the national agenda is individualised teaching. She noted that the teachers needed to be careful

not to slow the whole pace, as the risk is other children becoming bored and disengaged. Sally Hill said that the differences between some children in class were stark and that finding the best way forward was a priority. Nanouche Umeadi asked whether the children had English as an additional language. The Head said that only 1 of the 3 children did. Nanouche Umeadi asked if the parents were aware and the Head assured her that they were and that 'My Plans' were in place for these children which were reviewed with parents.

Sally Hill said that in spite of the attainment gap, these 3 children had made huge progress and Natalie Stevenson commented that the class felt cohesive, not split by these gaps in attainment.

2.7 Suffolks Reading Test

The Head shared the whole school Suffolks results in her report. At the meeting she spoke to the slides she shared on the results for each class.

The Head first explained that the Suffolks reading test was an old method of testing, but that still gave credible data. Children were reviewed termly and charted between stanine 1-9, with stanine 4 and below indicating that the reading age is below the chronological age. In reviewing the Year 6 class, the Head delighted in highlighting a child who was now reading at stanine 7 having progressed over a few years from a low stanine.

Children are assessed from Year 1 and Natalie Stevenson said she wondered what the current Reception class profile would look like at the point of assessment.

In reviewing each class in turn, the results give a clear visual of not just attainment levels, but of the stretch of attainments within class eg. Year 2 results are fairly condensed, but Year 4 with a much wider stretch.

The Head said that the school creates readers and gave credit to Rosie Thomson for her work in this.

2.8 School Development Plan (SDP)

The Head said that the new co-heads would bring together the new SDP but included a number of themes in her report. These had come from staff reflection and from the parent questionnaire and were all for future discussion. Flora Cornish concurred that they reflected discussions in the PPC committee.

2.9 Extended Schools

The Head highlighted the 5 residential trips in the summer term, 4 of which she attended. The Head stressed the value of these trips for confidence and creating opportunities to succeed beyond the classroom. She acknowledged the commitment of staff in making these happen.

The school secured 2 grants for the summer holidays - one for 10 free places in Coach Martin's sports camp and the other for a 2 week summer school ahead of the school year and to be led by Rosie Thomson and Lacey Cousins.

2.10 Premises maintenance

The school has secured £50K to build a SEN pod. Flora Cornish asked for more details. Sally Hill explained that this would be a building behind Year 5 and 6 classrooms, a calm space where children can self-regulate. The interior will be mindful of sensory needs; it will provide a quiet space where a child can work with an adult with few distractions. Tim Peake commented that it would be a good opportunity to sort this area around the bike sheds, which felt neglected.

2.11 'Pass' Survey - Pupil attitude to self and school

As referenced in her report, the school had recently carried out this survey in Juniors and the Head shared detail of the survey questions and summary responses with the governors through slides. Teachers had already had an in depth review and discussion at a staff meeting.

The children had completed the survey on their own and using a laptop.

In reviewing the slides during the meeting some detail was highlighted and discussion arising included-

- The learner self-worth for girls was lower than boys. Was there any impact from having 3 male teachers in Juniors? Was it a wider society issue?
- The self-regard was also lower in girls.
- Disadvantaged children (PP) had lower self-regard.
- Rosie Thomson suggested revisiting growth mindset ideas.
- Charlie Condou said that much was beyond school to control.
- Year 4 had markedly lower scores in several areas - Charlie Condou questioned whether an NQT in class might have relevance. Rosie Thomson countered that she worked closely with

the class teacher as a mentor and that he was very self-reflective and considerate of children who might be overlooked.

- Children of colour had lower self-confidence scores - with white British, white Irish and white European results all 'green' for positive responses.
- With SEN children - results for children with ASD showed a positive self-image whilst those with 'NSA' (non specific assessment of need) having a lower self-image.
- Natalie Stevenson noted that there was intersectionality and sometimes hard to identify cause in a small cohort, the challenge was how best to unpick and not move quickly to conclusions.
- Matthew Lawrence stated that schools do not live in a vacuum and that children bring in outside perceptions.
- Rifca Le Dieu asked why the school had completed the survey this year. The Head responded that Covid was a factor, but that challenge from the governors had driven it and thanked them for this.
- The Head proposed that it should be an annual survey, looking for trends and following classes.
- The Head explained for children with lower scores, especially across a range of questions, there had been conversations with parents.
- Tim Peake said that these conversations would be empowering for parents. The survey values what children think about school and the way that they are taught.
- Gonzalo Coello de Portugal asked whether it would be repeated in Key Stage 1. Lacey Cousins replied that she did not think that they were yet self-aware enough as learners. There was also a level of reading and comprehension required.
- Shanti Fricker said that she and Boris Telyatnikov had done some growth mindset monitoring in the past and that it might be worth revisiting.
- **ACTIONS** Include children with lower scores detail on Venn diagrams for teachers. **Done.**

2.12 Diverse Curriculum

The document Building a Diverse Curriculum at Eleanor Palmer had been shared with governors in advance of the meeting.

Rosie Thomson explained the document content in brief and informed governors that it had been shared with other Camden schools.

2.13 Governor monitoring - Diverse Curriculum

A monitoring report from Nanouche Umeadi and Christophe Frèrebeau was shared in advance of the meeting.

Included in the report from the pupil group meeting was the lack of ethnic minority teachers at the school. Governors discussed the school's approach to recruitment. The Head said that she wanted to appoint the best candidate. Charlie Condou asked what the best candidate means when there is awareness of an absence of teachers from ethnic minority backgrounds. Rifca Le Dieu asked whether there was diversity in the Teaching School student teachers and Sally Hill confirmed that there was. Charlie Condou said that he was involved in governor training on LBGT. He challenged how diversity was actively taught and what was in the curriculum. Rosie Thomson said that it was in curriculum and in policy. Charlie Condou commented on the sea change, with greater focus not just on race following on from awareness raised by the Black Lives Matter movement, but around diversity and inclusion more broadly. It had been agreed that the pupil group would no longer be called the BAME group going forward, but Diversity Champions. Natalie Stevenson said that the children in the group had a real sense of purpose and pride and were so impressive in articulating opinions and ideas. Christophe Frèrebeau said that he would like neurodiversity put back on the agenda. Sei-kee Maturine raised Cultural Diversity Week. Shanti Fricker said that the PPC Committee would continue to look at diversity as an agenda item in their work next year.

3.00 RESOURCES COMMITTEE

Minutes dated 10 June 2021 were shared ahead of the meeting.

Tim Peake referenced the works plan and noted that there were no plans for large changes in the year ahead.

He noted that the Teaching School had left a legacy of financial reserves. He reminded governors that the school had a fairly consistent 'carryover' of £100k.

4.00 STAFFING COMMITTEE

Minutes dated 17 June 2021 and Staff Survey summary document shared ahead of the meeting.

As part of the SDP, governors had met with staff. This included meeting with Stefan Palejowski at the start and end of his NQT year. Rifca Le Dieu and Shanti Fricker had recently met with Stefan and would share feedback with the committee. Charlie Condou asked whether having Rosie as a mentor meant that he had less 'ownership' of the class. Rosie Thomson said that in term 1 she was very involved as a mentor, providing support and scaffolding, but as the year progressed she increasingly withdrew and it was very much Stefan's class. She said that she loved the model of co-teaching.

4.1 Staff Questionnaire

The feedback was generally positive and it was noted that one area of focus was in performance review. Teaching School questions would need to be removed in light of changes to Teaching School status.

5.00 PPC COMMITTEE

Committee minutes and full results of the Parent Questionnaire were shared in advance of the meeting.

Flora Cornish said that the committee meeting focus had been on the PASS survey already discussed and the parent questionnaire. She was pleased to note that there was now a new PTA team from September and credited the current PTA for adapting to the changing plans for the Summer Fair. Club EP was going well and had received positive feedback through the parental survey. Governors asked about use of the playground after dusk and whether outdoor lighting could be installed. Tim Peake said that there might be planning issues with this.

- **ACTION** To review potential for playground lighting at the Resources Committee.

5.1 Parent Survey

Governors reviewed the survey and discussed outcomes. In discussion-

- The Head noted that from the perspective of Ofsted 85% + is considered the overwhelming majority.
- The question relating to whether the school deals effectively with unacceptable behaviour had the lowest score at 82% and was the only question with a response below 85%.
- Christophe Frèrebeau noted that this score had improved from 77% and 78% in the previous 2 years.
- The Chair said that there were many positive comments on how the staff had supported children through the pandemic and managed online learning.
- There were many positive comments about community and inclusion.
- Parents evidently look forward to feeling reconnected with EP in terms of coming into school more and the restarting of school events. There had been some disconnection.

The responses to the Parent Questionnaire will feed into the SDP plans for the Committee in the year ahead.

6.00 CURRICULUM COMMITTEE

Minutes shared ahead of the meeting.

The results data had been shared by the Head in advance of the meeting.

The Teaching and Learning policy had been redrafted and progress against the SDP items evaluated. These items were work on remote learning, phonics and handwriting. Good progress had been made and for handwriting, more work was planned going into the autumn term. Rosie Thomson said that the school was now in the 2nd year of focussing on diversity and there had been significant developments. With hopefully more opportunity to involve parents as lockdown eases, this will remain as an SDP item.

7.00 AOB

Committee membership discussed and revised

Meeting dates discussed. The value of a parent and governors meeting discussed.

- **ACTION** September meeting -To review the value of a parent and governor meeting and consider dates as necessary.
- **ACTION** Natalie Stevenson to send a poll to governors regarding live or online meeting preference. **Done**

The Head again thanked Flora Cornish and Rifca Le Dieu for their contribution to the school as parent governors.

The Chair and governors thanked the Head for her many years of leadership and shared good wishes for the future.

The Head thanked the governors for their gifts and for their guidance, dedication and strong governance in leading the wonderful school.

The meeting ended at 8pm.

ADVOCATES 2020-21

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