

ELEANOR PALMER PRIMARY SCHOOL

Minutes of the Full Governing Body Meeting on 7 July 2022

Absent

Boris Telyatnikov
Charlie Condou
Jack Tinley

In attendance:

Parent Governors

Gonzalo Coello de Portugal
Christophe Frèrebeau
Sei-Kee Maturine
Nanouche Umeadi

Staff

Sally Hill - Co-Head
Natalie Stevenson - Co-Head
Rosie Thomson - Associate
Governor
Lacey Cousins – staff governor

Co-opted Governors

Jennifer Allan – Chair of Governors
Shantl Fricker
Tim Peake

LA Governor

Absent

Also present:

Tania Voaden, Clerk
Rosie Thomson, Associate governor

Matters arising

There were no declarations of interest.

2.0 No corrections of meeting minutes dated 18 May 2022

2.2 Actions from February 2022 minutes

Item 2.9 Teaching and Learning Policy. Action of the Co-Heads to further develop through the Summer Term and share with the Curriculum Committee - **ongoing to complete before the end of summer term.**

Item 3.00 Shed Talk on comprehension. Scheduled for June, but a date clash meant postponement – **postponed until the autumn term.**

1.4 Actions from May minutes - one action minuted as completed.

3.00 CO-HEADS REPORT

The report dated 6/7/22 was shared ahead of the meeting.
The Heads invited comments and questions on their report.

3.1 Admissions

Gonzalo Coello de Portugal asked whether the twelve in-year pupil places noted in the report would be filled. Tania Voaden responded that there were two outstanding places to fill, but that she was confident that offers on these would be accepted.

3.2 Special Educational Needs and Disadvantaged Pupils

Nanouche Umeadi commented that the Reception class profile shown in the table on the Heads' report had no children listed with SEN, LAC (looked after children) or child protection needs. Sally Hill responded that this profile will likely change as needs are identified and that the class will welcome ten new pupils. [REDACTED]

[REDACTED]. This child does not have an EHCP (Education Health Care Plan) in place, but in order to provide the necessary support there will inevitably be recruitment implications. The child is a Camden resident which is positive in terms of likely funding to come, but the school is unlikely to see this funding stream for approximately five months whilst incurring staffing costs to support in the interim. Governors asked whether an ENG (Exceptional Needs Grant) could be obtained and Natalie Stevenson said that the deadline had passed and applications had already gone to panel for funding for this academic year. Sally Hill added that in seeking an ENG, this precluded any EHCP application as a child cannot have both. The EHCP process takes longer, but secures funding potentially until the child is 25 years, whilst the ENG fund is quicker to access but covers only four terms funding. Natalie Stevenson added that ENG funding is intended for targeted support with rapid progress and that the school needs to evidence the impact of funding. For this child it will likely be less about specific targeted interventions and more about securing funding for ongoing support.

The school will be making three ENG funding applications for September with further discussion on this within the PPC Committee.

Natalie Stevenson said that she had recently been part of an ENG funding review panel and that the panel were given one week's notice to consider 27 ENG applications. [REDACTED]

[REDACTED] Sally Hill said that the school had been asked to join a pilot group for determining a better process for the ENG. This would involve working with a cluster group of SENDCos to determine how funding is shared, which will be demanding on SENDCos, but should also provide opportunity to share good practice.

3.3 Safeguarding

The Heads' report mentioned one instance of bullying and Nanouche Umeadi challenged how bullying is identified. Rosie Thomson responded that is when the behaviour is targeted, repeated and sustained. [REDACTED]

[REDACTED] The school has been proactive in challenging and resolving this behaviour, working closely with parents and child to resolve the issue.

3.4 Staffing

The Heads shared the class teacher details in their report including the appointment of a new teacher for the Year 1 class, Shushan Tewolde-Berhan. The Chair commented positively about the recruitment process and that there had been an outstanding field of candidates. Nanouche Umeadi said that her daughter, who would be moving to Year 1, had spoken excitedly about having a Black teacher. Shushan Tewolde-Berhan is a second year ECT (early career teacher) and Rosie Thomson is planning her induction, in addition to a thorough transition plan for all teachers.

3.5 Music

The Heads' thanked Shanti Fricker and the Chair ahead of their planned exit meetings for Jane Gille and Susie Yaffe, who would be leaving the school after 17 years and 8 years respectively. The Heads have been thinking strategically about the music provision and wider opportunities over the coming years. They have met with Camden Music and are considering how best to improve children's access to the music curriculum. For example the current offer of asking Year 6 families to pay for violin or 'cello lessons did not seem inclusive, and they will look at the whole class offer.

The Heads' said that in discussion with parents of children with additional needs, the school was also adjusting access to music for these children. Christophe Frerebeau added that this may also involve additional time for music.

Gonzalo Coello de Portugal asked whether a new violin teacher would be appointed. The Heads confirmed that there would be, that Laura continued to lead the music provision and would tap into Camden Music Service for recruitment. Gonzalo Coello de Portugal suggested that Young Music Makers had a very good strings provision and may be a useful connection. Natalie Stevenson said that they were also looking at succession planning for music, as Laura McWilliam approaches possible retirement in the next few years.

3.6 Rosie Thomson explained that the school had received pupil premium LAC money as a lump sum for one child to enhance the music provision. Too large a sum to spend effectively on one child, the school had decided to enhance the music provision for six pupil premium children through sessions with a singing tutor. This had been a very positive experience for the children, both musically and for self-confidence. It had been wonderful to see how this tuition supported children in Summer Concert performances, in writing their own words that the teacher had put to music, in exploring composition on the piano and in singing and playing music. The teacher was excellent and the school hoped to secure funding to afford to offer this tuition again next year.

3.7 Gonzalo Coello de Portugal asked about support for the new Year 3 class given the complexities of the class. The Heads responded that the class would have the support of two adults full-time, a further adult for half the week, plus support from Angela Ross. There was a team approach to supporting all the children, but with some capacity for 1:1 support for children with specific needs.

3.8 Shanti Fricker questioned the moving of Tom Gibson from upper Juniors to Nursery. Natalie Stevenson said that Tom Gibson was excited about the chance to work in Early Years and that he had had the opportunity to support both Reception and Nursery over the last year. There were strengths in his approach to Early Years, and though a very experienced teacher, there was an acknowledgement by all that there was also an opportunity to grow his pedagogy.

3.9 Covid

Sally Hill said that one further staff member had contracted Covid since the Heads' report was shared. Natalie Stevenson noted that a local school had requested to defer an Ofsted inspection due to staff Covid absence.

3.10 Keep it EP

Christophe Frèrebeau committed that the total fundraising appeared to be greater than previously reported. Overall the response to fundraising had been successful.

3.11 Engineering Awards

Gonzalo Coello de Portugal mentioned the exceptional outcome of the school's entry into The Young Engineer Awards. He noted that there were 33,000 entrants nationwide, with 3,000 London entries. Children from the school had won the overall awards for four year groups. The Heads commended Craig Cairns for his input and encouragement and for inspiring so many children to enter.

3.12 A Year 6 child, the nephew of Nanouche Umeadi, has been chosen to present a Bafta award.

Rosie Thomson had initiated links with Bafta and encouraged the child to participate in the selection process. Nanouche Umeadi praised Rosie Thomson for her involvement and for providing him with this opportunity. She in turn commended his talent and enthusiasm in the process.

SPECIAL ITEM - DATA AND REVIEW OF THE YEAR

The Co-heads gave a presentation to governors on the outcomes of the end of year assessments.

Graphs and data tables were shared as part of this presentation and the subsequent discussions summarised.

3.13 Foundation Stage Profile

Governors viewed a graph of data to show the % children attaining Good Level of Development in the 6 key areas assessed over the period 2018 to 2022. It was noted that 2020 and 2021 assessments were through Covid and that Ofsted would not review these years. For 2022 90% of the children in Reception achieved the Good Level of Development target, an increase of 10% on 2021 and equal to the 2019 pre-Covid %. Sally Hill said that these were strong results, but the school had not yet seen Camden comparative data yet.

3.14 Year 1 Phonics Check

94% of children passed the check, 29 out of 31 children. The Co-Heads expressed delight in these results, up from 83% in 2019 and likely to compare very positively against both Camden and National results.

One of the two children who did not attain the pass mark has SEN needs, the other child had made huge progress across the year and the school was confident they would pass on the re-check in Year 2. Natalie Stevenson said that the school was particularly pleased as the cohort had a group of seven children for whom there had been concern about likely attainment. She commended the work of the class team and said that success had come from the principles of 'keep up not catch up', from small group interventions, prioritising some children for extra support and also the successful introduction of the Little Wandle reading scheme.

3.15 Key Stage 1 Assessment Data

83% children reached Expected Levels or above across all areas and 23% attained Greater Depth.

43% of children were at Greater Depth (GDS) in reading and 47% in maths. The % of children at GDS across each of the 3 areas was the highest since 2019. Christophe Frerebeau challenged that there was still a gap in writing. Rosie Thomson responded that writing was improving and that the gap would even out. Expected levels were 86% in 2022 compared to 80% in 2019.

Whilst fewer children had attained GDS in Writing (23%) than in the other areas, Lacey Cousins said that she was confident that more children would transfer to GDS as they progressed through the school. It was noted that the reading and writing Greater Depth gap had closed since 2019. In 2022 reading GDS 43% writing GDS 23% and in 2019 40% to 17%.

Two children were not assessed, one child has an EHCP and the other child was working with the educational psychologist and had made progress, but was still not within range.

3.16 Year 4 Multiplication check

The Co-Heads shared a graph of the results of this Year 4 test. They explained that there was no formal pass mark, but a score of 20+ out of 25 was good. Half of the class achieved the full 25 marks, and only 4 did not reach 20. For these 4 children their scores were a marked improvement from their starting points. Natalie Stevenson said that secure knowledge of times tables was transformative and the children would enter upper Key Stage 2 well equipped with this knowledge and with confidence. The results were a culmination of lots of practice, through inter school Spring Slam competitions and targeted work.

3.17 Year 6 Key Stage 2 SATS

The Co-Heads shared the headline percentages from these assessments and suggested that the results should be celebrated. The combined total for the school across the three areas assessed was 90%, this compared to a Camden average of 69% and a national average of 59%. Natalie Stevenson commented that the national score of 59% presented a bad picture for education, but that the school was very proud of the 90%. The class was very cohesive, but due to loss of schooling through the pandemic, had started the year with some evident gaps in learning.

In the subject areas the results for writing were 93% (Camden 77%), reading 100% (Camden 83%) and maths 97% (Camden 82%). This also compared favourably to the results in 2019 - 83%, 83% and 93% respectively with a combined result of 77%. The three year average for the combined result is 84%.

The Co-Heads shared graphs to show individual results according to SEN and Pupil Premium (PP). The Chair noted that for the reading results there was a cluster of results for PP children, but that SEN children had a greater spread of results. Rosie Thomson commented that for some children with ASD, inference was a weakness and this was more apparent in the reading assessments.

The Chair also observed that in maths the results for PP children was more evenly spread. For the spelling and grammar test results Rosie Thomson said that for some children in the class spelling presented particular difficulties, but that they were stronger in grammar and that the results were combined.

With regard to Greater Depth - writing was 41%, reading 52% and maths 52%. Combined Greater Depth was 24%.

The school ranked 3rd in Camden (out of 39) for combined results and 1st for reading, 4th for writing and 3rd for maths.

Tim Peake asked whether there had been discussion of results between schools and Natalie Stevenson said that no discussion had yet taken place. She shared that Prue Barnes-Kemp had commended the school on the results.

Rosie Thomson noted that the next cohort will be very different but that the school would retain its ambition for these children.

Governors reviewed Key Stage 2 data for the national picture and Rosie Thomson commented that the 2015 dip in percentages reaching expected levels nationally reflected the change in the National Curriculum in the preceding year.

3.18 Reading Internal Data Year 1-5

Governors reviewed the outcomes of internal reading assessments. Natalie Stevenson noted that Ofsted would not look at this data, but that it was meaningful for staff. Lacey Cousins added that it enabled staff to reflect on practice and to prioritise where attention was needed.

Gonzalo Coello de Portugal asked why the pupil premium (PP) % of children achieving Greater Depth in Year 5 was notably higher than other year groups and Rosie Thomson responded that this reflected the significantly higher percentage of PP children in that cohort.

Rosie Thomson commented that the change to the NFER termly comprehension test had been positive, and this assessment was more comparable to SATS assessment.

3.19 Writing Internal Data Year 1-5

The Chair noted that Greater Depth (GDS) writing for Year 5 would be a challenge next year as children progressed to Year 6, with 20% of children at GDS writing in the current Year 5 in comparison to 41% in Year 6. Rosie Thomson acknowledged this, but that the teaching team knew the cohort very well and that targeted work would hopefully bear fruit.

3.20 Maths Internal Data Year 1-5

It was noted that none of the 3 pupil premium children in Year 1 had reached expected levels. Rosie Thomson added that the format of the tests were challenging and that the children were still very young.

The governors noted the high percentage of children achieving both expected levels and greater depth across the school.

The Chair commended the school on the excellent results, with several governors praising the school for both the SATs and internal assessment results. The Chair commended the dedication to the children and commented that the children leaving Year 6 had a strong springboard into their start of secondary school. Gonzalo Coello De Portugal congratulated the Heads for the strength of results in their first year of headship and that the positive news should be shared with families. Governors discussed how the news of the school's success in statutory testing should be shared with families.

ACTION: The Chair to commend assessment outcomes in her end of term letter to parents.

3.21 Pass Survey (pupil attitude to school and self)

The Heads shared some data from this survey and noted that there was a 'high satisfaction' score across all areas and that the school did well within the national context. The school would drill into specific areas and for individual children, but the results were generally unchanged from the survey in 2021.

The scores were broadly similar for boys and girls except in the area of 'confidence as a learner', where there was a 6% higher result for boys. The Heads commented that this likely reflected a broader issue on gender and self-perception.

Children with specific learning difficulties scored highly across all areas.

Overall however there were no broad trends and the school would look at the granular detail to support specific children.

The Heads shared specific details of areas coded below 'good'. This highlighted certain cohorts, but school staff commented that these concerns related to specific children that were known about prior to the survey. The school pays for the service and there was some discussion around the cost in relation to the insight and opportunity it provided and also as to whether this survey was the right tool. Lacey Cousins pointed out that some children are more reflective and the format of the survey didn't necessarily suit this approach. Some responses may also simply reflect how a child feels that given day. Rosie Thomson added that the survey had been introduced as a useful tool to understand how children saw themselves as learners post Covid and following school closures. Natalie Stevenson added that the school is small and so the children are known well.

Shanti Fricker asked how many children were flagged as a concern that the school had not been aware of and Natalie Stevenson replied that there were very few. She added that it was important that attitude to learning and self was important to measure, but that the school may reconsider the Pass Survey as a tool and look at developing its own survey.

3.22 Emerging SDP Foci for 2022-23

These were detailed in the report shared and particular foci discussed were-

- Improving teaching, learning and outcomes for writing for the lowest 20% of children. Natalie Stevenson noted that there will always be a lowest 20% however successful the outcomes and that the school will continue to work on developing greater depth.
- Improving teaching, learning and outcomes in maths for the lowest 20%. Natalie Stevenson added that there would be focus on tightening consistency in maths interventions.
- Supporting subject leaders in embedding progression of skills to improve teacher planning/knowledge and challenge for pupils. Natalie Stevenson said that all teachers would be part of this and that with the support of CPP Prue Barnes-Kemp the school had improved clarity on this.
- Support teaching teams new to year groups and support to the two ECTs.
- Communicating progress and achievement to children and parents. This had come from parent surveys. Christophe Frèrebeau added that it was also raised in the SEN working group and survey. Sally Hill added that clear and honest feedback was important and Tim Peake added that there should also be guidance to parents around what support they can provide at home. Christophe Frèrebeau said that the French school system gave families clear levels of progress and attainment and a written report card. Natalie

Stevenson said that the school planned to make changes to the current practice, changing the name from parent meetings to progress meetings and covering specifics at these. There would be mid-year report and an end of year scorecard.

Christophe Frèrebeau said the SDP was ambitious and the Heads concurred, but maintained that that was the intention.

4.00 Staffing Committee

The staff survey was shared with Governors ahead of the meeting. Natalie Stevenson said that the heads were aware of the feedback of one individual and what this represented within the survey. The survey was favourable overall and she noted some of the very positive comments. Christophe Frèrebeau drew attention to the increase in % to the question regarding feedback improving performance. Natalie Stevenson explained that after the survey the heads had spoken to some of the teaching assistants about the opportunity for professional development. She informed governors that the pay structure for support staff was difficult to work with, as there was a low ceiling, however there was a tight cycle of PDMs and they were exploring CPD e.g. With ELSA training (emotional literacy support assistant).

Gonzalo Coello De Portugal said that the survey was very good. Within the detail it was evident that one staff member was unhappy and this caused a dip in percentages in some areas rather than a wider issue.

The Chair said that exit interviews provided the opportunity for staff to reflect on their time at the school and to make suggestions on how the organisation could improve. These were confidential meetings. Rosie Thomson added that she thought the school culture meant that staff could provide this feedback whilst still in employment.

5.00 Resources Committee

Tim Peake explained that the SEN Pod building was still at the planning stage with Camden. Natalie Stevenson added that Gonzalo Coello De Portugal had done a lot of extra work on this project and thanked him for this.

There were ongoing discussions around the heat pump and the substation location. The school had pushed back against the installation and there was not yet a timeline in place.

The intended google account for the school had not yet been set up and the school had lost faith in the ability of Camden IT to deliver on this. Lacey Cousins said that Gospel Oak School no longer used Camden IT as a provider and had started from scratch. She added that the school was rethinking the whole plan for the shared google account.

6.00 PPC Committee

SEN Survey

Sally Hill explained that 39 families of children with additional needs had been invited to give feedback on the school's provision. The results of this survey were shared with governors ahead of the meeting. Christophe Frèrebeau reminded governors that transition time can cause challenges for children with additional needs. He said that the survey had provided good feedback on focus and actions for next year. Communication between school and home was important and particularly providing a clear understanding of the interventions taking place. The PPC committee will also further explore how to celebrate differences without stigmatising a child. The survey responses also noted the inconsistencies in the support provided by outside services.

6.1 Parent Survey

The parent survey results were shared with governors ahead of the meeting.

Parents were overwhelmingly positive about the school and the results are on par with the 2019 (pre-covid) survey. There was an improvement in parent perception of inclusivity, a new question added for the first time in the previous year.

The main dip in results came from respondents' views that their children were making sufficient progress - 91% compared to 97% in 2021 and 95% in 2019. This was most evident in feedback

from two year groups. Natalie Stevenson stated that children were making good progress and that perhaps the issue was around how the school was effectively communicating this to parents. The other areas where there was a reduction in satisfaction since 2021 were around healthy lifestyle - with concerns around the availability of sugary food in school, and on helping families support children's learning - with requests for homework as part of this. Similarly to the SEN survey the parent survey indicated that parents would like to see greater communication with regard to their child's progress.

The responses from the survey would be further reviewed by the PPC Committee.

Sally Hill and the Chair thanked Christophe Frèrebeau for collating parent survey responses.

7.00 Curriculum Committee

The minutes of the committee meeting were not available to review. Much of the committee discussion was around assessment data already covered in the Co-Head's report.

8.00 AOB

The Chair asked for feedback on the proposed dates for 2022-23 meetings. She also asked governors to consider the suggestion that committee meetings move from the morning to 5-6pm in the evening. She added the option of attendance via zoom.

ACTION Governor poll to determine favoured meeting timings and availability. Done.

8.1 The Chair proposed a meeting for governors in early autumn in anticipation of an Ofsted inspection. This would be to review likely lines of questioning.

ACTION to confirm meeting date. Done.

8.2 The Chair reminded governors that her term of office ends in February 2023 and that thought should be given to a new Chair of Governors. Christophe Frèrebeau asked whether this could be a parent governor and the Chair responded that it could be, and that the appointment would be through a governor vote.

8.3 Committee Membership

Nanouche Umeadi said that her workload would not accommodate continuing as committee chair for PPC and that Christophe Frèrebeau would assume the role as chair.

There was discussion on other changes to committee roles and the Chair will follow up with governors regarding this.

The meeting ended at 8pm.