

ELEANOR PALMER PRIMARY SCHOOL

Minutes of the Full Governing Body Meeting Held on 5 July 2017 at 6.00pm

Apologies received:

Matthew Lawrence
Josh Franks
Mark Pemberton

LB Camden

Boris Telyatnikov

Parent

Julia Hollis, Vice Chair
Kirsten Walton
Shanti Fricker
Vicky Starmer

Staff

Kate Frod, Head teacher
Rosie Thomson

Co-opted

Jennifer Allan
Matthew Lawrence
Tim Peake
Mark Peters
Mark Pemberton

Associate members

Fiona Crean

Also present:

Tania Voaden, Clerk

1.00 There were no declarations of interest.

2.00 No corrections of May 2017 minutes.

2.2 Actions

- PPC Committee to review the Mental Health Policy. The Head and PPC committee to add a school summary page to front of Camden policy. This is ongoing and will rollover.
- Kate Frod to research a speaker to come and discuss secondary transition with parents of SEN children.
The Head said that this involved an ongoing dialogue with families as the children all had differing needs which different schools could best support. Added to the PPC agenda as to how best move forward.
- 3.2 Bursary application template created. Done and in use.
- 3.7 Head to draft a revised SDP. Done and tabled at meeting

3.00 HEADTEACHER'S REPORT

The Headteacher's report 5/7/17 was shared with Governors in advance of the meeting.

The Head's report summarised the provisional data for end of year assessments and the Key Stage 2 actual results data was tabled at the meeting. The Head highlighted some detail from her report.

3.1 Foundation Stage:

- 79% of pupils achieved expected levels at the end of Reception across all key assessment areas.
- Results were slightly down on 83% in 2016. The Head was confident that this would be ahead of Camden and national levels. She commented that this was a high pupil premium (PP) class and 70% of PP children achieved expected levels.

3.2 Year 1 phonics:

- Year 1 phonics mark was 97%, up on last year's 90%. The Head noted that this is a straightforward class without a large stretch of abilities. There are two children on the child protection register however, and one of these did not achieve the pass mark of 29.

3.3 Key Stage 1 data 2017:

- KS1 was moderated in June which went well, with the moderator satisfied with the assessments and providing a useful experience for the school.
- The teacher assessment and test outcomes were aligned.
- The Head noted that the class had a significant stretch of abilities and had a complexity of needs. She was delighted with the results achieved.
- 83% children reached expected levels in reading and maths combined. This compared to 61% in 2016.
- She stated that all children who achieved 'expected levels' at the end of Reception achieved 'expected levels' at the end of Key Stage 1.
- 67% pupil premium children achieved 'expected levels'. The class has only three PP children, two adopted from local authority care (LAC) and one with 'deprivation' PP.
- 85% boys and 80% boy achieved 'expected levels'. To note that the class has 20 boys and 10 girls.
- 33% children achieved greater depth in reading, 10% in writing and 40% in maths. Unusually only boys achieved greater depth in writing. 50% boys and 10% girls achieved reading at greater depth.
- Th Head stressed the importance of giving a voice and presence to the girls in a class dominated by boys in number, volume and confidence.
- Having spent time in the class supporting maths in preparation for the assessments, the Head noted that many difficulties lay in the weakness in core concepts. She stated that these foundations must be secure before children enter Juniors and that Year 1 is key for interventions.

3.4 Key Stage 2 data:

The Head tabled the results published on 4th July at the meeting.

- The combined result for children reaching expected levels across all areas assessed was 73%. This compares to 87% in 2016.
- The results were 83% in reading, 90% in SPaG, 87% in maths and 77% writing (teacher assessed). 6 children did not reach expected levels in reading, 3 in SPaG, 4 in maths and 8 in writing. 3 children did not reach levels across all subjects.
- The national results were 71% reading, 77% SPaG, 75% maths and 76% writing. Combined results nationally were 61%, so the school sits ahead of national results in all subjects.
- The Head stated that results were up on nationally and within Camden on 2016, but the raw score threshold was lower.
- The tests were given average scaled scores ranging from 80-120 and a 'greater depth' score is greater than 110.
The school's average scaled score in reading for all pupils combined was 111 (national = 104). This illustrates that there is a sizeable number of high attainers with great depth of reading in the class and that their achievement was not constrained by the lower achievers.
In SPaG, the class combined scaled score was 109 and nationally 106.
In maths, the class combined scaled score was 107 and nationally this was 104.
The Head noted that one child achieved 100% in maths.
- The Head commented that there was a cluster of borderline results in maths, just achieving the scaled score 'pass mark' of 100 across the three papers.
- Julia Hollis asked about the added value between KS1 and KS2. The Head said that seven children had moved to greater depth in reading, in maths 3 children had not done as well and 4 had done better than KS1 results would indicate.
- Governors discussed how these results were used by secondary schools as a starting point and to measure GCSE results against.
- The Head reported that whilst the pass mark was 100, the school did not consider children achieving below 105 to yet be secure. This was passed in on discussions with Acland Burghley for children transitioning to Year 7.
- Rosie Thomson said that on a child by child basis she was pleased with the results and that the school had anticipated that some of the children would not achieve the pass mark.
- The Head said that the marks in the teacher assessed writing bring the combined scores down. Kirsten Walton noted that the boys combined writing mark was 64% (compared to girls 88% and 76% national result). Rosie Thomson said that she had taken external advice on the writing assessments.
- The Head stated that results were realistic this year, but a considerable drop on 2016, which whilst reflecting the cohort, could be challenged. Inspectors look at a three-year rolling average and the incoming Year 6 cohort were a very able group so the Head said that this was reassuring.
- The Head commended Rosie Thomson and Maddie Heyes on their teaching in reading and the effectiveness of whole class reading. There was a focus on inference and not just in decoding the text.
- The Head announced that Rosie Thomson had been the new Literacy Co-Ordinator and congratulated her in this.

ACTION To run the Year 1 phonics report for the Year 6 cohort assess added value. Done.

3.5 Suffolks Reading Test.

The Head's report included the end of year standardised reading assessments (Suffolks) across all classes in graphical form. Governors reviewed and discussed these.

- The graphs illustrate clearly that the school has very able readers. The Head noted that in the summary graph of all year groups 23% children are in stanine 9 (the highest stanine) which compares to 4% nationally.
- The Head noted that the Year 6 Suffolk results were reflected in SATs results with a small group of children reading below their chronological reading age and a large group of children in stanine 8 and 9 with great depth of reading.
- Kirsten Walton challenged how the Suffolks data was used and Julia Hollis asked if it was shared with parents. The Head said that parents of Years 2 and 6 would have detail from the SATs assessments and that in other year groups the information would help give a picture of a child's progress which would be shared with parents. The Head said that tests were used to inform the judgement on how a child was progressing.
- Rosie Thomson and the Head talked about the importance of getting children to have a reading 'habit', to move children from being fluent, functional readers to higher order readers with greater comprehension.

3.6 Puma Maths Test

The report included the Puma Maths test results taken by Years 1-5 in June. These are assessed into scaled scores 70-130+. Whilst 100 equates to 'at expected' the school works at 105+ as secure.

The results in achieving a scaled score of 105+ were 93% in Year 1 and 83% in Year 2. These are good results and the Head said that the school was focussing on mastery in these crucial foundation years. She said that the curriculum moves at such a pace that it is vital that the emphasis on 'closing the gap' at Key Stage 1 continues.

In lower Key Stage 2 there is a drop in results with 60% achieving 105+ in Year 3 and 63% in Year 4. The Head said that there were known reasons for the dip in results which reflected the cohorts, but that the lower percentages were a concern and must be tracked and action taken.

- **ACTION** The Head said that Governors should hold the school to account throughout the year ahead for the progress and performance of Year 4 in particular as they progress into Year 5. Ongoing action point.

3.7 Attendance

The Head reported that end of year attendance was 97.32%, very slightly down on the previous year but very good. There are no children above statutory school age with attendance below 90%. Governors asked about parents requesting holiday and the Head said that this was fairly unusual and that she judged each request on a case by case basis based on attendance, attitude and achievement.

The Head said that whilst staff absence was still greater than desired, there had been improvement more recently than on the quarterly data shared with Governors in her report, which only took the absence recording up until March.

3.8 Admissions

Within her report the Head had summarised the number of children joining the school under each admission's criteria. The distance to which places were offered had increased, mostly due to the low sibling number in the class. The Head spoke positively about the diversity of children joining the Nursery class.

3.9 Parents and Community

The Head commended Vicky Starmer on the success of the Great Get Together street party held in the Home Zone in memory of Jo Cox.

3.10 Safeguarding

The Head spoke positively about how the school and wider community had responded to the recent terrorist attacks and how the planned school trips into central London had gone ahead three days after an attack. Julia Hollis said that the school had done a good job in communicating trip plans after the attack. The Head said that parents had been very supportive.

4.00 School Development Plan (SDP)

The Governors reviewed and discussed the draft SDP shared by the Head. The Head asked for Governor feedback on her draft and stated that the SDP was not a to-do list, but a document that should inform and remind Governors of the core priorities and principles and enable them to hold the school to account.

Some discussion points raised:

- The Chair said that this new SDP was a more graphic grid that the previous SDP and with less narrative.
- The Head said that the SDP should inform a visitor as to where the school was in its history, give a clear picture, remind of priorities and state outcomes.
- Boris Telyatnikov said that the breakdown of the plan and tabling was clear. An improvement on previous versions and with clear targeted outcomes.
- The addition of 'Even Better Ifs' from the Challenge Partners review. To ensure that the year to year recommendations were reviewed, considered and as necessary, acted upon.
- A stronger link to the Placemat and the core priorities included there.
- To have the SDP at each committee meeting and reference it within the meetings.
- The importance of including 'What success looks like' and substantiating this with evidence.
- Kirsten Walton said that Governor induction should be added in the Governance section.
- Discussion on the necessity for the three dated boxes within the milestones sections and how the measurement of success with fall within dates. These boxes work for the PPC Committee with events and target group meetings, but were harder to use in other committees. Tracking and monitoring must be spread across the year, but Governors concluded that these date boxes did not work in all areas and could be removed.
- The Head said that KS2 maths was included as a priority.
- The Chair asked who the plan was for and the Head said that it was for the school and Governors and would be a valuable tool for the Senior Leadership Team (SLT). Boris Telyatnikov added that it would also be useful for external moderators and assessors to see.
- The Head said that a separate SLT led box should be added.
- Discussion moved to changes in homework referenced in the SDP. The Head explained that the school was asking families to focus on spelling, number facts, times tables and reading at home, but there would be a cessation of the weekly set homework for marking. She stated that there was no evidence that homework raises attainment or closes the gap. Setting homework that was not either too easy or too difficult for the range of abilities within a class group was challenging and could lead to disaffection. She had also heard repeatedly from parents that homework was having a negative effect on their child's approach to learning. Vicky Starmer said that Homework Club would continue and help support children with core skills and provide invaluable learning resources.

The Chair challenged whether the Head could anticipate the parental response. She responded that SLT would be taking questions from parents at Parents' Evening and that she would continue to have dialogue with parents on this.

Tim Peake asked what prompted this change and the Head said that in discussion with staff as to what had high input and negligible impact, homework had come under review. Removing homework from teachers' workload gave them more time to focus on what makes a real difference in learning.

- The Chair concluded the review of the SDP by saying that it should be reviewed at committee.

5.00 CURRICULUM COMMITTEE REPORT

Minutes dated 21 June 2017 were shared in advance of the meeting.

5.1 Boris Telyatnikov said that Fiona Crean and Matthew Lawrence had held a Challenging the Gap monitoring session. The pupils were positive and there had been some useful take away actions. Summary report shared with Governors.

5.2 In reviewing SDP outcomes Boris Telyatnikov noted:

- Pupil Premium monitoring to continue into next year especially in key class groups.
- Teaching Assistants had done their Lessons Learnt study presentations which had been useful.
- The 85% target result in reading and writing had been undershot, but there was strong teacher tracking and good progress had been made throughout the year.
- The focus on science teaching had been put on hold somewhat with the delay in the opening of the science lab. The Head noted that there were successes however including the national Young Engineers Awards, which had 8 finalists, 4 of whom were from Eleanor Palmer.
- To roll over a focus on Year 5 progress, Year 1 spelling and that the necessary checks were in place that the school was offering a 'broad and balanced' curriculum, identified as key by Ofsted.

6.00 STAFFING COMMITTEE REPORT

Minutes dated 22 June 2017 were tabled at the meeting

6.1 Julia Hollis shared the Staff Survey results. These were good and no particular focus had been identified for the next year.

- **ACTION** Julia Hollis to send letter to school staff to thank for completion of the survey and to share results. Done.

6.2 In reviewing SDP item 6 'rapid induction of NQTs'. Julia Hollis said that she and Kirsten Walton had met with the NQTs in November and again with Shanti Fricker in June to see how their expectation earlier in the year had transpired. She shared the meeting notes. The meeting was very positive, the NQTs reported a good induction, great working relationships both formal and informal and they presented as resilient and reflective.

6.3 Reviewing SDP item 5 'developing support staff'. Jen Allan and Shanti Fricker met a group of teaching assistants to hear feedback on the study triads and lesson study work. The staff reported initial nerves at presenting, but felt valued, involved and listened to. Fiona Crean will arrange further programmes to build on this success.

6.4 Committee discussed the immersion week model in the Autumn term. Rosie Thomson met with lots of staff and there were positive responses and constructive suggestions.

7.00 RESOURCES COMMITTEE REPORT

Minutes dated 15 June were shared in advance of the meeting.

7.1 Tim Peake summarised the SDP aims for 2017/18 detailed in the minutes:

- Progress and complete the Science Lab construction and successfully launch. The Head reported that the building was at last in construction upwards and that it had been confirmed that Camden would pay for the additional charges.
- Maximise funding opportunities from Teaching School, use income to strengthen the school and be aware of the competing demands on staff.
- Monitor the Nursery funding model. The model works for the incoming Nursery cohort in principle.

8.00 PPC COMMITTEE REPORT

Minutes dated 21 June 2017 were shared in advance of the meeting.

8.1 Mark Peters shared the results of the Parents' Questionnaire. Key points reviewed:

- 33-40% response rate, similar to two previous years.
- The overall result is very positive, but not felt quite as strongly as in previous years. The vast majority of responses answered, 'strongly agree' and 'agree' and whilst there were fewer 'strongly agree' responses there were also very few 'strongly disagree answers'.
- The only meaningful difference from 2016 is in 'the school helps my child to have a healthy lifestyle' question. Here the interquartile range has moved up.
- In 2015 there was a concern about the school dealing with unacceptable behaviour when 25% disagreed. This had not been flagged as a concern from respondents for the last two years of the survey.
- There was a general narrative around community and friendliness within the word cloud.
- Mark Peters noted that only one respondent referenced science.
- Vicky Starmer commented that 'the school keeps my child safe' question was 100% positive.
- The highest level of disagreement was in 'range of extracurricular activities is good'. The Head said that the teachers worked until 6pm and that hosting clubs was a further addition to their workload. The area was also rich in a range of after school clubs.
- The Chair concluded that concerns around food and clubs should be reviewed at committee.
 - **ACTION** Responses to parental questionnaire in relation to extracurricular activities and food to be added to PPC agenda.

8.2 Vicky Starmer commended the work of Sally Hill and Angela Ross in working with families in arranging the Summer Fair. There was great parental engagement and involvement in the organisation of the Fair.

8.3 Parental feedback indicated that the 'Shed' talks throughout year had been well received. The session on mental health had gone particularly well and should be repeated.

9.00 AOB

9.1 Governing Body dates for 2017-2018 were shared and confirmed.

9.2 The Chair and Head thanked Julia Hollis and Mark Peters for their commitment and contribution to the school as they end their terms of office as governors. Other governors concurred.

9.3 With changes of governors, committee roles were discussed. Shanti Fricker will become Chair of Staffing Committee and Kirsten Walton will take on the role of Safeguarding Governor. It was agreed that there were gaps in PPC and Resources Committees to fill.

The Chair concluded the meeting by thanking Governors for their work over the year.

The meeting ended at 8.00 pm.