

ELEANOR PALMER PRIMARY SCHOOL

Minutes of the Full Governing Body Meeting Held on 23 November 2016 at 6.00pm

Apologies received:

Kirsten Walton
Mark Pemberton

LB Camden

Boris Telyatnikov

Parent

Julia Hollis, Vice Chair
Kirsten Walton
Shanti Fricker
Vicky Starmer
Mark Peters

Staff

Kate Frood, Head teacher
Rosie Thomson

Co-opted

Jennifer Allan
Mark Pemberton
Tim Peake

Associate members

Fiona Crean

Also present:

Tania Voaden, Clerk

1.00 There were no declarations of interest.

2.00 Minutes of Previous Meeting held on 28 September 2016.

2.1 Corrections

No corrections of minutes.

2.2 Actions

Rollover reminder - Governor engagement should be an agenda item in the January Governing Body meeting.

September Meeting Item 5.1 Rollover action - to add school dinners to the PPC agenda.

Item 5.0 Placemat updated from the discussion at the September Governing Body meeting – updated Placemat shared with Governors in the November papers.

Item 7.4 Julia Hollis and Kirsten Walton to meet with NQTs – Completed.

3.0 Chair's report – the document 'Chair's Report November 2016' was shared prior to the meeting.

3.1 The Chair reported back on the meeting she and the Head attended with Jean Lang, Head of Learning, Improvement and Partnership in Camden and Rhian Swain, Governance Advisor. The letter from Jean Lang following the meeting was shared with Governors. The Chair said that it was a useful meeting; that there was praise for the school and useful areas for development discussed. The Head noted that it was interesting that the school was praised for the lack of exclusions and insightful as to how many Camden primaries now have exclusions. The Head said that it was a valuable professional discussion and was pleased that this will be an annual meeting. The most useful 'even better if' was a prompt to track pupils from EYFS to the end of Key Stage 1.

6.20pm Boris Telyatnikov joined the meeting.

3.2 The Chair opened a discussion around the Governing Body structure and asked for Governor opinion. She explained that the requirement on the size of the body had been relaxed, but that the guidance was that a smaller size was often more effective. The Head stated that having the time available to contribute as a Governor should be considered as a skill.

Julia Hollis said that a new Governor should bring fresh input. She reported that the Staffing Committee had lost a member when the previous Chair left and that they would benefit from a new member.

Vicky Starmer said that there should be a representation from the community beyond the school and that she would welcome a new skilled Governor from the local area.

The Head said that historically Governors with an understanding of education e.g. retired head teachers, had been very effective.

- **ACTION** The Head and Fiona Crean to make inquiries at the IoE for potential Governors.

There was an agreement the overall skill set should be considered as opposed to fulfilling representative functions and that current Governor vacancies should be filled by individuals with the requisite ability and commitment.

4.0 Head's Report

The Head's report dated 28 September was shared with governors in advance of the meeting.

4.1 Admissions

The Head highlighted the Reception 2016 data provided by Camden which she had shared in advance of the meeting. She noted that 8 social and medical places had been offered for Reception and these were in only 4 schools across Camden's 42 primaries. Eleanor Palmer had 2 social and medical admissions and the Head continued to challenge the rigor with which these cases were reviewed.

- **ACTION** The Head to make representation on governors' behalf to Camden as part of their 2017 consultation.

4.2 Staffing

The Head said that a new part-time office administrator had started and was settling in. Evident from interviews was how sought after these part-time, term time positions are and there was a strong field of candidates to appoint from.

4.3 Curriculum Development.

The Head reported that the Senior Leadership Team had completed four of six Immersion Weeks and had greatly enjoyed the chance to spend time in class, to drill down into teaching

and learning and observe the dynamics in the classroom. On completion of the six weeks SLT will consolidate findings and feedback to committee.

4.4 Hegarty Maths

The Head updated Governors on the Hegarty Maths initiative which the school is co-leading with Colin Hegarty. She reported that the school was excited by the initiative and that there was strong evidence of its success. The initiative involves children watching a video about an area of maths with the concept explained and modelled. This gives both the children and their parents the building blocks to then practise the maths studied. The Head said that Colin Hegarty is an exceptional teacher with a commitment to closing the gap.

6.45pm Shanti Fricker joined the meeting.

4.5 Extended schools and community

The Head shared a spread sheet on pupil premium participation in advance of the meeting. She highlighted the success of Homework Club in reaching out to pupil premium families and praised Angela Ross for her work in engaging with families and encouraging attendance.

The Head noted that the spread sheet evidenced that pupil premium children did not attend French Club; the only fee paying club that the school offered. She said that whilst parent feedback from surveys requested a greater number of after school clubs, increasing the number of private clubs did not sit well with the schools commitment to inclusion.

5.00 Special Item – Camden Learning reports and RAISEonline (Reporting and Analysis for Improvement through school Self-Evaluation)

RAISEonline provide a common set of analyses for schools to enable them to analyse performance data in greater depth as part of the self-evaluation process.

The Head had shared the link to RAISEonline with the Governors in advance of the meeting. A lot of data is included in the report and the Head received a half day training to support how best to use and interpret the report. Whilst referencing the RAISEonline report the Head suggested Governors review the Camden Learning reports at the meeting as the data within these was more accessible.

Also shared in advance of the meeting were three reports from Camden Learning which provided a summary of school's data contextualised with the local authority and nationally. The reports were for Early Years Foundation Stage (EYFS), Key Stage 1 (KS1) and Key Stage 2 (KS2).

Points highlighted for discussion

5.1 EYFS

- EYFS children are exceeding learning goals and sit above both the Camden and national average. The % achieved also shows a year on year growth in almost all areas. The school is ranked 4th within Camden based on the results. The Head said that she would expect this to be the case given the demographic of the cohort.
- There are 17 areas of assessment for EYFS. Writing was the most common assessment area where children missed the 'expected' target. 17% of the children are 'emerging'. 3% of children are 'exceeding' in this area.
- Communication results indicate that 33% children are 'exceeding' in communication.
- Children who had 'not attended a Nursery setting' outperformed those who had attended Nursery. The Head questioned whether this is because these children were a small affluent group of children well supported in learning at home.
- Page 13 of the EYFS report shows the 'gap' in attainment for each learning goal from the school average. In literacy more than 10% of White British non-free school meals

exceed the average. Spring born children are shaded to highlight that more than 10% of these children are lower than the school average in all areas bar literacy.

5.2 KS1

- The % pupils working at 'expected' standard for reading, writing and maths is 61% compared to Camden average of 62%. 10% of children are 'exceeding' in all areas compared to 8% Camden average.
- The Head reported that in reading the school just exceeded the Camden average for children reaching 'expected' standard. For maths it met the average and fell just below the average for writing.
- The school ranked 27th in Camden in overall assessment results. The Head noted that as results were teacher assessed she was not confident in all other schools assessments. Children can often meet the standard when there is adult beside them, but the school only judges them secure when they can work fully independently. Nonetheless these were disappointing results and steps will be made to improve on these results next year.
- Boris Telyatnikov challenged whether greater use of practice papers would improve outcomes. The Head responded that whilst additional practice papers may assist, there are some children who would find these difficult and struggling in a weekly test would not improve their confidence or their outcomes. She did however think the school would be better prepared for KS1 testing going forward and that preparation would be a key discussion throughout the year.
- Page 5 of report indicates that girls outperformed boys in reaching expected levels and working at greater depth.
- Page 6 of the report shows performance of pupil premium pupils and non-pupil premium pupils. Where the gap is negative, then pupil premium pupils are underperforming relative to non-pupil premium. The gap for the combined subjects at the school is -35; in Camden this gap is -17. The gap is greatest in maths at -51 in contrast with a Camden average of -16. The school and Governors needs to continue the focus on closing the gap.
- On Page 10 of the report it was noted that spring term born children are the lowest % reaching expected standard. The Head thought that there was not clear reason for this beyond the cohort group.
- Page 14 looks at the conversion from EYFS outcome to KS1 outcome. The Head explained at children achieving expected levels at KS1 should meet or exceed expected levels at KS2. Governors had a good discussion around this conversion. The Head highlighted that in reading tests at EYFS 9 children were assessed as 'emerging', but only 3 of these children reached 'expected' levels at KS1. Issues raised in Reception were not fully addressed by the end of Year 2. In writing 85% of children assessed as 'expected' in EYFS met 'expected' at KS1 and in Maths this figure was 88%. The Head stated that it was an interesting cohort with some complex needs. The Head asked governors to hold the school to account in July that children at 'expected' at the end of Foundation Stage reached 'expected' at the next assessment, at the end of Key Stage 1

5.3 KS2

- The results for % pupils reaching the 'expected' standards and average scaled scores were very good and sit well above both above local authority scores in all areas. The results also compare favourably against the national average. The Head praised the accuracy of the teacher assessment on maths, the SATs results for which matched the prior teacher assessment.
- Page 17 details the conversion from KS1 level to KS2 scaled scores. 100% of children at 2B at KS1 and 86% at 2C achieved expected standards at KS2.

- Mark Peters challenged the Head on the prior attainment and progress at KS2 shown in the RAISEonline report page 23. He noted that the growth from a high average at KS1 was harder to attain. Governors agreed to look at this again in the 2017 results.

5.4 RAISEonline

RAISEonline page 59 was reviewed. This contains key indicators for the school together with national averages. It provides a useful additional profile of the school.

- The Head flagged that the school now has more girls than boys on roll, tipping the balance on recent previous years.
- The school is in the top quintile for % of children with an EHCP plan or Statement. 3.4% children in contrast to the 1.3 % national average and an increase from 2.5% in 2015. The Head noted the marked increase in greater number of SEN applications the school receives.
- The school is very stable and sits in the top quintile for stability.
- Whilst there are a large number of more affluent parents the Head highlighted that the school still sits in a high quintile for deprivation when compared to all schools nationally.

6.00 RESOURCES COMMITTEE REPORT

Minutes dated 3 November 2016 were shared in advance of the meeting.

[REDACTED]

[REDACTED]. The architects were now in touch with three more builders, smaller companies who may have lower overheads. A meeting was set for 16 December to review new tenders and Sarah Ewins had made clear to the architects that no further costs would be incurred to redraw tenders.

[REDACTED]

The Head said that there had been consensus on committee around the choice of architect and asked for Governors support in managing this project and in the dialogue with stakeholders.

The last meeting on the project had been constructive and Governors will be updated as to the outcome of the 16 December meeting. The desired outcome was that the tenders received would come in within budget with only minor modifications on the plans. Ongoing positive dialogue with architects was essential. The Chair thanked Tim Peake and Boris Telyatnikov for their input into the project.

7.00 STAFFING COMMITTEE REPORT

Minutes November 2016 were shared in advance of the meeting.

Julia Hollis reported that the meeting had been productive but that there was key nothing to highlight within the minutes.

8.00 PPC COMMITTEE REPORT

Minutes dated November 2016 were shared in advance of the meeting.

Vicky Starmer requested that the minutes noted Governor praise for Angela Ross and her work in engaging with parents.

A parent session has been arranged on handwriting with occupational therapist Shana Boltin.

The SEN parent meeting went well and it seemed positive for parents to get together for informal discussion.

9.00 CURRICULUM COMMITTEE REPORT

The Committee minutes dated 3 November 2016 were shared in advance of the meeting.

Boris Telyatnikov updated to Governors on the Challenging the Gap meetings. He had shared a report from the monitoring sessions with Years 3, 5 and 6 attended with Shanti Fricker and Fiona Crean and highlighted questions asked and 'what went well' and 'Even better if' outcomes. The sessions had been very positive and two more were planned. Fiona Crean also stressed the importance of marking and shared communication in marking with both children adding their comments to their work and teachers providing a response. Boris Telyatnikov also reported a focus on reading and the teaching of reading. Fiona Crean talked about whole class reading and how this had been embraced in school with teachers reviewing how it was working.

10.00 AOB

There were no items for AOB.

The meeting ended at 8.15 pm.