

ELEANOR PALMER PRIMARY SCHOOL

Minutes of the Full Governing Body Meeting Held on 28 November at 6.00pm

Apologies received:

Victoria Starmer
Boris Telyatnikov
Matthew Lawrence
Tim Peake

LB Camden

Parent

Flora Cornish
Christophe Frèrebeau
Shanti Fricker
Rifca Le Dieu

Staff

Kate Frod, Head teacher
Rosie Thomson

Co-opted

Jennifer Allan – Chair of Governors
Josh Franks
Mark Pemberton

Associate members

Natalie Stevenson
Sally Hill

Also present:

Tania Voaden, Clerk

1.0 There were no declarations of interest.

2.00 Corrections: Rosie Thomson and Natalie Stevenson did not attend the October meeting but were listed as attendees.

2.1 Actions:

Item 3.7 - Safeguarding training for Governors – **Done**. Governors booked onto NSPCC 'Child Protection for Governors' online course for self-study.

Shanti Fricker also noted that another Governor would need to attend the Safer Recruitment training. Rifca Le Dieu agreed to attend the session in May 2019.

Item 3.3 Rhian Swain from Governor Services to attend Governors' meeting. **Done**. Booked for May.

Item 3.7 Governors to contact Chair re attending Parents' Evening. The Chair reminded Governors to confirm availability on January 23rd and July 11th.

Item 4.0 Staff survey feedback added to PPC agenda for monitoring. **Done**.

Item 5.0 Impact Statements onto website – **Rollover action**.

Item 8.00 Add Invacuation Policy to website - **Done**.

Christophe Frèrebeau joined the meeting at 6.15pm.

3.00 HEADTEACHER'S REPORT

The Head's report November 28 2018 was shared with Governors in advance of the meeting.

3.1 Admissions

The Head shared a letter sent by and ex-Nursery parent to Keir Starmer MP regarding admissions.

[REDACTED]. The letter includes a suggestion that the school should be made larger. The Head said that aside from the fact that it would change the ethos of the school, not all schools in the borough were full and in result no pressure for more places to be created.

[REDACTED] The school has started to offer places to children the term after they turn 3 years old and have 4 new children starting in January. A further 2 siblings turn 3 years in the Spring term and will therefore join Nursery in the Summer term and stay in the class until Reception 2020.

The Head noted that the numbers of Nursery applications are significantly down and asked Governors for thoughts. Rifca Le Dieu suggested advertising in the local parents' newsletter TPPSG.

3.2 Staffing

Rosie Thomson had completed her first Challenge Partners review in Rotherham and fed back to Governors about her experience. She noted that the school differed greatly to Eleanor Palmer and there was little teacher autonomy and behaviour management was a big focus. The school had been absorbed by an academy chain having been at Ofsted 'requires improvement' status and had increased 'expected' levels by 35% in a year. Natalie Stevenson and Rosie Thomson talked about how useful it was to look at another school in depth and to see different styles of leadership. Rosie Thomson noted the contrast to London schools and the hub. She said that as the Rotherham school was part of the Academy trust there was good collaboration and it wasn't isolated. The school was well resourced due to high pupil premium numbers.

3.3 Curriculum Development

The Head had shared the letter from Jon Abbey of Camden Learning following on from the meeting with June Haddock, Primary Consultant. The meeting had been to discuss outcomes and plans and had been a good affirmation of the work that the school was doing. These meetings were annual and demonstrated Camden's commitment to 'knowing' schools. The Governors commented that with excellent 2018 data a visit from Ofsted would be welcomed. The Head concurred that the data was strong, but that these inspections didn't feel like positive experiences! She reminded Governors that the triggers for Ofsted were a significant drop in results (broadly 20%) significant parental complaint, a change in leadership, whistleblowing or safeguarding concerns.

Rifca Le Dieu challenged how the needs of the high attainers were met. The Head said that it was important that high attainers felt part of the class and that teachers take responsibility to include them, but also to give focus to challenge them. Natalie Stevenson said that the support for higher attainers had always been strong, but perhaps needed re-focus. Rifca Le Dieu asked what needs to be done for this. The Head said that it is about the regular challenge to teachers and checking in that children are being stretched enough. Josh Franks said that it was also about an understanding of differentiation, not separating children into distinct groups but a clear understanding of each child's secure understanding and attainment. The Head said that she had yet to hear that children were bored.

The Head talked positively about the Comparative Judgement writing assessments. She also said that all teachers had a full day to conference each child 1:1 about their writing; teachers had reported that these extended conversations with children were very valuable and impactful.

3.4 Teaching School

The Head updated Governors on Teaching School work. She reported that Reception teacher Helen Holgate is enjoying her role as tutor at UCL. There are some complexities of cover in class, but as she does most of her visits on Friday when Tom Gibson covers, the model works. The Head said that as an older member of staff with many years teaching experience it was great that Helen had this new challenge and has so much to offer.

3.5 Special Needs

SEN consultant David Bartram had visited and the full report would follow. PPC would spend time reviewing the outcomes and recommendations. To note that it was observed that ASD (autism spectrum disorder) children find playtimes hard and that the school would be introducing an indoor play structure for them. The school was also looking at how support staff worked in class to ensure that there was good support cover at the end of the morning.

3.6 Finance

The Head noted that there was a significant increase in support staff pension contributions. There was a one off payment of back pay of £22,000.

The Head referenced the grant of £46,300 from the Richard Reeves foundation for maths research and the importance of intervention using maths games, with a specific grant condition that the money had to be used for disadvantaged children.

. £17,500 of this money will stay with the school to fund the time to lead and manage the project and the rest is distributed to participating schools. The Head and Natalie Stevenson have been holding the participating schools to account by visiting and looking at the impact on standards measuring from baselines. They reported that this was a fantastic project!

3.7 Extended schools and community

The Head noted that 3 ex-students currently attending Acland Burghley would be returning to school for work experience. [REDACTED], [REDACTED] held the school in affection and wanted to complete their experience here.

3.8 Premises development

Vicky Green is reviewing tenders for resurfacing the playground, a big project with the cost likely to be around £25k. The PTA has committed £5k towards this.

4.00 Special item – Standards Review

The Head said that Governors should be fully cognisant of the school's SDP, the data slides shared at this meeting and the summary 'EP on a sheet' and IDSR (Inspection Data Summary Report) also shared in advance of this meeting. Together these provide a comprehensive analysis of the school and should fully inform Governors for any questions arising from an Ofsted inspection.

Summary of points raised in the Head's presentation:

- In advance of any inspection Ofsted will thoroughly review all available data on the school, the website and social media presence and any concerns flagged in order to inform a line of enquiry. The inspection will challenge on these lines of enquiry and will not spend time discussing great results.
- Reviewing the front page of this year's ISDR there are no obvious lines of enquiry as the 2018 data set was very strong.
- The school should communicate priorities to parents.
 - **ACTION** Chair to inform families of the school's priorities in the next Governor Newsletter.

Foundation Stage

- Early years have lots of early learning goal statements and these are grouped into 6 key areas. The goal was to attain 'expected' in all 6 areas and given the demographic of the school, the Head stated that her expectation was broadly 75%. In 2018 73% of the Reception cohort achieved 'expected', 79% in 2017.
- In both reading and writing the results were below target, in particular boys' writing. The Head noted that there were 10 summer born children in class and only 4 of those achieved 'expected'.
- Josh Franks challenged the Head to determine the cause of the 'misses' in reading and writing. The Head said that the analysis shows it is child specific and that the teachers are closely tracking the current cohort. Both Reception teachers were attending a writing course and there was ongoing review and challenge of children's progress.
- The Head said that the school had many more 'children 'exceeding' in all areas relation to the Camden and national results.

- Of all the goals assessed reading and writing were the areas in which the school, Camden and the national results showed the highest % of children 'emerging'.
- The Head reminded Governors of the 'softer' start as the children transition to Year 1 as they are not yet ready for more formalised learning. She said that the daily reading routine was key with 1 adult reading with 6 children for 30 minutes every day.

Phonics

- The pass rate in 2018 was 90%, 97% in 2017 and a strong 3 year rolling average.
- All the children who didn't reach the pass mark were summer born.
- Note that the school is not overly reliant on phonics and it is taught alongside other strategies e.g. whole word recognition and contextual clues.

Key Stage 1

- The Head reported that the 2018 results were incredibly strong. 97% children reaching 'expected' in reading and 39% achieving 'greater depth'. These are outstanding results. Only one child didn't make 'expected' levels.
- 84% children reached 'expected levels' in writing against 71% Camden average and 70% nationally. 23% achieved 'greater depth' compared to LA 14% and 16% nationally.
- Maths results were 94% 'expected' for the school, 76% LA and 76% nationally with 26% children achieving 'greater depth'.
- The school was top in Camden for reading and maths and 5th for writing.
- Overall an excellent data set. The challenge may be on why writing is weaker than the other areas. The Head noted that writing is always harder to progress to 'greater depth'. No pupil premium child attained greater depth. The Head said that a pupil premium child struggling to achieve greater depth mirrors the national picture.
- Josh Franks asked whether there was much movement in terms of children achieving 'expected' at KS1 writing progressing to 'greater depth' at KS2. The Head said that this was rare but that we should aspire to change this.
- The Head said that the results were very strong and noted that the class had 21 girls.

Key Stage 2

- 93% children achieved 'expected levels' compared to 72% Camden and 64% nationally.
- 20% children achieved 'higher standard' on combined subjects, 14% Camden and 10% nationally.
- The average scaled score in reading was higher than the scaled score threshold of 110!
- The combined score over 3-year rolling period was 84.44%'expected' levels, compared to Camden 66.48% and national 59.72%
- 'Higher standard' combined score over 3-year rolling average was 16.67%, compared to 11.04% Camden and 8.01% nationally.
- **For the first time pupil premium exceeded non-pupil premium in all areas. The school had succeeded in 'closing the gap'!**
- Governors reviewed the results in detail under various pupil characteristics – gender, SEN, EAL, pupil premium.
- They also looked at prior attainment and progression. Within Camden the school is 10th for reading progression, 14th for writing and 26th for maths.
- The Head said that one line of enquiry may be why disadvantaged prior high attainers did not achieve greater depth at KS2. She said that looking at the detail these children had just missed the mark.
- There may also be challenge around teaching towards 'greater depth' in maths. 27% in EP and 30% in Camden, 23% national. The school progress score in maths was 1.1 compared to 3.2 in 2017 and against a reading progress score of 3.6. Rosie Thomson noted that a characteristic of the class was that they were not as driven or competitive as some other classes, but noted that consideration must be given on how to push the high attainers. It was also noted that 4 children scored 108/109 so just missed out on 'greater depth'. If these 4 had children had hit 110 then 'greater depth' would have moved to 43%.
- There had been deliberate prioritising on less secure mathematicians for KS2, those who attained 2C at KS1.

Overall comments on data and possible lines of enquiry

- To note that data is an important Ofsted trigger. Not just that the school should not fall below standards, but that it should also not be 'coasting'.
- As a one form entry school data is based on a small number of children with 1 child equating to 3% of results.
- The 2018 results are excellent and were anticipated as these were/are strong cohorts.
- Governors must be aware that the greatest challenges in terms of range of need are Year 6, 4 and 2 and these classes should be closely monitored.
- There is focus on Free School Meal children (FSM), but to note that with the exception of Year 2 there are increasingly few FSM in school.
- There is focus on sustaining progress and ensuring the highest attainers achieve at the end of KS2 in maths.
- The school is always appraised of children's progress by tracking using teacher reports, termly assessments such as Suffolk tests and Governors tracking progress through the Curriculum Committee.

5.00 Resources Committee

Mark Pemberton summarised the minutes from committee. Referencing the 2018-2019 budget update and forecast he noted that historically the budget balanced using a reserve carry forward and income from Teaching School. To give a truer reflection of the cost of running the school the budget would be reworked to use expenditure, income and reserved income only.

Policies approved by Resources Committee.

- Fire Procedures
- Online Safety
- Data Breach Policy
- Data Protection Policy

6.00 Staffing Committee

Committee minutes and policies were shared in advance of the meeting.

Shanti Fricker said the committee had looked at the Safeguarding and Child Protection Policy which had been shared. This was formally approved by the Governing Body. The Camden model Pay Policy and Sickness Policy were also approved by committee.

Shanti Fricker said that the introduction of CPOMs to report all safeguarding concerns had proved very useful and lessened the need for daily briefings as the information could be confidentially shared amongst SLT.

Three Governors were meeting with six teachers to discuss work: life balance and would share a summary report with Governors when completed. This is in follow up to work: life balance responses from the staff survey.

7.00 PPC Committee

PPC minutes, a report on Governors' meeting with parents re SEN provision and a report on Governors' presence at Parents' Evening were shared in advance of the meeting.

Flora Cornish said that the committee had reviewed the equality objectives and had reviewed different groups to consider which were underrepresented.

- **ACTION** The Head to update the Equalities Statement. **Done** and added to website.

Vicky Starmer and Flora Cornish had met with parents of six children with SEN and a summary report was shared with Governors. Overall the feedback was that the school had a person-centred approach to the children. There was positive feedback about the communication with parents and on support staff working with the children. There was some concern about children's self-esteem and about feeling left out. There was discussion of how there could be greater awareness of SEN issues and wider use of known strategies. The report included suggestions that would be further reviewed at committee.

Flora Cornish also noted the report from Governors' attending Parents' Evening and stressed the importance of a Governor presence and demonstrating interest in parental viewpoints.

8.00 Curriculum Committee

Minutes were shared in advance of the meeting.

The Chair drew attention to the commitment of the committee to monitoring as outlined in the minutes. The Head reported that the Comparative Judgement writing toolkit for the current Year 3 had been completed and results were exceptionally good.

The Chair said that the Teaching and Learning statement was under review.

AOB

Rifca Le Dieu commented positively about the Lab, but challenged as to whether the school should appoint a Science Lead. The Head responded that there were two teachers who currently focussed on science, but neither was interested in that role and that it did not seem necessary to appoint. The school was committed to science as demonstrated by the exciting programme of activities for the year ahead including a Camden STEM project, building CCTV cameras in Year 4, a 5-day science residency in the Spring term and Science Clubs. The Head reported that a science Impact Statement was being worked on.

Meeting ended at 8pm.

Policies Approved

- Fire Procedures – Review as required.
- Online Safety – Review date November 2020.
- Data Breach Policy - Review date November 2020.
- Data Protection Policy -Review date November 2020.
- Safeguarding and Child Protection Policy ratified. Reviewed September 2019 (or as advised by Camden).
- Camden Pay policy – Reviewed as advised by Camden.
- Camden sickness policy- Reviewed as advised by Camden.

ADVOCATES

Boys	Tim Peake and Christophe Frèrebeau
EAL (English as an additional language)	Boris Telyatnikov
Girls	Shanti Fricker
High achievers	Rosie Thomson and Mark Pemberton
LAC (Looked After/ previously Looked After children)	Flora Cornish
Prior lower attainers	Josh Franks
Pupil Premium	Vicky Starmer
Summer born	Matthew Lawrence
SEND (special educational needs and disability)	Rifca LeDieu