

ELEANOR PALMER PRIMARY SCHOOL

Minutes of the Full Governing Body Meeting Held on 11 July 2019 at 6.00pm

Apologies received:

Charlie Condou
Shanti Fricker
Matthew Lawrence
Tim Peake

LB Camden

Boris Telyatnikov

Parent

Flora Cornish
Rifca Le Dieu
Christophe Frerebeau
Vicky Starmer
Nanouche Umeadi

Staff

Kate Frood, Head teacher
Rosie Thomson

Co-opted

Jennifer Allan – Chair of Governors
Mark Pemberton

Associate members

Sally Hill
Natalie Stevenson

Also present:

Tania Voaden, Clerk

1.00 There were no declarations of interest.

2.00 The Chair welcomed new parent governor Nanouche Umeadi to the Governing Body and introductions were made.

3.0 Corrections –

- **4.00** Flora Cornish has already completed Safer Recruitment Training.

3.1 Actions-

- **4.00** Online Safer Recruitment training investigated. **Done.** NSPCC online training purchased.

4.00 HEADTEACHER'S REPORT

The Head's report 11 July 2019 was shared with governors in advance of the meeting. Also shared- DfE Benchmarking Report Card, Camden Learning School Context report, Eleanor Palmer on a page report.

ASSESSMENT DATA

4.1 Foundation Stage

The Head summarised the data shared in her report.

87% of pupils achieved 'expected levels' in key assessment areas. This compares to school results of 79% in 2018 and will sit above national and local averages.

4.2 Year 1 Phonics

25 of the 30 children in class reached the pass mark of 32/40 equating to an 83% pass, down from 97% in 2018. Sally Hill reported that there had been targeted, additional support throughout the year and that the drop in results was not unexpected. There was a group of low-attaining girls who would continue to receive support.

Year 2 children who did not 'pass' the phonics test at the end of Year 1 were retested at the end of Year 2. 3 of the 4 children retested passed.

4.3 Key Stage 1

- The results for children achieving 'expected levels' in 2019 were 83% in reading, 80% in writing and 97% in maths. 2018 results were 97%, 84% and 94% respectively from a very strong cohort.
- The Head drew governors' attention to the disparity between boys and girls results in writing and maths. In a class of 14 boys and 16 girls; 86% boys achieved expected levels compared to 75% girls. The difference was more marked in maths with 100% boys reaching expected standards, but only 75% girls.
- The combined results for 'expected' levels across the three areas was 73%, a notable drop from 90% in 2018 but anticipated from the known cohort.
- There was breadth of attainment with 40% children achieving greater depth in reading, 17% in writing and 37% in maths. 'Greater depth' maths had increased from 26% in 2018.

The Head said that the cohort was diverse in terms of attainment and had a higher number of pupil premium children than other year groups (nine children). Two pupil premium were working at 'greater depth' maths, with one pupil premium child working at 'greater depth' across all areas.

4.4 Key Stage 2

The Head presented results of Key Stage 2 SATs as these had been released two days previously. Results and discussion from her slideshow:

- The Head reminded governors that this was a complex cohort with a wide range of attainment. There were some exceptional children, several children with dyslexia or SEN, and a high level of emotional need across the class.
- Given the cohort, the Head said that she was pleased with the results, but noted that the school would not be near the top of any league tables.
- At the start of the year 70% of children were on track to 'pass' maths. 93% children had passed, reflecting the progress that had been made. This compares to 97% in 2018 from a less complex, high attaining cohort.
- The Head reminded governors that the class had been split into teaching groups for maths based on attainment. This was an unusual step for the school, but one that had been vindicated by the results and progress.

- 83% children reached expected standards in reading, compared to 100% in 2018. However, 57% children achieved greater depth, higher than 50% in 2018 and significantly higher than 34% Camden and 28% nationally.
- The Head noted that 40% children achieved 'greater depths' in maths, compared to 27% in 2018 and to 34% Camden and 24% nationally.
- The Head noted that whilst the school had been pleased with the results in each subject area, the combined results were 77%, a notable drop on 93% in 2018. This was because different children had not achieved expected levels in different subject areas. The Head expressed disappointment that there were several results at 99 i.e. just missing the 100 pass mark.
- The Head reminded governors that OfSTED looked at a 3 year average of results and that the average for the school across 3 years was 89% reading, 86% writing and 92% maths.
- The Head gave explanation to the progress score data in her presentation which detailed the progress made between Key Stages 1 and 2. She noted that four children in Year 6 had a negative progress score. She drew governors' attention to the strong reading progress score of 4.24, but also to the weaker writing progress score of 1.34 which may present as a line of questioning.
- The Head congratulated Year 6 teacher Rosie Thomson on the results. Rosie Thomson in turn thanked for the support received.

Christophe Frerebeau challenged the Head about the move of Rosie Thomson from Year 6. The Head that responded there had been no change of teacher in Year 6 for five years, and that the school wanted to provide opportunity for teachers to develop their skills in different year groups. With an internal rotation, the school had the benefit of a known teacher in Year 6. Moving to Year 3 Rosie Thomson would have a clear understanding of the required progress children would need to make through Juniors.

4.5 Suffolk Reading Test

The Head shared graphs for each year group detailing the number of children in each reading stanine plotted alongside the national average. The graphs clearly show that the children at the school have higher reading attainment than the national picture, significantly so in several year groups. In Year 1 there is a marked spread of reading attainment however and the Suffolk tests will be repeated termly for this cohort next year.

4.6 Multiplication Check

The Head explained that the school had taken part in the national pilot for the multiplication check in Year 4 which would become statutory in 2020. The results were insightful as answering times tables questions on an iPad within 6 seconds was more challenging than the traditional method of recording on paper. The Head said it was useful for new goal setting in school.

4.7 Comparative Judgement

The Head gave greater explanation to the Comparative Judgement results included in her report. The Head said that whilst there were some reservations about some results, they added to the professional discussion on writing.

4.8 Attendance

The Head included pupil attendance data in her report. She drew governors' attention to the 97.94% attendance across the school year, the highest in recent years and which will be notably higher than the national average. The Head reported that there were no children with attendance under 90%.

4.9 Staffing

The Head said that there will be no new staff joining the school team in September. The school will be taking an apprentice who is doing a sports NVQ. In addition to giving him work experience and with Martin as a mentor, the school will gain lunchtime supervision support.

The Head reminded governors of their invitation to the party to give thanks and celebrate the contribution of the three teaching assistants leaving at the end of term. She noted the importance of monitoring the impact of this staffing change in the year ahead, which should be a standing agenda item in the Staffing Committee.

4.10 Parents and Community

The Head said that the school had a good year for inclusion running successful, well-attended events and talks. Success also from participation in external competitions, both sporting and academic.

The Head asked for governor guidance regarding clubs. In the summer term, the school had received a grant for an external provider to run a fashion club that had been popular, inclusive and successful. The provider wished to continue but wanted to charge a fee for further sessions. Governors discussed this in the context of feedback from parents requesting additional clubs and the ethos of inclusivity. Governors expressed reservations about charging a fee to parents or about the cost falling to the school. Funds raised with the Keep it EP campaign should be used for enrichment within the school day, and not for after school clubs. Boris Telyatnikov suggested that there would be companies willing to fund the club and that he would further investigate. It was noted that the existing French Club charges a fee and that this was inconsistent with the message of free clubs for all.

- **ACTION** PPC to discuss continuation of French Club and club charging.

4.11 Keep it EP

Governors were updated on the donations thus far to the Keep it EP Campaign. The Head said that she was disappointed at the number of families committing to donate. 28 families had set up a direct debit which will contribute approximately ██████ over the year. 11 had given one-off donations totalling ██████. The positive message is that these donations take the fund half way to the desired goal. Governors advised the importance of sustaining the campaign and keeping parents updated and informed. The development sub-committee will also be meeting to plan how best to keep up momentum.

- **ACTION** Head to share a draft letter to update parents on the campaign before the end of term. Done.

4.12 Premises

The Head reminded governors of the intended summer works. She also expressed delight at the RIBA award for the science lab and told governors that the building had also been shortlisted for the Steven Lawrence Award.

5.00 RESOURCES COMMITTEE REPORT

Minutes dated 13 June 2019 and the school's budget were shared in advance of the meeting.



Tim Peake noted that the school continued to draw down Teaching School funds and to be mindful that this was an ongoing risk should the school lose Teaching School status. The committee was investigating options for transferring Teaching School funds to a deposit account to take advantage of a higher interest rate.

The Head drew attention to the DfE Benchmarking report. This report highlights school spending compared with other schools with similar characteristics. To note that percentage of support staff costs are high in relation to the comparison group,

6.00 STAFFING COMMITTEE REPORT

Minutes dated 20 July 2019 were tabled at the meeting. Staff Survey results were shared in advance of the meeting.

6.1 The committee had monitored the impact of the science lab and having a teacher out of class. Findings were shared in committee minutes. Tom Gibson and Craig Cairns had fed back to Rifca Le Dieu that the 'vertical group' had been very successful, with a group of typically quieter children working outside of their class cohort in the lab and flourishing. Teaching staff had also fed back to Shanti Fricker that having lab sessions with another teacher had relieved pressure in the classroom.

6.2 Rifca Le Dieu opened discussion on the survey completed by all school staff in the INSET day. Governors spoke positively about the frequently used words and phrases in the word cloud created from the findings. 'My team' was used frequently and governors noted the value of a strong team at the centre of any successful workplace. The Head was pleased that the word 'inspection' was used as the school was held to account and staff clearly understood this.

In the 2018 survey, 81% of respondents had said that the school was 'considerate of my life outside work'. This had increased to 94% in the 2019 survey. The Head commended governors' intervention and monitoring of this across the year.

7.00 PPC COMMITTEE REPORT

Minutes dated 19 June 2019 were shared in advance of the meeting. Also shared were the results of the governors' questionnaire to parents.

Flora Cornish led governor discussion on the results. In summary:

- Online collection of data this year. Easy to capture and analyse.
- 130 respondents up from 82 in 2018.
- Overwhelmingly results in key areas were 98%+ 'agree' to the positive.
- One respondent replied disagree to all answers.
- Many comments around the quality of teaching, the broad curriculum, community and inclusiveness.
- Five questions had a more negative response. Two of these have arisen in previous years with regard to extra-curricular activities and lunches and healthy lifestyle.
- 10% of respondents 'disagreed' that the 'school deals effectively with unacceptable behaviour'. An improvement from 17% in 2018, but still a notably higher level of disagreement than in other questions. This 10% equates to 15 respondents disagreeing (to note that zero respondents 'strongly disagreed'). 6 of the 15 'disagree' respondents were in Year 6.

The Head said that it was difficult to address without knowledge of specifics and if issues were not raised with the school at the time. Vicky Starmer suggested that the survey is modified so that all 'disagree' responses trigger a drop box for further detail. All agreed that this would be valuable and will be added to 2020 survey.

The Chair thanked Flora Cornish for her analysis of the survey and said that it conveyed the affection and appreciation that the majority of families felt for the school.

- **ACTION** Summary of questionnaire findings and letter from Governors home to parents before the end of term. Done.

9.00 CURRICULUM COMMITTEE MINUTES

Minutes dated 12 June 2019 were tabled at the meeting.

9.1 The committee had met on the day before Key Stage 2 writing was externally moderated. Moderation had affirmed the assessments made by Rosie Thomson.

9.2 The committee reviewed a report on the Memory at EP project run by Natalie Stevenson, which had produced some useful take-aways.

9.3 The committee reviewed SDP aims and outcomes to start planning for the new school year.

10.00 Development Plan 2019-2020

The Head had shared a summary evaluation of the 2018-2019 development priorities and proposed next steps for 2019-2020. She reported that in evaluating the goals and actions from the planned priorities, much had been achieved.

The Head said that she had identified some next steps for the year ahead-

- Monitoring the impact of reduction in teaching assistants;
- Ongoing budget monitoring;
- Monitoring the use of the science lab to ensure use is optimised;
- Impact of losing five days of non-class based teaching;
- Engagement in the broader curriculum;
- OfSTED preparation;
- Tidying up the school and a focus on key resources.

The Head welcomed governor suggestions for priorities to include in the SDP.

- **ACTION** Governors to contact the Head with SDP suggestions.

11.00 AOB

Governors reviewed proposed meeting dates for 2019-2020 and no amendments were made.

The Chair thanked Governors for their support across the year. Vicky Starmer, Shanti Fricker and Mark Pemberton had reached the end of their terms of office. Shanti Fricker had agreed to become a co-opted governor, but the other two governors would leave the Governing Body. The Chair thanked them for their contribution to the school.

The meeting finished at 8pm.