

**THE BEECHES PRIMARY SCHOOL**  
**MEETING OF THE FULL GOVERNING BODY**

**Wednesday 5<sup>th</sup> July 2017 at 6:15pm**

**MINUTES**

Present: Bill Peasley (Chair), Tim Smith (Headteacher), Helen Marsden (*from item 6.3*), Chris Buckler, Imrana Masters, Sadia Kauser, Nicola Claire, Adrian Holdstock

In Attendance: Suzanne Arnold (Clerk)

**1 Welcome and Apologies for Absence**

The Chair opened the meeting and welcomed those present. Apologies for absence were received and accepted from Emma Chester, Charlotte Johnson, Hilary Faulkner, and Mohammed Jamil.

Helen Marsden had advised that she would be arriving late.

**2 Declaration of Interest**

None declared.

**3 Membership of the Governing Body**

**3.1 Co-opted Governor Appointments**

Nicola Claire was introduced to governors. Nicola provided information about her background in education and her current involvement in a bid to set up a free school in Peterborough.

Nicola was appointed as a co-opted governor.

The term of office of co-opted governor Hilary Faulkner was due to expire on 24<sup>th</sup> September 2017. The governing body re-appointed Hilary for a further four-year term of office as a co-opted governor.

**3.2 Staff Governor vacancy**

The term of office of staff governor Emma Chester was due to expire on 24<sup>th</sup> September 2017. The Headteacher would seek nominations from staff for the resulting vacancy.

**Action: Headteacher to advertise staff governor vacancy**

**3.3 Governor resignations**

Co-opted governors Chris Buckler and Charlotte Johnson were leaving the governing body at the end of term. Governors recorded their thanks to Charlotte and to Chris for their commitment to the school.

**3.4 Governor vacancies**

There were three vacancies for co-opted governors. Governors were asked to encourage possible candidates to contact the Chair or Headteacher for information about the role.

Nicola Claire suggested that the Community Cohesion Committee at Peterborough City Council may be able to assist in identifying possible candidates.

**4 Minutes of the Previous Meeting**

The minutes of the meeting held on 16<sup>th</sup> May 2017 were agreed as an accurate record and were signed as such by the Chair.

**5 Matters Arising**

**5.1** The clerk confirmed that she had contacted Viorela Ungureanu as requested, regarding Viorela's position as a governor.

- 5.2 The school's data for persistent absence had been forwarded to governors, as requested.
- 5.3 Charlotte Johnson had been asked to provide the Chair with possibilities for the role of external advisor in the Headteacher's performance management.
- 5.4 The Chair advised governors that a new Vice Chair and Chair of the Curriculum and Standards Committee would need to be appointed, following the resignation of Chris Buckler. Governors were asked to contact the Chair if they were interested in these roles, for appointments to be made in the autumn term.

## **6 Headteacher's Report**

- 6.1 A copy of the Triad Schools' summer term visit report to The Beeches had been previously circulated and was presented by the Headteacher.
- 6.2 The school's contextual data was discussed. The Headteacher updated governors that the school now had seven children with EHCPs (Education, health and care plans).
- 6.3 Data was reported for vulnerable children. At the time of the report there were no children on a Child Protection plan and 10 children who were classified as children in need. There were currently five children being supported through the common assessment framework (CAF). Data was provided for the numbers of children who were in care, service parents, social services referrals and the number of children who were eligible for the pupil premium (about one third of the school roll).

(Helen Marsden arrived at the meeting at this point)

The Headteacher emphasised the high workload of the school's family support worker, and the complexity of the cases dealt with.

Seven children at the school were accessing play therapy and a referral had been made to the local authority for behaviour support.

- 6.4 Progress was reported on the school's priorities, identified at the autumn term triad visit. These related to the teaching of grammar, use of assessment data in impact reports, and the leadership of science.
- 6.5 The school's self-evaluation of leadership and management was included in the report, with a quality assurance provided by partner heads. The judgement of the effectiveness of leadership and management was validated as "good".
- 6.6 The school's strengths were reported as follows:
- EYFS judged by the school as outstanding
  - Curriculum opportunities
  - Work with parents
  - Sports, including outstanding work by sports coaches.
- 6.7 Areas for development were identified as follows:
- Grammar, handwriting and spelling
  - Oral development
  - Mastery and SEND, moving on from setting to an approach where children of all abilities learned together
  - Reasoning in maths.

Current priorities were for EYFS moderation, moderation of English and maths across the school, and application of maths.

- 6.8 It was noted that the Triad focus on reading had resulted in a significant impact on standards.
- 6.9 SATs outcomes for 2017 had been previously circulated.

Data for key stage 1 was reported, for teacher assessments and for test scores. Data was differentiated to show the performance of the core cohort (who had been at the school since the beginning of Year 2) and the whole cohort, which included newer arrivals. Ten children had joined the Year 2 cohort since the start of

the year.

Group data was reported and discussed; governors noted that the Pakistani heritage group had performed well in reading, particularly the boys.

Data was discussed in terms of children's prior attainment groupings; it was noted that 55% of the lower ability group from Reception had achieved the expected standard in reading at the end of Year 2.

Outcomes for writing and maths were not as strong as outcomes in reading, at key stage 1.

- 6.10 For EYFS, 63% of children had achieved a GLD (good level of development) at the end of the reception year. The pupil premium group had performed better than the non-pupil premium group. The school was very pleased to have achieved this percentage for GLD, which indicated a closure of the gap against the baseline assessments, particularly in literacy.
- 6.11 For Year 1 phonics, 67.8% of Year 1 children had achieved the standard. The figure for the core group was 75.4%.
- The outcomes for phonics at the school for the end of Year 2 was 90% achievement of the standards, against a national average of 91%.
- 6.12 The Key Stage 2 outcome for reading was 58% achieving the expected standard; this was an increase of 30% on last year's figures. Several children had missed the threshold for expected by a very small number of marks.
- 6.13 In writing, 64% of the core group had achieved the expected level. The Headteacher confirmed that the writing assessments had been moderated.
- 6.14 The school had been disappointed in the key stage 2 outcomes in maths; 44% of the core group had achieved the expected standard in the tests, which was well below the teacher assessment outcomes. The school was in the process of carrying out an analysis of the papers and had identified that children had found the reasoning questions difficult. A re-mark of four of the papers had been requested.

The Headteacher advised that staff were being consulted about proposed implementation of an internationally validated scheme, Maths No Problem, as a way of addressing the issues. The materials were currently being tested in school. Implementation of the programme would mean a radical change in the way in which the school taught maths. There would be a financial implication in terms of purchasing the scheme, and this would be discussed at the meeting of the Resources Committee due to take place on 12<sup>th</sup> July. Should the scheme go ahead, training for teachers would be arranged for the first half of the autumn term.

In response to governor questions the Headteacher advised that the cost of the programme for the initial year was in the region of £22,000; all current schemes and subscriptions for maths would be replaced by this scheme.

It was emphasised that all governors were invited to all meetings of governing body committees; any governors who wished could therefore attend the meeting of the Resources committee on 12<sup>th</sup> July, where the financial implications would be addressed in detail.

Governors asked how many other schools were using the programme and were advised that schools in a number of cities were involved; in Peterborough, Eye Primary School was utilising the scheme and had reported a positive impact.

Governors discussed how the scheme operated, with an emphasis on following a workbook; the scheme was followed as a whole class, with no setting of pupils. **Governors asked whether higher attaining children would be sufficiently challenged**; the Headteacher confirmed that deeper understanding of mathematical concepts was built in to the scheme, for extending the more able. Differentiation was therefore implicit through depth of knowledge, rather than by acceleration of learning on to new topics. In this way, the programme supported the development of mastery.

Governors asked whether staff had the capacity to learn and deliver a new system. The Headteacher confirmed that the programme incorporated a comprehensive system of training. Some of the school's specialist maths teachers would be visiting Eye Primary School to observe how the programme worked.

Governors asked about the timescales for the training and how this would fit in with the introduction of the programme to children. The Headteacher advised that initial training was supported by monthly updates throughout the year. A sophisticated level of online support was available, including modelled lessons.

Governors asked whether staff were positive about the programme and were advised that consultation was currently underway. Planning was implicit in the programme and teachers would be well supported.

Governors were encouraged to find out more about the programme via the programme's website and were encouraged to attend the meeting of the Resources Committee for further discussion.

6.15 Year group updates for trips and activities would be included in the school newsletter.

6.16 The Headteacher was thanked for presenting his report.

## **7 Fischer Family Trust (FFT) Aspire**

A presentation on FFT Aspire by Emma Chester was postponed to the next meeting.

## **8 Self-Evaluation Summary**

See item 6.5 above.

## **9 Safeguarding**

See item 6.3 above.

## **10 School Council**

The Chair reported from a visit to the key stage 2 School Council on 3<sup>rd</sup> July. Achievements during the year had been discussed; councillors had identified their work on anti-bullying as their major achievement. Priorities for next year had been identified by councillors as improved playground equipment, improvements to toilet facilities, and encouraging greater respect for lunchtime staff.

Ideas and suggestions about learning had also been discussed; in view of this, the Chair suggested that staff members may find it useful to attend meetings of the School Council.

The School Councillors had listened carefully to each other during the discussion. The Chair and Deputy Headteacher Helen Marsden had discussed reducing the size of the School Council next year, to one councillor per class, as this would enable individual children to contribute more.

The Chair encouraged other governors to arrange visits to the School Council.

## **11 Governance**

11.1 Chris Buckler, Imrana Masters and previous governor Tiki Shaikh had attended school to judge the handwriting competition. The award of prizes was to be arranged for a later date. Chris Buckler provided feedback as follows:

- Children had been excited by the competition and had worked hard. Behaviour had been excellent.
- In some classes staff had provided guidance to children, whereas other staff had expected independent work. A consistent approach would be fairer, for future competitions.
- Some examples of handwriting had been other than the school's adopted style; the Headteacher expected that this related to children who were recently arrived from outside of the UK.

11.2 Sadia Kauser provided feedback from her attendance at Sports Day. The approach of children competing in house teams had worked well. Sadia suggested that races/events for toddlers and for parents could be included in future years.

11.3 Sadia Kauser reported from her attendance at safeguarding training which had included discussion of mental health. The Headteacher confirmed that the school safeguarded children where mental health issues were apparent, through the Wellbeing strand of the School Development Plan. The school was intending to set up a Nurture Group next year.

11.4 The Chair would draft the governors' section of the school newsletter, including a report of his visit to the School Council, a report of the handwriting competition, and reference to new governors, and to those who were leaving. Governors should contact the Chair if they had any other suggestions for inclusion.

**12 Appoint Governors for Headteacher's Performance Management**

Nicola Claire and Adrian Holdstock were appointed to undertake the Headteacher's performance management review for 2017-18. Nicola Claire would access training for this.

**Action: Nicola Claire to undertake training for Headteacher's performance management review**

**13 Meeting Dates for 2017-18**

Revised meeting dates for 2017-18 had been previously circulated and were approved, subject to correction of an error on the date for the first meeting of the Curriculum and Standards Committee; this would take place on Monday 9<sup>th</sup> October.

**14 Any Other Business**

14.1 Adrian Holdstock reported that the Community First Residents Association were in the process of launching a cubs and beavers group at the school, to commence in the autumn term.

14.2 The Headteacher advised that a response had been received from the Standards and Testing Agency to an inquiry which had taken place following an allegation of maladministration of SATs tests in 2017. The panel had concluded that there was no evidence to support the allegation.

The Chair noted that the investigation led by the Headteacher had been thorough and professional.

**15 Date of the Next Meeting**

Confirmed as Monday 25<sup>th</sup> September 2017 at 6:15pm.

The Chair closed the meeting at 8:10pm