

**SHERWELL VALLEY PRIMARY SCHOOL**

Minutes of the FGB Meeting 27<sup>th</sup> February 2018

| Procedural Items   | Notes/Questions  | Responses to Questions  |
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| <p>2. Attendance / apologies / absence/ notification of business interests</p> <p>Governors were reminded that if a conflict of interests were to arise during the meeting they must declare it at that point.</p> | <p>Attendance: Mr Lewis,, Mr Gower, Mrs Beer, Mr Turner, Mrs Payne, Mrs Schwarz, Mr Briant, Mrs Payne, Mr Corline, Mr Nelson, Mrs Gaywood . Mrs Taylor (guest)</p> <p>Absences: Mr Martin (work commitments)</p> <p>No new business interest notifications.</p>  |   |
| <p>1. Approval of the minutes of meeting held 14<sup>th</sup> January 2018 and matters arising</p>   | <p>Agreed as a true record with no matters arising</p>   |   |
| <p>3.Governor training/forthcoming commitments (5 minutes)</p>   | <p>GDPR – Maria, Chris and Steve</p> <p>Governor emails to be set up</p>   | <p>Agenda item for GDPR for March</p> <p>SC to sort</p>   |
| <p>4. Challenge Partners Review</p>  | <p>See point 7 of HT report</p>  |   |
| <p>5.. Headteacher's Report including update on Pupil Premium , Writing, SEND, Data, Safeguarding, Attendance, Accidents – J Gower</p>   | <p><u>Pupil Premium</u></p> <ol style="list-style-type: none"> <li>DGL: why, despite financial support for residential trips and day trips, are we finding that there is a 60% take up - what else can the school do to make these valuable learning experiences possible for all PP?</li> <li>DGL: Great to see improvement from Y6 (i.e. progress) yet is it the diet on offer that is depriving the 1/3 from accessing opportunities and why should there</li> <li>MT: Whilst we now see that teachers have improved awareness of whom their PP pupils are, do they also have awareness of how any positive or negative movement in their attainment/progress has an exponential effect on the whole school's performance? I note that Pupil Premium Bias is currently shown as an 'amber' success outcome.</li> <li>MBeer: Is the push to try &amp; get higher numbers of attendees to the family cafe working? (facebook, class dojo, signage etc) Is there any other strategies we could try if not?</li> </ol> <p><u>Writing</u></p> <ol style="list-style-type: none"> <li>MT: As teachers may be under pressure to move large numbers of pupils away from the 'Working Towards' standard, are there any who are struggling in that regard, where some form of support may be required?</li> </ol> | <ol style="list-style-type: none"> <li>There is a mix with take up. We are happy that the same number of non PP children % is the same and PP. Need to think how non-attendance impacts on the children.</li> <li></li> <li>Trying to include the PP bias in class generally. We're not sure about when there are questions whole school – not sure they're driven by data and what happens in their classes. There is still uncertainty about whether this is unfair.</li> <li>It is has been interesting to monitor how many of these are PP parents. But we haven't been doing this so far. Dojo, flyers, facebook etc will be used to promote it.</li> <li>Yes – example given by Jackie – asking teacher to make accelerated progress with children in their classes. Need to jump up a band. Lots of support – weekly updates in staff training, make sure everyone's on the</li> </ol> |

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|  | <p>6. No teacher feels left behind?</p> <p>7. Feedback from Challenge Partners and work with Jenny Core – how have you found it with someone who is leading the initiative</p> <p>8. Sharing Standards document from a writing point of view how does that help</p> <p><u>SEND</u></p> <p>9. DGL: Is the current SEND leadership coping with the demands of workload considering the absence of LP?</p> <p><u>Safeguarding</u><br/>Record of Safeguarding Governor/DSL Meetings</p> <p><u>27th September 2017</u><br/>Scoping roles<br/>Planning meetings<br/>Context questions<br/>Safer recruitment</p> <p><u>1st November 2017</u><br/>Discussed CP training requirements<br/>Reviewed LA Audit - identified inconsistencies between audit and action plan<br/>Discussed Young Carer<br/>Cohort Patterns<br/>Definitions of Early Help</p> <p><u>4th December 2017</u><br/>Record keeping - Action: check CPOMs separating notes from statutory documents - physical solution if not</p> | <p>same page, making application time. Through monitoring; book looks etc. Children struggling to make progress - putting in extra support e.g, Y4 - 2 hours of PPA spent with to plan and talking regularly.</p> <p>6. No teacher feels fully supported. There are limited resources, prioritising time spent by JT and also spread across whole of Leadership Team which includes teachers from nearly all Key Stages. In turn JT feels supported by SLT. Book Looks carried out by all SLT.</p> <p>7. Jenny Core invited back about next steps – really helpful with an eye across Devon rather just within Torbay. She has given us an endorsement on the things we are doing. Challenge partners did confirm that we know what we need to do next. Follow up in March by Jenny. Governor to make a visit to see how this has gone and report back to governors at 8<sup>th</sup> May meeting</p> <p>8. Helps us to judge where we sit on the national picture and where our writing outcomes are and has been a shock for some teachers. In Y5 concerns about writing although they are making progress. Y1 we are beginning to make leaps. Asked Devon for some resources – what good writing looks like.</p> <p>9. We think the current SEN role is likely to finish at the end of April and we are looking at provision for this and appoint for Sept. <b>An update on this should be given to governors at the next meeting.</b></p> |
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Professional Disagreement Policy adopted and shared  
Assigned named adult (AHT/DHT) according to year group splits  
Developed first steps for pupil parent engagement with safeguarding  
Decided on e-safety role (to sit with PSHE)

6th February 2018

Reviewed use of Early Help panel referrals  
Drafted terms of reference for Safeguarding Governor  
Designed termly reporting document for governors  
Discussed extending role of deputy DSL - to include completion of audit

10. DGL: what are the implications for extending the role of the deputy DSL on other areas of school work?

Pupil Outcomes

11. DGL: looks more positive generally as we move down to Y1. What was the reason why only 2/3s of the year group were tested in Y5? Are you concerned that a limited number of students (10% of 93) are at 'greater depth' currently in Y3, and compared to national standards only 55% compared to 75% are EXS+?
12. DGL Is there any evidence ?
13. DGL: Do the results generally imply a gender gap is evident in our writing outcomes? In Y1 this seems evident.
14. AM: I may have misunderstood the information, however it does appear that whilst the results are broadly positive, there is an inherent issue across all the years that were reported in transitioning pupils across from EXS where SVPS is seen to be mostly ahead of other schools to GDS where we appear to lag behind the national picture. How can we move those who are in the middle band on?
15. MT: Some very useful data, where Year 1 is encouraging. Biggest issue is Year 3, in particular Boys. Is this rooted in Year 3 itself, or could it be a 'carry over' issue from Year 2?

10. 3 deputy DSLs who in the main step up in JGs absence. Whole team should be leading on the audit process. We should not be reducing this number.

11. Greater depth – out of the book look process, teachers are more confident to move children – when they have children who are writing really well teachers struggle to know what to say to move these children on. JT working on this.

12. Most evidence is from other schools. Making comment, verbal and written, quick timescale feedback, with direct application to writing. Janet Ross – does she have anything for depth and greater depth. We don't want to overload teachers with too much time-consuming feedback. We want to use more instant feedback to make greater improvement.

13. Yes there is – best for boys with book hooks. Boys starting to just make really good progress – lower down the school – we will be checking that it's not more pronounced than nationally.

14. see question 12

15. There is an issue between Y2 to Y3. expected level at Y2 does not match with Y3 ready. This is more of a curriculum issue.

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|   | <p><u>Attendance</u></p> <p>16. DGL: Looks great - really positive to see such close monitoring and a big improvement on where we were a few years ago. Monitoring now is allowing us to be more strategic in our interventions. Keep up the high profile systems.</p> <p>17. AM: Where the families have been informed that the LA has been informed of unauthorised holidays, is there any follow up from the LA, or is this a hollow threat?</p> <p>18. MT: Has there been any progress with individual teacher's awareness of which pupils are classed as 'Persistently Absent' and their understanding of how this affects the whole school performance on this measure?</p> <p>19. MBeer : Do the under 5's in reception still count towards data in the same way, even though they are of non-statutory age? Is attendance always this low with the youngest children in school, or are the current cohort especially low attenders? Is this likely to carry on through their school life?</p> | <p>16. We have Miss Aplin and Mr Flintham are being trained as moderators therefore being able to lead here, comparative judgements by Jenny Core. Governors thanked JT for her input to governors</p> <p>17. Yes these are followed through by the LA but not by the school. We have issued a number of fines over the last couple of years. Usually for parents who have taken more than two weeks holiday over the whole year.</p> <p>18. Access to attendance figures will be made by teachers and used as a discussion at parents' evenings. We have some persistent absentees.</p> <p>19. Under 5's attendance is not counted in the same way as statutory age children. We still treat them the same as far as recording and informing parents. It doesn't always follow that low attendance carries on through their school life.</p> <p>Very typical accidents with no serious incidents. M Beer will check with SC and report to the next meeting</p> |
| <b>Strategic items</b>  | <b>Notes</b>  |   |
| 6. Draft Budget 2018-2019 – S Corline                                       | <p><b>MT:</b> My 4 questions will be related to the following:</p> <ol style="list-style-type: none"> <li>1. 2017 TA restructure outcome</li> <li>2. Unexpected staff costs</li> <li>3. Income/expenditure balance/trade-off</li> <li>4. Discretionary spending Policy – do</li> </ol> <p>£100k needs to be saved next year</p>   | <p>MT came and met with SC and went through the budget. There is an issue with regard to a deficit.</p> <p>The TA restructure – we would have been in a worse place if we hadn't done this but there is no improvement. Since Sept we've had a number of children who have needed additional support. SC does look at this regularly.</p> <p>Variants in the budget to be run by MT and reported to governors at the next meeting in all cases</p>  |
| 7. JEFI Reports Plan & Pen Portrait Statements                              | Mr Lewis presented the Plan and Pen Portraits to Governors. These can be found in the Drive.  |   |
| 8.. Nursery fees, Care Bears fees, Little Valley fees ratification (5 mins) | Agreed by governors   |   |
| 9 AOB   | Headteacher Resignation. Governors were informed that Mr Gower has resigned with a finish date at the end of the academic school  |   |

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|                                   | year. Plans have been put in place to appoint another Headteacher from 1 <sup>st</sup> September 2018. Information will be placed on the Drive within the next week.  |  |
| Monitoring & Accountability items | Notes   |  |
| Agreed Actions from Minutes       | <ol style="list-style-type: none"> <li>1. Agenda item for GDPR for March</li> <li>2. SC to arrange email addresses for all Governors</li> <li>3. SEN role - An update on this should be given to governors at the next meeting.</li> <li>4. M Beer will check with SC and report to the next meeting with regard to accidents and incidents.</li> <li>5. Headteacher Recruitment update.</li> </ol> |  |
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| 12. Date of Next Meeting          | 20 <sup>th</sup> March 2018 5.30 pm   |  |