

HOLYWELL PRIMARY GOVERNING BODY

Minutes

Tuesday 26th March 2019 at 6.30 pm

Present: Kim Bloomfield (KB), Abbas Gulamali (AG), Toyin Keshiro (TK), Michaela Kirtley (MK), Steven Moran (SM), Irvin Needle (IN), Laurie O'Brien (LO'B), Robert Palmer (RP), Lisa Bancroft Prescott (LBP); Laura Rogers (LR), Kaveeta Songria (KS); Coert Van Straaten (Head),

In Attendance: Barbara Bahirathan (BB); Daniel Moore, John Conlon (Clerk).

All paperwork is held on file in school and on GovernorHub.

1	Welcome	Actions
1	<p>Daniel Moore, a former pupil and now parent of a pupil on roll, was welcomed. Lisa will join as the Staff Governor Barbara to be an Associate Member. With the new appointments, the Governing Body has reached its full complement of Governors, in accordance with the Instrument of Governance. The school office has been provided with an updated Governor list. AG's request noted that papers are needed a week in advance of the meeting.</p>	
2	<p>To receive and approve any apologies for absence Apologies noted from Sue O'Brien. Absence approved.</p>	
3	<p>Conflict of Interests Governors to declare any conflict of interest that may occur during the meeting. No new interests were declared.</p>	
4	<p>Minutes of 5th February 2019 Sue O'Brien's name was added. Subject to this, the minutes of the Governing Body Meeting of 5th February 2019 were agreed and signed by the Chair.</p>	
5	<p>Matters arising To consider any matters arising from previous minutes not otherwise on the agenda. Toyin's equality item is ongoing. Some wording was suggested for SEND policy. SEND parent Questionnaire: Q: when is the best time to send this out? A: it will be available via Survey Monkey. It is ready to launch. A test alert will be sent to parents next week. Results could be ready for the next Parent Review meeting at the end of April. It was suggested to have hard copies available who prefer that method to participate, Succession Planning: an expression of interest to be Chair has been received on the basis of a shared role. No-one has, as yet, come forward to share the role. However, there is still time. Questions welcome. Q: Are Governor school email addresses required to be on the web site? A: not compulsory. Parents should direct questions to the school.</p>	
6	<p>Governor Correspondence To report on any correspondence received.</p> <ul style="list-style-type: none"> • Online training: a wider range of courses becomes available shortly following a new agreement between Herts For Learning and Modern Governor. • Governor Handbook and Competency Framework. Updated for March 2019. https://www.gov.uk/government/publications/governance-handbook • DfE Guidance provided for schools in the event of Brexit No Deal: https://www.gov.uk/government/publications/eu-exit-no-deal-preparations-for-schools-in-england/eu-exit-no-deal-preparations-for-schools-in-england 	

7	<p>School Financial Value Standard (SFVS) To consider for approval and submission to LA. It is required for approval by the end of March. It is a self-assessment form on how Governors manage the school finances. The sections cover skills and competencies, procurement, managing risk and preventing fraud. Compliance is recorded against all the categories. Remedial action is not required on this occasion. The SFVS was agreed.</p>	
8	<p>Policy Review a) To consider for approval the following policies: Intimate Care (MK) No proposed changes to address. Deals with how vulnerable pupils are treated in school. Q: how is a personal care management plan devised? A: it is devised by a GP and agreed with the Nurse when the child arrives in school. A form is completed and sent to the school. there are no such plans in operation at present. Q: are there any children requiring potty training? A: there is one in Nursery. Q: how frequently is the staff member trained? A: the Nurse delivers training as required. No changes. Agreed.</p> <p>Freedom of Information Publication Scheme This policy records all the documents and information the school holds, how it can be accessed and if any charges apply. One request was received last year to release child school records. A change involves reference to copyrighted information. Appendix 1 has been updated with the list of policies and documents. Q: any reason for not including a charge in Item 4? A: depends on the nature of the request. Agreed.</p> <p>Safer Recruitment: covers ensuring that staff are suitable for employment, coverings interviews, and references and is based on the model policy from 2016. When recruiting from abroad, a certificate of good conduct is required (equivalent of DBS). 7.1 DBS application using Herts Guard – is this required? A: they are the employer, so that needs to appear. Nature of the word ‘Satisfactory’ was discussed. Agreed.</p> <p>Statement of Procedures for Dealing with Allegations of Abuse Against Staff: Based on an NUT model from July 2013. Covers potential abuse and how such an investigation would be conducted. Para 2: physical restraint: two bullet points have been included to cover <i>Herts Steps</i> training. All staff receives training in how to restrain pupils and there are annual updates. A physical restraint policy is addressed separately. This was clarified in the wording. Action: IN & the Head will agree the wording reflecting that ‘all staff are trained’ Agreed subject to above. Staff receive briefings on a number of policies when they join the staff.</p> <p>b) To confirm policies for review at next meeting. Behaviour Management (in SO’B absence, deferred to the summer term) British Values (S O’B) EYFS (Head) Lettings (RP) Agreed</p>	Chair/ Head
9	<p>Holywell Dashboard: Cohort watch –the school context in detail. 21 additional pupils have been acquired during the school year (44 left; 65 joined) Numbers overall remain consistent. Q: what is the biggest challenge? A; the high numbers arriving (with little or no</p>	

English) and leavers. The new arrivals will be expected to take the SATS. This poses a Challenge in English; less so in Maths. However their results can be removed from the final results.

Q: what is the point of them taking the test? A: it has to be taken, it cannot be avoided; a line cannot be drawn.

Q: where do the SATS results go? A: counts toward progress data at end of KS4.

Q; what funding is received for EAL? A: no additional funding; information is shared with Secondary settings.

Q: is there a list of where leavers go to? A: it is a changing picture. Many have returned to Europe. Migratory forces are impacting schools across the county. This part of Watford is over-subscribed by 7%.

Absence figures: 16.9% persistent absence noted.

Parents evening was 95% attended.

Teaching & Learning Assessment: target was for nothing less than Good. Good quality of teaching is on the rise. There are staff shortages but all classes are covered. After Easter the picture for the autumn will be clearer.

Q: What framework for monitoring is used? A: teaching is judged against teaching standards, differing slightly between NQT and trained teachers.

Q: are those requiring improvement put on an action plan? A: yes; if standard is low, the leacher gets the opportunity to re-teach the lesson. The pay committee monitor pay progression.

Subject to the consultation process, the school will go to 2fe next year.

Progress and Attainment – key themes from the Spring Data.

To review the latest performance data. LO'B reported.

EY: the 7 different areas are colour coded, indicating which pupils started working at the required standard.

For attainment, Maths and Expressive arts are emerging as the strongest subjects.

All other subjects are similar. Support is given if percentages are low.

EYFS Data reveals: with 5 PPG children that are meeting the expected standards.

WB (10) on average and 4 are meeting the expected standard. all are making progress in every year bar 1 in UTW.

EAL pupils make good progress.

Gender picture is mixed; boys do well in some areas and girls exceeding in others.

Q: for Literacy, what is the expectation of a 5YO? A: they should enter as Secure and moving toward the expected standard (reading basic word and phrases; writing with capitals and spaces). In Maths, they would be counting up to 20.

National baseline assessments are returning.

Y1/2 Attainment/Progress Overview: some data items were addressed. The aim is to measure progress since Reception for those pupils with matched data.

Positive data noted in the main subjects. For Maths and Reading, PP pupils are being monitored. Maths data is not as strong and this will continue to be monitored during the summer term.

Both classes are similar in terms of ability and progress.

Action: The data will be reviewed and circulated. By LO'B.

Y2 attainment is constant across the three subjects. PP pupils are working one step behind non-PP pupils.

Q: how is PP defined? A: where the pupil has been in receipt of FSM in the last 6 years and based on household income.

Narrowing the gap between the two groups is a priority.

There are 4 SEND pupils in Y2.

White British writers continue to be a concern.

There is a risk of negative progress. With a push, this can be managed and brought back into green and close to '0'.

Jargon was addressed: PA = previous attainment. CLA= Children Looked After.

Y3: 15 SEND pupils in the year group. Attainment has moved forward.

Progress is very positive in Y3. Writing progress is behind other subjects.

	<p>EAL, SEND, PPG progress is very pleasing. Disparity between the classes is being monitored. For EAL pupils, language skills develop rapidly.</p> <p>Y4: Reading doing better than Maths and Writing. SEND pupils are working significantly below expected level. Reading and Maths PPG children are closing the gap – not so in Writing. Progress: very positive progress across the year group. Big differences between classes in Y4 – the reasons for this were explained.</p> <p>Y5/6: more red and orange than other pages but some good progress to report on as well. Challenging behaviour persists from earlier years. Attainment is below where it needs to be. 15 joiners makes for a high turnover. Maths is improving. Significant gaps exist but progress is being made. Maths is universal for EAL to a large extent. Q: what decides who goes to which class. A: consideration is given to spreading the talent and challenges across the classes. No streaming. Q: is there a report on a cohort that has risen through the school together – it would give a picture of the mobility issues? A: request noted. PP and SEND are the groups that require support; not so much EAL.</p> <p>Y6: progress has been made in attainment but there is still room for improvement. SATS take place in May, so the next month is very important. Easter is late; there will be a Polling Day, a Bank Holiday and an Inset day – not much time left for revision. Reading is being supported through booster sessions. Maths fluency is being pushed – the pace needs to be maintained. Maths remains the biggest challenge in Y6.</p> <p>Overall themes: PP and SEND continue to be challenging. Y5/6 attainment needs to continue. EAL pupils achieve well or in line with non-EAL. All classes need to be making similar progress. Y2 attainment is being carefully monitored. There are a lot of positives to be taken e.g. narrowing the gaps but it remains a challenging context within which to work.</p> <p>To receive progress report on Equality Objectives These will be reviewed following the dashboard review in July.</p>	
10	<p>Head's Report Steps Training is being delivered this week that will inform the Behaviour Management Policy. Attachment Awareness training is planned. <u>Pupil Premium Project</u> Base Line visit from a neighbouring Head was received. Pupils are aware of voicing any need for support. The Website is being reviewed and a vision statement is being developed. PP is not always the only barrier that pupils are facing. There is overlap with this and a number of other different categories.</p> <p>The Wellbeing Award is being pursued. A Mock Ofsted exercise is an opportunity to test the new framework. The intention is to be fully staffed for the autumn.</p>	
11	<p>Governors' Classroom Visits To receive an update on recent classroom visits. KB visited 26th March, spending time with 3 Y3 classes, she took part in Literacy, Maths and Science lessons, attended an assembly, joined in, pupils were well-engaged. The Report was circulated after the meeting and a copy is attached to the minutes. Parity of visits across the classes noted.</p>	

12	Safeguarding To report any issues since last meeting. Recorded earlier.	
13	Any Other Business - Part II items (Staff Performance) Addressed separately.	
14	Date of Next Meeting 7 May 2019, 6.30pm	

Holywell Primary School
Governor Classroom Visit – 26th March 2019
Kim Bloomfield – Year 3

My classroom visit to year 3 this term consisted of the following:

9am – 9.50am Literacy with Beech Class
9.50am – 10.45am Maths and Literacy with Pine Class
10.45am – 11am Break
11.15am – 12pm Science with Aspen

Beech Class

During my visit to Beech Class I spent some time with 2 students, Shaya and Megan. The literacy lesson included looking at a picture from the book 'Into the Forest' and discussing what the boy in the picture was feeling, seeing and hearing. The children came up with some really interesting ideas about what was in this picture and we wrote them down in their books. The children were really engaged and enjoyed telling me their ideas.

All the children in the class were well behaved and listening to instructions given by the teacher. I found it a really enjoyable lesson.

Pine Class

In Pine Class I sat with Hussein and helped him with his Maths lesson. Well, I say helped. He was definitely teaching me a new method for solving maths problems.

After Maths I was pleased to move onto Literacy and again the children were discussing the picture from the book 'Into the Forest'. In this class I worked in a group of 4 children who had to make music that sounded like a storm as depicted in the picture. They could use any materials they could find in the classroom to make their storm noises. This short piece was then presented to the rest of the class. The children really enjoyed this session and came up with some great noises using pencils, rulers, books, chairs as well as their own hands, feet and voices.

Aspen Class

In Aspen Class, the children were having their science lesson and were looking at soil profiles. We watched a video of the different layers of soil and then the children had to remember and name the layers as well as draw their own soil profiles.

I liked how the teaching assistant sat on the floor with a group of children and really helped them with their labelling and drawing of soil profiles. The children were listening and following instructions.

Visit ended – 12pm.