

**MINUTES OF THE MEETING OF THE
DOWNSSELL PRIMARY SCHOOL GOVERNING BOARD
HELD ON 12 NOVEMBER 2018
AT 5PM
AT THE SCHOOL**

Present: Mr Martin Doré (Chair) Local Authority Governor

Co-opted Governor

Mr Robert Morini

Headteacher

Mr Deena Chetty

Parent Governors

Ms Sumy Choudhury

Ms Kirsty Sultanti-Jones

Staff Governor

Ms Maryam Osman

Clerk to the Governors: Ella Coulson

Also present: Ms Claretta Jean, Assistant Headteacher

Ms Maria Regan, Assistant Headteacher

Mrs Jan Hawkins, Assistant Headteacher

Summary of agreements and actions:

Minute reference	Formal agreements and/or actions identified	Named person(s) for action(s) identified	Completion date
2	Declarations of Interest forms to be sent to Mr Dave Leaker who was absent from this meeting.	Governor Services/ Governors	1 week
5.19	AGREED Governors agreed all the trips.		
7.1	Bring forward item for 25 March and bring year group leaders so they can talk about it in their teams.	Governor Services/ Governors	25 March 2019
7.2	15 July agenda item: Sex Education Policy.	Governor Services/ Governors	15 July 2019
8.3	AGREED Governors agreed and ratified the SEN policy.		
9.22	Data meeting to be organised on the 14 January at 5pm to discuss data.	Governor Services/ Governors	14 January

Chair's Initials:

	Date of next meeting: 4 February 2019	All /GS	Immediate
--	---------------------------------------	---------	-----------

1. WELCOME AND APOLOGIES FOR ABSENCE

- 1.1 The clerk welcomed all those present to the meeting.
- 1.2 Apologies for absence were received and accepted from Mr Dave Leaker.
- 1.3 The Clerk confirmed that the meeting was quorate with 6 governors present.
- 1.4 There was notice of one confidential item to be discussed at the end of the meeting.

2. DECLARATIONS OF INTEREST

- 2.1 The clerk issued all present governors with copies of the personal and pecuniary interest form. All those governors present completed these forms and duly returned them to the clerk for processing.
Mr Dave Leaker was not present and were therefore required to complete and return pecuniary interest forms.
Action: Governor Services and Governors

- 2.2 There were no declarations made pertaining to any of the agenda items for this meeting.

3. GOVERNING BOARD

- 3.1 The clerk confirmed that there were currently no vacancies, and no one is due to come to their end of term.
- 3.2 To consider disqualification due to non-attendance
The clerk advised that no governors were eligible for disqualification due to non-attendance.

4. MINUTES

- 4.1 Governors received the minutes of the governing board meeting held on 8 October 2018 and agreed these to be an accurate record of the meeting. Mr Martin Doré signed a copy of the minutes and these were retained by the school for filing.

5. HEADTEACHER'S REPORT INCLUDING LA SUPPORT

- 5.1 Numbers on roll are falling, not because of children leaving or joining neighbouring schools, but because there are a lot of families who are being completely rehoused or going abroad and not coming back.
- 5.2 The school are encouraging parents to write into the Local Authority to explain that their children are being home schooled, so the school can take the children off roll.
- 5.3 The headteacher has spoken with housing and the likeliness of the families returning to the area is very slim. The Education Welfare Officer is working close with other authorities and the children are finding schools locally to them.
- 5.4 They are moving families into facilities where kitchen and bathrooms are being shared, there are four families staying in one conversion.
- 5.5 The numbers decreasing has significant impact on the budget.
- 5.6 If every child brings in £4,000 it is a lot of money that the school is not getting.
- 5.7 Nursery numbers have fallen significantly. The school may need to consider 2 form entry. Financially it will not be sustainable. There is no flexibility or manoeuvre with the budget.

Chair's Initials:

5.8 The school has been clever in deploying staff. The school had 10 staff absent on Friday and no supply teacher on school grounds. Today the school had 8 members of staff off and did not have a supply teacher.

Q: How do you reorganise staff?

A: The school have support staff that are used to cover, Mr Rockman who used to be a teacher but retired last year has come back in on a reduced rate to cover.

Q: Are the support staff able to teach? Is there a gap in the qualifications that are needed?

A: The planning is all done by the year group leaders, the support staff get paid a little more when they cover classes.

5.9 Two of the support staff members in the school are trainee teachers. The school is about growing and empowering the staff.

Q: Are the absences unusual when you compare week by week, is there something a bit more serious that needs to be investigated further?

A: 1 teacher is off on long term sickness, others are for hospital and doctor's appointments. The school says no to general GP and dentist appointments. The school never turns down hospital appointments. The staff take the form and attach a copy of their hospital letter as evidence. One of the support staff team is currently abroad.

Q: Is it manageable?

A: It causes significant pressure on the school. It is not ideal having a support member of staff taking a class but there is no alternative.

Q: How would you deal if you had 15 members of staff off sick?

A: We have not reached that point yet. The worst case would be supply teachers. The calibre of supply has not been great, the consistency goes off and everything goes wrong.

Q: Are you worried about their being a gap in the learning?

A: We have the year group leaders and they oversee what is happening in the class next door. It works well. When they are not in then a member of staff steps up. If a member of staff knows they are not going to be in, she will have everything organised for the day itself.

Q: Is the level of absence normal?

A: We have improved the level of absence and the policy was shared with all the staff. As soon as they trigger 8 days absence HR will be involved. A return to work meeting is completed after every absence.

Q: The tried and tested support worker would be better?

A: Yes, much better than a supply. Very rarely are class teachers the ones that are absent.

Q: Is there scenario planning being carried out if it is a consistent decline?

A: The expectations and outcomes for children takes president over everything else. The school is forward thinking and planning. Mrs Jan Hawkins will be retiring this year and the school is not in a financial position to employ someone, Jan's remit is phenomenal, Mr Deena Chetty will be taking over her complete remit and the children will not lose out. Targets and expectations will never change. The school has assessment week next week and pupil progress meetings. Teachers are expected to hit their targets.

Action: Mr Deena Chetty to speak to the local authority about the demographic changes in the area.

- 5.10 The quality of teaching is good. Judgements have been validated by an external person. There is 79% good or better teaching taking place at Downsell. 21% is good/required improvement. The school need to move them into consistently good and give additional support to help them move.
- 5.11 Year group leaders are to keep going in to the classes to ensure what was agreed in the plan is to be being delivered. The senior Leadership Team have come up with a timetable which is more robust and incorporates regular learning walks to make sure things are happening exactly the way things should be happening. The school knows where the outstanding practice is taking place.
- 5.12 Pupil progress meetings have been taking place based on teacher's judgements, this term is summer 2 assessments and actual tests.
- 5.13 There have been 97 referrals on the behaviour system. Every member of the senior leadership teams now goes on lunch duty and the behaviour has changed drastically. It is the same children who get the referrals. The referral system is not working for the children who are constantly getting them. The school still has measurable impact for those it is working on.

Q: Does it happen at lunchtime?

A: Yes, most of the time.

Q: Can you explain the issue in year 5?

A: Year 5 just have the largest number of referrals and more incidents happen in that year group. The peer mentoring groups are good, and they sort out the low-level disagreements which takes it away from the midday.

Q: Are prefix year 6?

A: Yes.

Q: Do you ever ask children for feedback from the clubs?

A: They all love them. The school need to get the boosters up and running and make sure the targeted children are attending.

- 5.14 The fun kids club has been expanded and the club after school has been closed. The fun kids club now have children from different schools. The school are hoping the children who are at the fun kid's club will convince them to move to Downsell and be part of the school.
- 5.15 The school was at 95.96% for attendance and will go to 97% overall. 2 families have not returned from the holidays, but the school cannot remove them from roll yet until it goes to court and a decision is made.
- 5.16 The attendance has improved massively. The educational welfare officer has been extremely proactive and been paying visits.

Q: The school has 43% persistent absence cases, are they affecting the absence, are they all being monitored by the EWO?

A: Yes, daily. There are two lists, one for vulnerable children, the headteacher is alerted if any of those children are not at school and the headteacher informs the social worker and they pay a home visit. The other list is from PA cases, the EWO will meet with the parents and make it known about their absences and they will be monitored daily. They will knock on the door, collect the child and bring them to school.

- 5.17 A staff member left 2 weeks ago, the plan was to have two assistant headteachers do a job share in the year 5 class. The teacher is on long term supply and has settled in well, the school want to start placing children for next year and see where the school is capacity wise in September. The teacher has enormous potential and will be valuable to Downsell primary.
- 5.18 After 12 weeks of employment in a school, an employee must be paid a normal rate at the school. The school will need to make that decision. The school has advertised 3 times and there has not been a single applicant.

Governors thanked Ann May and Jan Hawkins for their service in the school and their hard work.

- 5.19 AGREED Governors agreed all the trips.

Q: What is the atmosphere amongst staff?

A: There are 104 of us working here. There are some members of the teaching staff who are driven and going forward, some staff will pick and choose who they speak to. Children come first and foremost. You will always see the go getters around. Overall most of the staff are on board and are driving the staff forward.

- 5.20 Geoff Hart completed a report on the summer term results. David Killgallon recommended Geoff Hart, a consultant who carries out various inspections at schools. Geoff Hart looked at the action plan, SEF and the school's data and was not overly concerned around the data or the shift in the culture. He came in the last 2 days and worked with different key people who were empowered. He agreed it is a good school, has many strengths, very calm and well-ordered and learning takes precedence. Children are well behaved and keen to participate in lessons and

activities beyond the classroom. Pupils can articulate and deal well to adults. Year 6 classes are very well taught and preparing hard for their statutory assessments.

- 5.21 David Killgallon is coming to do a learning walk on Wednesday.
- 5.22 Next steps included the 2019 results to reflect the school, sufficient challenge especially the more able and introduce assessment for learning groups.
- 5.23 Reasoning has been introduced this half term, the children are thinking and challenging themselves. The school need year group leaders to be more on top of it in a sense.

6. CHAIR'S ACTION

- 6.1 Martin accompanied Claretta Jean and Maria Regan on a learning walk. He looked at every class and the children were all well behaved and really engaged. He found it a very impressive experience. He thanked all the staff and teaching staff and commended it a very positive experience.

7. DOWNSSEL PRIMARY CURRICULUM OVERVIEW

- 7.1 Some classes have taken well to it. Some are teaching them in isolation. It is more about capacity building in the leadership team.
Action: Bring forward item for 25 March and bring year group leaders so they can talk about it in their teams.
- 7.2 Parents are invited in to view the content prior to children seeing the sex education video. It can be quite contentious. The school does not have an updated sex education policy in the pack yet. The school need to have a discussion as a school and take to governors for approval. Need to look at what they local authority have in place
Action: 15 July agenda item: Sex Education Policy.

8. SEN POLICY

- 8.1 The guidance of what is published online has changed. The policy was passed to Jan Hawkins who amended the policy accordingly. Section 4 was changed.
- 8.2 The SEN policy is good to go online.
- 8.3 **AGREED** Governors agreed and ratified the SEN policy.

Martin Dore thanked Jan Hawkins for updating the SEN policy.

9. SCHOOLS ACTION PLAN AND IMPACT LOG

- 9.1 The school action plan contains the impact of the actions and the evidence of that impact.
- 9.2 The school are continuously looking for improvement.
- 9.3 The school reviewed the key actions and the impacts, so it is a lot clearer now, the school is thinking a lot more heavily around impacts and checking the evidence is all there.
- 9.4 A lot of work has happened around priority 1. The school looked at last year's data, insets that have been delivered. Mini insets are taking place, book monitoring, pupil progress meetings. The school will improve problem solving within reasoning in the school.

Q: Was that a key issue that came out of last year's result?

A: Yes, reasoning was.

- 9.4 Year 6 did a test before half term, the school are getting the balance right now and the results will be shared with governors.
- 9.5 Priority 2 is around spelling to show progression and making sure it is much more robust. Grammar is being taught stand alone, teachers are marking the spelling to then take home. Children will have spelling in the back of the writing books which links directly to their literacy work. The next step will be the monitoring in that area.
- 9.6 The spelling is now consistent across the school. The school is ensuring regular and robust moderation and a monitoring timetable across all year groups. There are a few moderators in the school and expertise is being brought in.
- 9.7 The standardisation tools were not used as robustly in certain year groups. The end of key stage has examples to gauge whether children are at national standard or not.
- 9.8 The school is ensuring there is a support mechanism for all the staff.
- 9.9 For pupil premium, the key action areas are around raising attainment by targeting the support to close the gap between pupil premium children and non-pupil premium children with boosters and interventions. The school will look at books for pupil premium children and non-pupil premium children through moderations to ensure the progress is in line.
- 9.10 The breakfast club will be free and there will be additional staff for pupil premium children to encourage more pupil children to attend. Attendance will be better if can get them in for breakfast.

Q: Can you check the pupil premium attendance?

A: Yes, it will be presented at the next meeting.

Q: Do you see the gap between Pupil Premium children and non-pupil premium children?

A: It is narrowing all the time, in terms of summer data it is narrowing.

- 9.11 Trips, theatre visits and anything outside of the curriculum will enrich their experiences in school.
- 9.12 The school will provide pupil premium children choices in several ways such as sports clubs to help them make choices that will help them enrich and develop further.
- 9.13 The school will ensure pupil premium children are receiving the interventions they need such as boosters and homework club.
- 9.14 Every term teachers provide an audit sheet which lists children with an EHC. The data given is from the census. The school looked at the census printout, the EHCP children decreased in the Autumn however increases as the year goes on as children are identified.
- 9.15 The school has 21 children with EHCP's and 2 more to be approved. The teaching assistant has been working in the morning and then swaps in the afternoon, the children are very high needs and it can become overwhelming.

Q: How does the child find that?

A: It is positive, and the child had a good week. It is the same 2 people. If one member of staff is off, then there is still some consistency. When a child works with the same adult they become over reliant on that adult. Their 1:1 can be absent and the child will cry. There is a child with high needs, every time 1:1 is not there he has been excluded.

- 9.16 The monitoring of teaching and learning of SEN teaching assistants is incorporated when the teacher is watched, it became too onerous when they were completed separately.
- 9.17 Priority 2 looks at the quality first teaching, the data needs to be inputted. The school have identified good and above and it has been confirmed by the external advisor. The school is looking at the interventions as they were sharing good practice across the school. They are training and empowering others to deliver interventions. The boosters and homework clubs are run by teachers. The progress will be the indicators.
- 9.18 The focus pupils will be those who can move up to age related progress. Pupil progress meetings ties in with improving English and Maths.
- 9.19 The impact log is developed by the school improvement team.
- 9.20 The impact log 2.4 is to be completed by governors.
- 9.21 Link governor visits are to be completed by February.
- 9.22 The creative curriculum has been introduced and the school has got to grips with it.

Martin Dore thanked Maria Regan and colleagues and stated that it is evident everyone is contributing to the report, it is a much more coherent and cogent analysis of what is going on in the school. It is transmitting, and it is owned by the teachers.

Action: Data meeting to be organised on the 14 January at 5pm to discuss data.

10. DATE AND AGENDA ITEMS FOR THE NEXT MEETING

- 10.1 Date of next meeting
Monday 14 January 2019 at 5PM
- 10.2 Agenda items for February meeting
Impact log 2.4
KCSIE 2018

The meeting closed at 20:00PM

Chair: (print)

..... (sign)

Date:

Chair's Initials:
