

HUNSLET CARR PRIMARY SCHOOL GOVERNING BODY

Minutes of the meeting held on Wednesday 01 November 2017 at 5.30pm.

PRESENT	Martin Lumb (Headteacher)	Claire Burgess (Chair)
	Claire Aldridge	Iain Cunningham
	Sarah Gardner	Olamide Ayemowa
	James Annetts	Martyn Stenton
	Kevin Burkin	Carla Foster
	Mineti Parikh	Claire Davidson

IN ATTENDANCE: E Kayalar (Clerk – Governor Support Service)
Faye Pashby

		ACTION
1.00	APOLOGIES	
1.01	Apologies were received and accepted from Y McMullen.	
2.00	MEMBERSHIP MATTERS	
2.01	James Annetts has tendered his resignation. The governors stated that he would be sadly missed and thanked him for his work with Pupil Premium and recruitment. James has agreed to stay on until the Teaching and Learning sub committee in December.	
2.02	Claire Krasinski, Deputy Head at New Bewerley Primary School has expressed an interest in joining the governing body and the governors agreed unanimously to co-opt her onto the board.	
3.00	MINUTES OF THE LAST MEETING	
3.01	The minutes of the meeting held on Wednesday 27 September 2017 were agreed as a correct record with a minor amendment and the Chair was authorised to sign them.	
4.00	REVIEW ACTIONS AND MATTERS ARISING	
4.01	<u>Item 4.03 refers:</u> The Resources sub-committee has not met yet, the school website remains pending.	Resources Agenda
5.02	<u>Item 4.05 refers:</u> Meetings have taken place. Sarah Gardner has been working with the Assistant Headteacher and the meetings have been effective.	
5.03	<u>Item 6.00 refers:</u> The Code of Conduct was circulated and all governors present signed.	
5.04	<u>Item 9.02.2 refers:</u> Carla Foster and Clare Davidson (?) will sit on the Teaching and Learning committee.	

5.05	<u>Item 9.02.4 refers:</u> Ian Cunningham and Minoti Parikh will be part of the Appeals Committee.	
5.06	<u>Item 10.01 refers:</u> Claire Davidson was appointed Governor with PE and Sports Premium Monitoring duties. The Headteacher will ask Claire Krasinski to become Governor with Pupil Premium Monitoring duties.	Head
5.07	<u>Item 11.01.2 refers:</u> The School Council will look at the Governor Statement and will rework it into child and family friendly language before publishing it on the website.	
5.08	<u>Item 11.03 refers:</u> The Headteacher and the Chair have met and have agreed to meet each half term. Information from the meeting will be sent out. Governors had lunch with the children and found this very informative.	Head and Chair
5.09	<u>Item 12.03 refers:</u> Local Headteachers have discussed the cost of the JCC and all have the same concerns regarding value for money. Heads will discuss this at a meeting on 27 November and the outcome fed back to the Resources committee.	
5.10	<u>Item 13.02 refers:</u> Tim Richardson – School Improvement Advisor will be meeting with Headteacher on 16 November 2017.	Head
5.11	<u>Item 15.03 refers:</u> The Policy Review Group will produce a ‘jargon buster’ – a time will be arranged for this group to meet.	Policy Review Gobs
5.12	<u>Item 15.04 refers:</u> Martyn Stenton will visit the school to review the CPOMS system on 09 February 2018.	Martyn Stenton
5.13	<u>Item 17.02.1 refers:</u> The Chair requested that all governors signed up to help monitor one item as this would be extremely helpful. Some tasks such as book trawls can be done later/at the end of the school day.	
5.14	<u>Item 17.03.2 refers:</u> The ceremony for the governor awards will take place on 10 November between 9am and 10am. All governors are welcome to attend. Martyn Stenton is aiming to appear by videolink from Portugal.	
6.00	GOVERNOR DEVELOPMENT	
6.01	Minoti Parikh has attended Performance Management training.	
6.02	Claire Burgess has attended Data training and will attend Chairs Development training.	

6.03 Kevin Birkin is attending a Training Governor Workshop on Thursday 02 November 2017.

6.04 It was agreed by all governors that training was extremely useful and should be encouraged.

7.00 AREA INCLUSION PARTNERSHIP (AIP) AND PARTNERSHIP WORK

7.01 The Headteacher at Green Mount Primary has contacted the Headteacher looking for support as has the Head at Ingram Road school. These schools will be informal members of COGS.

Question: Will there be an impact on Headteacher's time in school if assisting with other schools?

Answer: Commitment will increase from 2 to 4 days a term.

7.02 It was agreed that COGS is a good and effective learning alliance.

8.00 POLICY REVIEW

8.01 The Teacher Pay Policy (Model Policy) was approved by the governing body.

9.00 PUPIL PREMIUM – REPORT ON USE AND IMPACT

9.01 Currently Pupil Premium funding is £315,000 per annum. It is important to ensure that all children eligible for Pupil Premium funding claim it.

9.02 The Value for Money document sets out the expense on a particular provision, how many children access the provision and the impact of the provision. If there is little impact the provision is stopped. If provision is proving value for money it may be extended.

9.03 Currently in school 59% of children receive Pupil Premium compared to a national figure of 25%.

9.04 There are a higher percentage of Pupil Premium children in Years 3 and 6 and two Pupil Premium Champions are based in these years. 73% of Year 6 pupils receive Pupil Premium funding.

9.05 The aim of Pupil Premium funding is to diminish and remove barriers to learning. Last year's results show that this is proving successful in school with Key Stage 1 phonics results in Pupil Premium children meeting expected levels.

- 9.06 Current focus this year is to raise standards in reading and to focus on attendance and punctuality in Pupil Premium children by tracking attendance, introduction of a walking bus and a 'check in' buddy system.
- 9.07 Strategies to improve the outcomes of Pupil Premium children includes homework club, Star of the Week in Early Years and Foundation Stage and Pupil Premium champions.
- 10.00 PE AND SPORTS PREMIUM – REPORT ON USE AND IMPACT**
- 10.01 Aim is for all children to do PE plus 30 minutes of exercise each day.
- 10.02 There are coaches on a lunchtime offering differing sports activities which the children can access on a drop in basis – activities such as cheerleading and dance which the girls tend to access
Question: Were the children given an opportunity to express what they wished for with regards to activities offered?
Answer: Yes, this was done through the School Council.
- 10.03 Active Maths has proven to be very popular with the children and encourages activity.
Question: How can we monitor and show the impact this has had on the children and the maths outcomes?
Answer: The data tends to be more quantitative with the children saying that they are happier in maths.
- 10.04 Question: Is there any link between attendance at school and sports activities?
Answer: There is a strict policy regarding after school clubs attendance – miss 3 sessions and a child's place in the club will be removed. It is possible that before school clubs may have an impact on school attendance and this will be looked at more closely.
- 10.05 Children with disabilities are not disadvantaged as 'real PE' involves personal progression rather than progressing through levels. All after school clubs are inclusive.
- 10.06 The school invests heavily in Sports Day which takes place at South Leeds Stadium and parents are encouraged to attend. Children can access taster sessions of a variety of sports.
- 10.07 Staff are more confident and enjoying teaching PE and by have a staff PE kit which in turn encourages the children to get changed for PE and see it as an important curriculum lesson.

- 10.08 The school has achieved the Schools Games Award Gold Mark for the last 3 years in a row.
- 11.00 OTHER REPORTS FROM GOVERNORS WITH SPECIFIC MONITORING DUTIES**
- 11.01 Carla Foster has met with leaders in Early Years for an introduction and hopes to meet again before Christmas to spend some time in Early Years and meet the teachers.
- 11.02 Claire Burgess and Iain Cunningham have done a book trawl and reported results back to Teaching and Learning committee. .
- 12.00 SCHOOL IMPROVEMENT PLAN PRIORITIES**
- 12.01 The top 5 priorities are on the agenda and are all on track according to the assessment calendar.
- 12.02 The Assistant Headteacher has settled in well.
- 13.00 QUESTIONS ABOUT THE HEADTEACHER'S REPORT**
- 13.01 Question: What is the impact of the staff absences in the school?
Answer: Amy Headley, Nursery Nurse, has been the face of nursery whilst the nursery teacher is absent. There is some finance implications as a result of a teaching member of staff being off sick and using a supply teacher, insurance covers most, but not all, of the cost.
Question: Is the school receiving the right HR support?
Answer: Yes, the process is ongoing currently.
- 13.02 Question: How do the changes in demographics such as new entrants with English as a Second Language impact on the school and results?
Answer: It varies. The school has strategies to deal with a variety of complexities within the school cohort. If it continues it will have an impact on staffing.
- 13.03 Question: What is the process for Lesson Observations?
Answer: Lesson observations are taken once a term. In the spring term we undertake Lesson study where 4 teachers collectively video each other's lessons, watch and discuss the lesson and look at what they could have done differently. This has good feedback as a process from teaching staff. There are 3 teachers that require improvement in lessons and this is being actioned with ways to support them.

- 13.04 Question: What concrete measures are being taken to strengthen homework and spelling?
Answer: There have been 2 staff meetings addressing homework and spelling and the homework scheme has been revised. Spelling is being taught for 30 minutes a week. A book trawl is used as a method to measure the impact of these measures.
- 13.05 Question: Why is the success of Key Stage 1 in phonics not following into Key Stage 2?
Answer: Emphasis in Key Stage 2 more on sight words and less on decoding. Books used in Key Stage 2 are not hard enough and the reading material used is based on the old system. There are more robust reading schemes available which the school is looking into. More emphasis should be placed on whole class reading and analysis and inference and teaching children how to analyse the text.
- 13.06 Question: What work is done on behaviour within the school and how is the impact measured?
Answer: The school employs behaviour charts, monitoring and 'check in' systems to address behaviour issues. Flow charts are used to identify children that need to be removed from lessons. If a child misbehaves there is a phone call home and a parents meeting is called that day. At dinner time there are some identified children who do activities to help control their behaviour at lunch.
- 13.07 Question: How does the school support staff?
Answer: Staff are supportive of each other and are aware of the issues encountered working within an inner city school. No member of staff is isolated. Teachers reported feeling very happy and supportive in a recent staff questionnaire.
- 13.08 Question: Was the recent parent meeting re phonics well supported by parents?
Answer: 10 parents attended the meeting out of a possible 60. The school has struggled with parental engagement.
- 13.09 Question: Does the school do anything for Languages Day?
Answer: No, but may be able to do something in the future.
- 14.00 **CHAIR'S BUSINESS**
None
- 15.00 **CLERK'S BUSINESS**
None
- 16.00 **ANY OTHER URGENT BUSINESS**
None
- 17.00 **DATE AND TIME OF NEXT MEETING**

17.01 Wednesday 07 February 2018 at 5.30pm.

The Chair closed the meeting at 8.05pm