

GLADSTONE ROAD PRIMARY SCHOOL
"Learning to Succeed"

MEETING OF THE SCHOOL IMPROVEMENT COMMITTEE OF THE GOVERNING BODY

DATE: Tuesday 21st May 2019

TIME: 6.30 p.m.

PRESENT:

Mr Keith Wright
Ms Jane Pepper
Mr Tim Drake
Mr Teddy Sulman

Mrs Helen Kindness
Mrs Helen Halliday
Ms Cheryl Govan
Miss V Lewis (Clerk)

ALSO PRESENT:

Mr Ray Williamson Vice Chair

MINUTES

1. Welcome (2 minutes)

JP welcomed members to the meeting.

Action: None Required.

2. Apologies for absence; consider acceptance of apologies (2 minutes)

All committee members present.

Action: None Required.

3. Confidentiality (2 minutes)

There were no matters identified as confidential.

Action: None Required.

4. Declaration of Interest in any Agenda Item (2 minutes)

There were no matters identified as being of interest to any governor.

Action: None Required.

5. Minutes of the previous meeting 05.02.19 and Matters Arising (10 minutes)

The Minutes from the meeting on 05.02.19 were presented. Proposed by TD, seconded by HK. Signed by JP and returned to the Clerk for filing as per procedure.

Pupil Numbers: Year R new starter applications are up by 22 from last year.

JP: efforts in the Autumn term with the open Evening and Y6 / Headteacher visits to nurseries to promote the school and links seem to have had a positive impact.

SIDP: covered in this agenda but briefly, we are awaiting test outcomes which will have an impact on the plan and objectives moving forward.

SEF: redesigning the SEF in line with the format of the new Ofsted framework. Advice is also to reduce the length and complexity. Will be ready to circulate as draft before July meeting. Develop this base from September.

SEND Update: Amy Rhodes will provide an update report for the next full meeting 9.7.19.

Action: Minutes from meeting 05.02.19 to be filed as per procedure

By: Clerk

6. Governor Training / Note of Learning Activities / Visits (5 minutes)

Cheryl Govan:

CG: spent an hour with TJ who went through the PP strategy with me. It was a positive meeting. Obviously still areas for improvement but it felt like the direction is moving upwards and the changes are positive. Focus was Maths last year, this year Writing which is a focus for attainment. Talked about barriers and closing the gap. Attendance is an issue, need to get parents on board which is something I am passionate about. We need to be encouraging parents to have aspirations for their children. I was impressed with TJ and the plans for the school and her feelings about the potential.

JP: if it was easy there wouldn't be issues re social mobility and other home school issues. We are a long way from our achievement aims re barriers to learning nationwide. Use the data to direct the focus. The number of PP pupils who don't access residential trips is an issue. There isn't always the confidence of pupils and adults to attend.

HH: we are still struggling to fill the one night Opportunities Area residential visits to Boggle Hole and Whitby with targeted pupils as the confidence isn't there.

CG: we also talked about increasing the take up of the Children's University programme.

KW: at the moment we have access to a CU staff member who comes into school to work with pupils and promotes ways to earn credits without cost, as this can be a barrier.

CG: last year there were hundreds of Scarborough pupils at the graduation ceremony but only 1 from GRPS.

HH: we had several graduates last year but only one was able to attend the ceremony. Perhaps look at ways we can promote this.

TS: when children get into Y5, how are parents informed of the advantages?

KW: we have meetings and assemblies but there aren't always lots of parents who can or do attend. People worry that it will cost them money and/or take up time.

TS: an issue when parents don't have experience of university and graduating to encourage their children.

RW: if children are reluctant to go on overnights, is there a graduated step perhaps?

HH: children have no problem going on day visits but they can be hesitant to leave their parents overnight for many reasons, including possibly still having bedwetting issues or being uncomfortable trying different foods.

JP: need to engage parents. Ongoing process to promote upward aspirations.

KW: community coffee morning tomorrow, aimed at the PP families.

Helen Kindness:

HK: Visited re improving teaching quality of basic skills including handwriting, speaking and listening. Used the Venn report as a starting point. Talked mostly about KS1, timetabling, grouping. Difficulties with SALT, pupils identified in September still facing referral issues.

KW: Language links – SALT therapist will work with us 2 days per week from September. Only availability for Y1 and Y6 at present. The plan is to come in, look at what has been assessed with the Speech Links, and also those who have not triggered a requirement on the Speech Links tool. This has raised an issue about the effectiveness of the assessment tool: Speech Links has identified some pupils without a need and failed to identify some that do. not triggered on the SL.

HH: issue is that it's a multi choice iPad screen based assessment.

KW: it is positive that we will get a SALT partnership, working with NHS therapist too.

JP: has anyone taken up the free Early Talk Boost training through the OA? A lot of Early Years settings have taken it up. It's definitely worth EYFS team members considering. There is evidence that oral language is a key barrier to learning.

HH: how do we get more information about this?

JP: Contact Rachel Webster.

TS: do the more experienced teachers find that modern technology makes it more difficult for children to learn to write?

HK: there is evidence that using smartphones increases fine motor skills and dexterity.

HH: would need to do research to see if it affects actually writing on pen and paper. It affects reading and talking more than anything else.

Jane Pepper:

JP: the apparent need for 4 classes next year is going to be a shift. Ideas include running 2 units with differing focuses that move round. Not all classes need every resource etc, it will be a systematic approach.

JP: joined middle leader – Phase Leader – interviews. Very impressive to see the consistency that the candidates were showing re drive, accountability, aspirations, how to face challenges. They had all accessed training about resilience and leadership. All had a clear sense of purpose which bodes well.

There will be an update re the confirmed staffing structure review at the full meeting on 9.7.19.

Action: Contact Rachel Webster re Early Talk Boost training

By: HH

7. Correspondence (5 minutes)

None received.

Action:

8. School Improvement & Development Plan (SIDP) Update (10 minutes)

KW: waiting for outcomes. KS1 tests are ongoing. End of key stage teacher assessments will be undertaken in the next few weeks. The SIDP objectives are on course and we are in the assessment and review period. What is appearing as a focus is developing writing. Will need to see outcomes to see if guided reading has had the desired and intended effect. Y6 were very resilient and positive about last week's national tests. The attitudes and determination they displayed was excellent and they very much enjoyed their end of test treat, a visit to Alpamare.

Action: None Required.

9. Headline Assessment / Progress Data Summary Update (10 minutes)

TD: met with HH and went through the different year groups – assessment and attainment is looked at differently in different year groups.

HH: there is an EYFS moderation visit on Thursday (23.5.19) when Sarah Stuart will meet with moderators and consider judgements.

TD: school is looking at ways to boost children's attainment and progress – different systems, methods, programmes, resourcing etc.

TD: the big trend is issues with writing – this is highlighted across the school.

Points to note:

- In EYFS it is interesting that comparatively more Pupil Premium eligible children will achieve GLD (68%) than the cohort as a whole (64%).
- Y1 Maths attainment is positive, with writing identified as an issue.
- Y2 are consistent across Maths and Reading, again with an issue in Writing.
- Y5: current cohort are the first year group under the new curriculum. Still issues with writing.

KW: these figures are testament that the changes and improvements made to Maths and Reading provision are hopefully having an impact.

JP: very useful to have a governor link.

KW: very useful to have someone holding the school to account. Large volumes of data isn't always the best information. It's useful for a governor to have a detailed conversation and can then provide a summary, narrative report to the rest of the committee / governing body.

JP: there's something very useful about summarised information rather than lots of complicated data and figures.

Action: None Required.

10. Safeguarding Audit 2019 (10 minutes)

KW: schools are required to submit this Safeguarding Audit before Easter. The documents and school position / provision is reviewed every 2 years. Review provision every 2 years. Satisfied the audit is an accurate representation of the current status quo. Key stakeholders were involved in the drawing up of the exhaustive audit and this was then considered and approved by PS as safeguarding link governor. Consider it a live document so please pass on any thoughts.

JP: PREVENT training, please complete when you can.

KW: It is not statutory for every person to undertake the training, but it would be seen as Good practice if everyone has.

Action: None Required.

11. Information Governance Audit & Review (5 minutes)

Clerk: having now had the new GDPR for a year, Vertau, who provide our Data Protection Officer service undertook an audit and review of our current provision and status. These were both very positive, not highlighting anything of concern and school being awarded a 4 (no school in North Yorkshire has achieved a 5 as yet). Mrs Anderson, Office Manager, has been instrumental in ensuring the school's compliance with forms to parents, compiling data, updated policies etc.

KW: would like to officially say a big thanks to Mrs Anderson who has done this substantial work. Has really taken it on board and contributed to our GDPR security and success.

Action: None Required.

12. Policies to Approve & Adopt (5 minutes)

SW003 Behaviour Management Policy (modified)

KW: there has been an issue with regard to a formal complaint surrounding a discrepancy regarding attendance, exclusion and the wellbeing of a child. The complainant was not satisfied by the school's response and therefore progressed the issue to the DfE. After considering the legislature, their response was in favour of the complainant and we were informed that that we had issued an 'unlawful exclusion'. They did also advise that they felt school had acted in the best interests of the pupil. We obviously accept this decision and have acted on DfE guidance by updating the Behaviour Policy to reflect their comments but we do feel there is an issue with policy and legislation which may need updating at a more central level. At a recent conference I discussed this legislation with Damian Hinds who understood our points and will feed back. The issue being a clear disparity between how physical illness and how mental illness is dealt with. If a child is vomiting you would send them home as they are not well enough to be in school. However, if a child is distressed and struggling to come into school through anxiety there is no such recourse and they cannot be sent home due to not being well enough to attend. There is no mechanism to send a distressed child unwilling to enter school home to calm. Policy advisors need to consider this – mental health and wellbeing is just as important as physical.

Updates to the policy make the policy more explicit and include:

- 1) Legal duties under the Equalities Act and how this would be supported.
- 2) Identify that a lunchtime exclusion directed by school would be recorded as a 0.5 day FTE.
- 3) Highlight that cooling off periods are unlawful.
- 4) Highlight that only the Headteacher, or Deputy in his absence, has the right to issue a FTE. Any leaders below DH level must contact Head or DH before issuing the decision.

Made policy adjustments and sent an updated copy to the DfE advisor who felt that this is now appropriate. Commented on the robustness and positive nature of the policy.

TD proposed, all agreed.

Action: File policies and publish on the website as per procedure

By: Clerk

13. A.O.B. (2 minutes)

Ofsted Framework:

RW: new Ofsted Framework guidance released – could we have an in house training session to update our knowledge?

KW: that would be useful. There are changes and updates. I will email to arrange a session.

Headteacher Recruitment:

JP: The Working Party has met and drawn up, with Resourcing Solutions assistance, a 'Needs Analysis' which sets out the qualities and requirements we are looking for in candidates. Working Party consists of JP, RW, TD, AC, PS. The LA advisory team is also involved. Looking to move quickly to maintain consistency for the coming year. Hopefully if all goes to plan we will be interviewing 8/9 July so the governing body can, all being well, ratify any decision made at that time.

TS: what happens if we don't get adequate applications?

KW: there is a recruitment crisis in the coastal area but we have had no issues recruiting teachers – 38 applications for our open posts presently. We will have to see what happens with the HT application.

JP: The new procedure is more proactive and hopefully the input of Resourcing Solutions will create a positive field. Relocation offer funded by the Opportunities Area fund. We can only enter into it as positively as possible. Resourcing Solutions will manage the procedure as a package that is led by the governors with LA advice, it will be far less onerous than during the previous recruitment in 2015.

TD: when will the advertisement be live?

JP: Resourcing Solutions are drawing up the advert and should be ready for the Working Party to agree (via email) by the end of May. The plan is for this to go live w/c 3.6.19. The Working Party will then do further work on assessment and interview activities before shortlisting in late June. Any governors should feel free to send any thoughts along.

Action: Email governors re Ofsted Framework Update Training

By: KW

Action: Email recruitment timetable to governors

By: JP

The Meeting was closed by the Chairperson at 7.45pm

Signed _____ Dated _____