



Minutes of the Meeting of the Full Governing Body of
Loddon Primary School on Wednesday 5 July
2017

Present:

Suzanne Ambaum, Lucy Andrews, John Brady, Richard Frazier, Eleanor Gunbie,
Jenny Hall, Rob Henderson (Chair), Sarah Phillips (Headteacher), Kevin Wooldridge

Sue Lunn (clerk)

70/16 **Apologies for Absence**

Donald MacDonald

71/16 **Declarations of interest in Agenda Items**

There were no declarations.

72/16 **Minutes of the Previous Meeting**

The minutes were agreed.

73/16 **Matters Arising**

All action points had been completed.

74/16 **Committee Updates**

Personnel

The review of the support staff roles and responsibilities was continuing.

The committee had agreed to adopt the following sentence in each policy

'We adopt this policy along with any amendment implied or required as a result of a change in UK law before the date of the next Governor review'

Finance

It had previously been agreed that the Chair of the Committee and the Headteacher should meet with the Local Authority to discuss the apparent underfunding of the additional pupils admitted at the Local Authority's request. The Headteacher had requested a meeting on more than one occasion with no response. It was thought that the Chair might obtain a better response.

Action

The Chair of Finance to contact the Local Authority

The committee had reviewed the expenditure related to Pupil Premium grant and the Sports and PE Grant.

Approval had also been given for the purchase of a new telephone system. The Headteacher advised that the necessary references had been obtained and the system ordered from the preferred supplier.

Curriculum

The committee was given an update on the SEN provision by the Inclusion Leader and a report on Reading Progress, both of which were well received.

In addition there was interesting feedback from visits that had been made to Microsoft to look at the latest educational innovations.

The committee was looking at the focus of meetings going forward and the Chair had arranged to meet with the Headteacher to discuss this.

Action The Chair of Curriculum and the Headteacher to meet to discuss the curriculum agenda.

Environment

The committee had taken a walk around the front of the buildings. A small number of issues had been raised but the majority would be looked at again after the building works if still applicable.

The builders had been appointed by the Local Authority to undertake the works for Phase 2 of the expansion and the first of the meetings with the builders was due to take place the following week.

The Headteacher had ensured that there was supervisory cover throughout the holiday period.

It was highlighted that there would be a severe shortage of staff car parking places during the building work and staff were being asked to look for alternatives.

This committee was also looking at the focus of agendas in the future.

Committee Agenda Plans for 2017/18

It was asked that these be completed by the end of term

Action Committee Chairs to advise the Clerk by 26 July.

75/16 Headteacher's Report

The Headteacher presented her report to governors as attached.

The governors asked the following questions:

Question: With regard to the pupils' wellbeing, why do the dates differ?

The Headteacher was not sure why there was a slight difference as the data is captured at the same time each year. She will check on this.

Question: How is this measured?

The staff have an audit tool into which is put the results of their observations. After October 2016 those pupils with low scores had a 1:1 meeting to see if the provision requires amendment.

Question What percentage is considered to be acceptable?

The Headteacher advised that the low level would ideally be nil or only for exceptional circumstances. The aspiration would be for the high level to be 85-90%.

Question: What are you most pleased with?

The Headteacher felt that what was most pleasing was that despite the challenges of personnel changes, the school had managed to retain and in some cases improve the results, particularly in Reading and Maths.

It was also gratifying that there was a better understanding of Phonics. Although the Phonics levels have been inconsistent over the last five years, this has been often due to complicating factors. The scores will be less this year than last but that is partly due to newly qualified staff with less experience of Phonics and also because there was an extremely strong cohort last year.

There is evidence that the extra provision and resources are improving results. The aim is to achieve at least 80% every year.

Question: Is there still a gender gap in Early Years?

The gender gap is a recognised national issue. The year that the gap was closed significantly was one when a project was undertaken on this issue with explicit targeted work on boys' reading.

Question: With regard to the data on staff, what action is taken for the small number of areas that require improvement?

Strategies to support and improve staff are already in place. When this data is finalised in the autumn term a slight improvement is expected. The teaching data is currently being completed and the Teaching Assistant data will be finished after that.

Question: What has been the main factor for the end of Key Stage 1 writing outcomes?

The Headteacher advised that in one class, 2 of-the-pupils who did not achieve the expected had a lower achievement in spelling which had affected the overall mark. Their writing in other respects had been at the expected level.

Question: Why are there no figures for Key Stage 2 Greater in Reading, Maths or Science?

It was confirmed that teacher assessments are not required for greater in these areas instead that pupils at greater are tested through SATS.

Question: With regard to attendance, what is the reason for the absence figures?

There has been more absence in Year 1 through illness as well as other absences.

Question: Do these figures include non-statutory age pupils?

Yes they are included in the figures and this has a significant effect on the data.

Question: As a result should we be strengthening the statement in the FSU Admissions policy?

The Headteacher advised that she does emphasise the expectation of 100% attendance during parents meetings but many parents do not see attendance as being so important for preschool age children.

The Headteacher wished to confirm that the number of residential trips for pupils had been reviewed. It was confirmed that Year 6 would continue to visit Shropshire instead of France due to the additional complications of travelling abroad. In addition the Year 4 trip to Ufton Court would now be a one day visit for an extended school day rather than residential. The amount of educational content would remain the same and the cost for parents would reduce substantially.

Question: Do other schools provide fewer residential trips?
Most other schools only arrange a residential trip for Year 6.

The Headteacher was thanked for her report.

76/16 **Review of the School Improvement Plan**

The review was included within the Headteacher's report.

77/16 **Review of Governor Training and Future Requirements**

The Development Governor had attended a briefing by the Local Authority and the paperwork from this event is attached. This includes a link to the NGA (National Governors' Association) Learning Link. Governors were advised to access training via this link as the Local Authority website had not been updated.

The Headteacher and School Business Manager had attended an event at which a speaker from the NGA attended. The Headteacher will make the presentation available to Governors once received.

It was agreed that the governor skills audit and the survey completed for the Chair of Governors should be added to the governor hub for information.

78/16 **Summary from the Governor Day**

The feedback from the governor day was positive and the general feeling was that the day works best when there is a strategic focus or specified topic.

Action **Governors were asked to give consideration for the focus of the next governor day.**

79/16 **Chair Feedback**

The Chair thanked governors for the positive feedback on his role. There had been several responses that had been marked as 'don't know' and Governors were asked if any further information was required by them. Governors confirmed that this was not necessary and the survey had been scored in this way simply because they had not observed the activity or behaviour taking place.

80/16 **Policies for Review**

FSU Admissions

No major changes have been made to this policy and the review has been undertaken in conjunction with the Early Years team at the Local Authority in order to ensure that policies at schools are in alignment.

Following previous discussions regarding admission numbers, the Headteacher had approached the Local Authority to ask about the process for changing the admission number and they had confirmed that a public consultation is required.

The current admission number is two classes of 36 which creates staffing and financial problems as the staffing ratios have to be based on multiples of 13. The level of funding is very low and any staffing for a group of pupils less than 13 means that the nursery is running at a loss.

The school cannot allow the mainstream funding to subsidise the early years provision. As a result it will not be possible to offer the new national initiative. Additionally space would not allow for the new hours 30 hours of free child care this year to be offered to all families. A reduced admission number would allow all families to access this provision if the school decides to offer it in the future. An additional financial risk is that currently the nursery sessions bought privately help to pay for the provision but if the 30 hours of free child care is introduced in the future then this income will be reduced as well.

It is therefore proposed that the admission number be reduced to two classes of 26.

Governors asked the following questions:

Question: What impact will this have for numbers admitted to the school?

It is expected that there will be minimum impact. Not all children that attend the nursery apply to join this school..

Question: If the number is reduced to 26 would we have to turn families away?

It is hoped that this would not be the case as other schools have extended their provision and other alternatives are now available. There is less demand for the autumn term and this appears to be one of the reasons for this. The Headteacher is to review local provision with other schools next week.

Question: What cohort would this apply to?

This would start in September 2018 if agreed.

The governors confirmed that the process for the public consultation should be started.

The policy was agreed subject to the correction of some minor errors.

Prevent

There were no changes to this policy but the references to legislation had been updated.

Question: Is this a model policy?

No, this policy is not.

Question? What does SMSC stand for?

This stands for spiritual, moral, social and cultural development.

Governors asked that this be written in full in the policy and the policy was agreed.

81/16 **AOB**

The Chair advised that A Malik had resigned from the governing body as a result of work commitments abroad. The Chair had written to Mr Malik thanking him for his contribution to the governing body.

This has resulted in a vacancy for a co-opted governor and it was agreed that the governing body should refer to the skills audit before appointing a replacement in the autumn term.

Governors suggested that it would be helpful to have a job specification for the role and for interested parties to be offered the opportunity for an informal discussion before applying.

82/16 **Date and Time of the next Meeting**

The next meeting of the Governing Body will be on Wednesday 11 October 2017 at 6pm.

.....
Signed by the Chair of Governors

.....
Date