



Shoreditch Park Primary School

<p style="text-align: center;">MINUTES OF THE SHOREDITCH PARK PRIMARY SCHOOL FULL GOVERNING BODY MEETING HELD ON WEDNESDAY 28 SEPTEMBER 2016</p>

Present:

Caroline Doherty (*Chair*)
Jane Kemsley (*Vice Chair*)
Penny Smith (*Headteacher*)
Karina Fabien
Farzan Bilimoria
Nikhil Mehta
Mariam El-sraidi

Apologies:

Gillian Brady

In Attendance:

Siobhan Fehim (*Deputy Headteacher*)
Chris Davidson, (*Bursar*)

Clerk:

Silvi Subba (*Governor Services*)

The Meeting commenced at 18.05 hours

PART I: NON-CONFIDENTIAL BUSINESS

1. Welcome/Apologies/Consent for absences

1.1 Meeting commenced without Nikhil Mehta who was running late. He arrived at 18.09 hours.

1.2 The Chair welcomed the governors and members of staff present to the autumn school term.

1.3 Apologies were received in advance from Gillian Brady. Governors **CONSENTED** to the absence.

2. Agenda Item 5: SIP presentation

2.1 Governors **agreed** to look at agenda item 5 first – presentation from Calvin Henry (CH), HLT SIP, on the School's Annual Summary report

2.1.1 CH introduced himself and explained that the Annual Summary report contains findings from the 3 SIP visits carried out in 2015-16.

2.1.2 SIP visit 1 focused on outcomes in EYFS, KS1 including Phonics, and KS2.

2.1.3 EYFS outcomes were good. GLD was 69% like the national average. From a relatively low starting point children have made good progress to achieve standard.

2.1.4 In KS1 Phonics, 80% of the pupils worked towards expected national average. This is broadly in line with national average. Reading and maths were slightly lower, due to a number of good pupils in Year 2 leaving the school, which affected the overall grade.

2.1.5 KS2 results are really strong. Despite the challenging reading test, the school got one of the highest outcomes in the Local Authority. School has been successful in closing the gap in PP and non-PP pupils.

2.1.6 SIP visit 2 focused on Teaching, Learning & Assessments and Personal Development Behaviour & Welfare. Teaching has improved with an increase in outstanding teachers. Great teaching has resulted in great outcomes.

2.1.7 The school has high quality provisions and support for pupils with autism who go on to achieve great outcomes within their group.

2.1.8 Pupils' attitude to learning is strong and they take pride in their work.

2.1.9 SIP visit 3 focused on Leadership & Management. The school has good processes in place and could function effectively even in the Headteacher's absence. School is also committed to CPD. Physical learning programmes are working effectively. CH praised the school for being highly effective.

2.1.10 The school set priorities for the next academic at the end of SIP visit 3, which is listed on the Annual Summary. CH added that foundation subjects will be the key focus nationally next year.

2.1.11 School judged itself as outstanding in all areas and CH has verified it.

2.1.12 CH clarified that some core schools have 2 and some have 3 visits. SPPS had 3 visits as it was deemed to be coasting following a risk management exercise conducted by HLT. SPPS will be keeping the 3 visits for this academic year, which the school welcomes.

Governor asked if there are any negative points about the school.

CH responded that the school still needs to improve outcomes in maths. Ofsted will enquire why maths is not as strong as reading. Maths in KS1 is not as strong because the curriculum and test has changed.

Governor asked if Ofsted will look at what the school is doing for the most able children

CH confirmed that Ofsted will look at most able who are disadvantaged.

Governor asked why the report does not have enough emphasis on comparing with Hackney data.

CH responded that Hackney do well nationally and standards are high. Individual schools are judged against national outcomes as the curriculum is national.

Governor asked when does the SIP look at School Development Plan (SDP) and feel it has been successfully incorporated.

CH responded that SDP is looked at in SIP visit 1.

2.1.12 CH congratulated the governors on the great outcomes and their hard work. The Headteacher thanked the SIP for his support.

3. Agenda item 2: Election of Chair and Vice Chair

3.1 Election of Chair

3.1.1 Caroline Doherty was the only governor to nominate herself for the role. She left the room whilst voting commenced. Governors voted unanimously for Caroline as the Chair.

3.2 Election of Vice Chair

3.2.1 Jane Kemsley was the only governor to nominate herself for the role. She left the room whilst voting commenced. Governors voted unanimously for Jane as the Vice Chair.

4. Agenda item 3: Governing Body Organisation

4.1. Pecuniary interests

4.1.1 Register of Business Interest document (including Pecuniary Interest) was circulated and signed by present governors

4.2 Declaration of interest

4.2.1 There were no declarations of interest in items on the agenda

4.3 Governing body membership

4.3.1 The governors noted the membership as correct

4.4 Review of Committee membership and link governors

4.4.1 Governors noted that Jane Kemsley is the only governor whose link role has changed.

4.5 Governing body code of conduct and terms of reference

4.5.1 The Chair updated the governors that the Code of Conduct had been adapted from the NGA's document, to fit with the school's vision and how governors need to fulfil their responsibilities.

ACTION – Governors to read the Code of Conduct and provide any comment and amends.

4.6 Annual cycle of meetings

- 4.6.1 The Governing Body Meeting dates document was circulated ahead of the meeting.
- 4.6.2 The Chair informed the governors that draft agenda items have been set out for each meeting. The new agenda and timetable will help governors in forward planning. The Chair welcomed any feedback for bettering the system.
- 4.6.3 Dates have been fixed for link governors' school visit. Governors **agreed** that document is not clear about which governors are conducting the visits.

ACTION – Headteacher to add initials of the link governor scheduled to conduct the visits by adding name

- 4.6.4 Jane Kemsley reminded the governors that last term, she had asked to join the Outcomes Committee. The governors **agreed** to this.
- 4.6.5 At the end of term it was discussed governors' visits this term will look at development plans in place for their area. Progress to be reported in the summer term.

ACTION – Chair to pick up with Liz Gillen about confirmed link governors and include Jane Kemsley on Outcomes Committee list.

4.7 Role of the staff governor

- 4.7.1 The Role of Staff governor document was circulated ahead of the meeting for the governors to read.

Governor asked if staff governor recruitment is complete.

The Headteacher confirmed that the recruitment will be done before the next FGB meeting.

Governor asked how the recruitment process is conducted.

Headteacher responded that the staff governor role is advertised to all staff. Staff put themselves forward for the role and there is a voting period. The staff governor will be voted in by members of school staff.

Governors asked whether there should be six co-opted governors as stated in the instrument of governance.

The Chair responded that she went through the document with clerk and confirmed that the instrument allows for 6 co-opted governors but we do not have to have all those places filled.

5. Agenda item 4: Minutes from the last meeting and action taken

5.1 To agree the minutes of the meeting held on 28th June 2016

- 5.1.1 Governors noted that point 9.3.10 needs to be changed to *'Of the 47 areas the school complied with 40 but there were no areas that the school did not meet. The school needs to improve on 7 areas'*.
- 5.1.2 Aside from the above change the governors **agreed** the minutes are an accurate record.

5.2 Matters arising not on the agenda

- 5.2.1 There were no matters arising not on the agenda.

5.3 Safeguarding Link visit report

5.3.1 The Safeguarding link visit report was circulated to all governors ahead of the meeting.

5.4 Chair to report any urgent action taken since the last meeting

5.4.1 There were no urgent action taken since the last meeting.

6. Launch of Vision and School Development Plan

6.1 Summary School Development Plan

6.1.1 The Summary of the School Development Plan was circulated ahead of the meeting

6.1.2 The Headteacher highlighted that staff and governors have a difficult task to maintain the school as outstanding. In addition, the governing body has to work robustly in light of the white paper.

6.2 Full School Development Plan

6.2.1 The School Development Plan along with SPSS Vision and Mission statement were circulated ahead of the meeting.

6.3 SPPS Vision and Mission Statement

6.3.1 Headteacher did a presentation on the school development plan which covered the following topics; vision and mission statement, outcome for 2016-17 and priorities.

Vision and Mission Statement

6.3.2 The vision statement came from a whole staff discussion at inset day –it was agreed that the school is at the heart of community.

6.3.3 The Headteacher asked governors to discuss in small groups their initial thoughts on the vision mission statement. Governors were then asked to share their thoughts.

6.3.4 Governors **agreed** that the words and principles are fitting; the message is positive and embodies the idea of togetherness; aspire curriculum is embedded in the principles; overall statement is relatable as a parent.

6.3.5 Governors proposed the following changes;

- Bullet point or a catchy tagline instead of a long paragraph
- Vision should be unachievable goals, where the school will have to work hard.
- Title should read 'Our Vision' not 'SPPS Vision'
- Mission statement only has one reference to parents. Given how much parental involvement has been emphasised, the statement needs reiteration of their involvement.

ACTION – Headteacher to incorporate feedback from governors into the vision and mission statement which will put it on the school's website and prospectus.

6.3.6 The Headteacher shared a quote that she finds inspirational and reiterated that the energy of the quote needs to be embodied by the governing body. Governors need to think about their role relates to the vision.

Outcomes and priorities for 2016-17 as follows;

6.3.7 The school improvement plan objectives are drawn from ODR, SIP 3 and knowledge of July outcomes and Teaching & Learning knowledge. Objectives are also drawn from national priorities.

6.3.8 *Implement intervention strategy and coherent curriculum for pupils in Year 3 working below national average.* 5 children were not at expected standard however progress is being made.

6.3.9 *Implement an EAL strategy to maximise progress of all EAL learners* (pupils who arrive to the school with no English). Outcomes committee have had a detailed conversation about needs of EAL pupils.

Governors asked, with regards to high attainers, does the school see that as something that they have done within classroom or do it through interventions?

The Headteachers confirmed that lot of resources are going into catch up programmes but this is a challenge for the school. This year the school is trying to maximise the curriculum in order to maximise opportunities for all.

6.3.11 *Increase assessment for learning opportunities in all classes throughout the school.* Conduct lesson observation, book evaluations and look at evidence of improvement in classroom. Make connection with different aspect of curriculum. It is about challenging pupils physically and mentally.

6.3.12 *Implement manageable and effective assessment procedures for the foundation subject areas.*

6.3.13 *Embed broad, balanced and creative subjects.* This year the school is developing MFL and computing.

6.3.14 *Maintain a proportion of outstanding and good teaching.* There are 4 NQTs in school and they are being supported to ensure they are good teachers.

6.3.15 The Headteacher asked governors to work in pairs to reflect and ask questions on the priorities so far. The Governors were asked to share their thoughts – responses below;

- ‘Maintaining the proportion of outstanding teaching’ is a flat term. The objective for all teachers is to always aim to be outstanding.
- ASPIRE curriculum is outstanding

Governors asked how the school measures impact of ASPIRE on attainment versus what the school would be doing anyway.

The Headteacher responded it is a difficult task to quantify social and emotional outcomes. Impact of ASPIRE is evident in pupils’ improved disposition. The Chair added that the ASPIRE curriculum is not for just academic attainment. It is a commitment to developing the emotional wellbeing of the pupils. If pupils’ self esteem improve, they will achieve more.

Governors asked where the strategy is for revised marking scheme (under strategy table).

The Headteacher responded that strategy exists through the CPD.

6.3.16 *Develop an efficient and systematic approach to record any incidences.* School has been using laborious processes but is looking into better SIMS management and having efficient systems.

6.3.17 *Embed RRS as part of Level 2 accreditation.* Give pupils opportunity to become advocates of each other's rights.

6.3.18 *Launch a parent and community zone* – a room where advocacy work and curriculum workshops can be carried out.

Governors asked what the 'local citizen' refers to.

Headteacher responded that it refers to the parents, both as educators and a local citizen – putting the school at the heart of the local community.

6.3.19 *Look into developing forest school facilities* – build outdoor provisions to facilitate outdoor learning. Have a core teacher who understands the ethos behind forest schools.

Governors asked what a forest school is.

The Headteacher confirmed that a forest school is where children are given every opportunity to be outside and learn from the outside environment. Forest school has similar approach to Montessori.

Governors asked about increased provision for the community.

Headteacher responded that the space will be open to community members, not just parents and the school will not be charging groups who want to use the facilities. Thomas Fairchild has a similar initiative in place.

Governors asked what ASPIRE walk is.

The Headteacher clarified walk means observation and ASPIRE walk means governors will need to look at how ASPIRE is having an impact on pupils' learning and how ASPIRE is being implemented.

6.3.20 *Improve CPD and support for governors.* Ensure CPD support is in place for governors, so governors can be confident in their roles.

6.3.21 *Develop SLT capacity.* Two SLT are going on maternity leave and the school want to ensure good capacity.

6.3.22 *Implement ASPIRE professional standard.* Big piece of work going on at the moment around what this entails. Chair added that a lot of it is to do with audit and having to write something down. Professional standard needs to be codified on paper. Everyone needs to ensure what is being written is being acted upon.

6.3.23 Governors **agreed** that further development work on wellbeing strategy is required and great work was carried out on it last year.

6.3.24 *Implement clear strategy to address the outcomes of the White Paper.* The Headteacher highlighted the need for a strategy on academising and the White Paper. In light of the inevitable changes, the school doesn't want to be left behind on opportunities available. The school is in a good position, as an outstanding school, to be able to be the negotiators in the process but they need to be clear what they are negotiating for.

6.3.25 The Chair emphasised the governors' responsibility of decision making on the future of the school. Decision has to be made on what is best for the pupils in this school. This is the first time that governors have had to think so far into the future but it is an exciting prospect as they are in a powerful position to spread all the good work. The governors will also need to understand the fiscal implications especially as the NFF will reduce the school's budget.

6.3.26 Governors **agreed** that a separate meetings will be required to discuss the academisation process. It is imperative to undertake research and go through questions anyone might have. The Headteacher requested the governor's full involvement in the discussion about academisation and has welcomed any questions or concerns.

6.3.27 The Headteacher asked the governors to discuss with each other about the implications of White Paper and suggested emailing questions to her and the Chair.

ACTION: Governors agreed to email the Headteacher and the Chair any questions they have about the White Paper

6.3.28 The Chair added that governors would benefit from a training session on basic information of different types of schools; Academy, Maintained etc. and **agreed** to run the session.

ACTION – Chair to organise a training session on different kinds of schools before the next governors' meeting.

6.4 Welcome back letter

6.4.1 Welcome back letter from Sian Davies, Interim Head of Education, was circulated ahead of the meeting for governors to read.

6.5 Annual Summary Report 15/16

6.5.1 Discussed as a substantive agenda item above

6.6 liP Standard Overview

6.6.1 The liP standard overview was circulated to governors ahead of the meeting.

6.7 liP Framework

6.7.1 The liP Framework was circulated to governors ahead of the meeting.

7. Review of Summer Works (CDa)

7.1 Chris Davidson tabled a document, which listed the building works completed over the summer period and gave a brief description of the work carried out. The document also contained before and after pictures of the external and internal works.

Governor asked if the new entrance is not finished due to permission.

CDa responded that the delay is due to permissions. The school is in contact with the Local Authority to see if ramps can be brought.

7.2 Governors **agreed** that works make the school look a lot better and the new environment matches the 'ASPIRE' ethos of the school.

7.3 Chair thanked CDa for his presentation and encouraged everyone to have a look at the works.

8. Policy Schedule and Review of Following Policies

8.1 The following policies and documents were circulated ahead of the meeting; Safeguarding, SEND, EYFS, Health and Safety, Teachers Pay, Data Protection and Uniform Policy.

8.4 Instrument of governance – the governors approved this document

8.5 Keeping Children Safe in Education

8.5.1 Governors noted it is vital that the Keeping Children Safe in Education is read and understood by all. The DFE have published great guidance on the document.

8.6 Safeguarding Policy

8.6.1 A governor pointed out that the Safeguarding policy lead needs to be changed to Caroline Doherty.

8.6.2 Governors **agreed** to ratify the Safeguarding Policy

8.7 Behaviour Policy

8.7.1 The Headteacher tabled the Behaviour policy for the governors to read and email back with any amends. Governors **agreed** to ratify this policy by email.

ACTION – Governors to read the Behaviour Policy and email the Headteacher with any amends. Behaviour Policy will be ratified by email.

8.8 SEND

8.8.1 Governors **agreed** to ratify this policy

8.9 EYFS

8.9.1 Governors **agreed** that the EYFS policy is very clear and well written. Governors **agreed** to ratify this policy

8.10 Health and Safety Policy

8.10.1 Governor pointed out that this policy needs a heading. The governors **agreed** to ratify this policy

8.11 Data protection

8.11.1 Governors noted that this is a standard policy and **agreed** to ratify it.

8.13 Uniform policy

8.13.1 The Headteacher informed the governors that the Uniform Policy is linked to national guidance.

The Chair asked if the Uniform Policy has been issued to parents.

The Headteacher responded that it will be issued to parents when it has been ratified.

8.13.2 The Chair added that it is important for parents to read the policy, especially parent governors. The Chair also reported that during her school visit she noticed how well the new uniform has been adopted by pupils.

8.13.3 The Headteacher added that the new uniforms have been great commitment from governors who agreed to fund the new uniforms and it was worth the investment. In addition, the new uniforms have brought positive changes to children's behaviour.

8.13.4 Governors **agreed** to ratify the Uniform Policy.

9. Headteacher's Performance Management

9.1 The Chair updated the governors that Calvin Henry will be acting as independent advisor for the Headteacher's Performance Management. Date for the meeting with CH has been confirmed. The Chair is part of the panel. The Headteacher added that the governors are collectively responsible for forming the panel.

9.2 The Chair and the Headteacher will be meeting with CH separately and together on 21st October to discuss the Headteacher's objectives and also look at her performance.

9.3 The governors were asked if they would like to be part of the panel. Jane Kemsley and Mariam El-sraidi **agreed** to take part in the panel.

ACTION – The Chair will check if Gill Brady would like to be involved in the panel.

10. Governors Key Objectives for 2016-17

10.1 Governors noted that the governing body's key objectives are to ensure the development of Leadership & Management team; ensure governors strive for excellence through CPD; and to ensure that governors fully understand the implications of the White Paper and whether the school wants to be an academy.

11. Training

11.1 Governing body's training need and analysis

11.1.1 HLT Training for Governors brochure was circulated ahead of the meeting. Governor **agreed** to commit to doing at least one training this year which the school will be paying for.

11.2 Governing Training Programme 2016-17

11.2.1 The Chair made the following suggestion for governors' training, relating to link governor roles;

- Jane Kemsley to do Governance of Behaviour, Attendance and Wellbeing of Pupils training as she is responsible for developing work in this area
- Farzan Bilimoria to do Governance in Finance and Major Resources training
- Nikhil Mehta to do Governance of Learning and Achievement In Context of Equality and SEND or Pupil Progress and Outcome training
- Karina Fabien to do Teaching & Learning Assessment training. Karina expressed interest in attending the Introduction to Stronger Governance and Teaching and Learning curriculum training.
- Mariam El-sraidi to do Governance for EYS training. Jane Kemsley expressed interest in attending the EYS training.

- Caroline Doherty to do Safeguarding training

Governors asked if they could attend more than one training session, and whether two governors can attend the same training.

The Chair confirmed governors could attend any training sessions as the school has bought into the service from HLT.

ACTION – Governors to book themselves on relevant HLT training and inform the Chair once sessions are booked so governors can share their learning at the next FGB meeting.

11.3 FGM Training Feedback

11.3.1 Governor spoke briefly about recent staff training on FGM she attended. The training was great and informative. Governor has a written note about it. Area needs to be looked at by Safeguarding lead.

11.3.2 The Chair added that governors could also join staff training session. The staff bulletin has CPD calendar and governors are welcome to choose a training they would like to attend.

12. Update on Feasibility

12.1 This item is recorded in the confidential minutes

13. Urgent Business.

13.1 Governors requested for hard copies of meeting papers to be provided a day before the meeting – the Headteacher **agreed**

Part II confidential business

Confidential items are recorded in the confidential minutes permitted by agreement on request only.

Meeting closed at 20:48.

Signed: _____

Date: _____

Caroline Doherty

Chair to the Governing Body of Shoreditch Park Primary School