

CHARLES DICKENS PRIMARY SCHOOL

MINUTES

Governors Strategy meeting held on 18 September 2015

PRESENT:

Nik Nicol (Chair)

Annastazia Nyagba	Claire Maugham
Andy Mayer	Cassie Buchannan
Perrine Summers	Cerian Morgan
Shulamit Ambalu	Zoe Lilitos
Malcolm Booth	Nicola Metcalfe
Clerk:	Maria Faherty

ITEM ACTION

1. **MEETING ADMINISTRATION**

Apologies – Emma Gleadhill, Linda Taylor, Matthew Harris and Cath Greenwood.

2 **Declarations of interest in the agenda**

The chair welcomed everyone to the strategy meeting the first for this academic year. This meeting was set for this time because we wanted it as a strategy day. There are a number of items on the agenda which need to be dealt with but in AOB we will discuss whether or not another meeting should be held before the December meeting so that governors can strategize.

3. **Update on building works**

1. Windows project which was split into two chunks has been completed on time by Southwark contractors. Next summer the other half is expected to be completed.
2. The conversion of 4 classrooms into 6 classrooms and refit was also completed on time and on budget in the six weeks holiday. (Governors invited to have a look around following the meeting). Hand back was on Monday 31 August which gave only 2 days for settling back into classrooms. Due to this extra settling in staff have been having extra layers of leadership focus which has been challenging. Furniture has been decanted and so space is an issue at the moment.
3. The main contract has been a less positive and fast paced experience. Hoarding is up. Demolition which was due to take place over the holidays did not happen is now happening. School keeper house due to be demolished on Tuesday 22 September. Communication with contractors has been a struggle. Toulmin Street is a problem as there is now less pavement area and this is causing a safety issue with drop off and dismissal of children. Various meetings been held regarding this safety issue and another one is set for next week.
Why are we liaising with contractor maybe we should speak to project manager? Mace the project manager have been involved. The lead person from highways was invited to attend the meeting on Tuesday but did not attend. We are hoping for an interim solution – green barriers and a road closure.
4. Asbestos has been removed except for panel in heads office.

So how far behind are we?

We are a term behind.

Will we be able to catch up?

We don't know. We were only due to complete classrooms on one floor but classrooms on both floors have been completed as we are a term behind.

The cost of bearing on the delay is that with the council?

Yes but actually the cost implications with the enabling works they would argue because everything has been moved back a bit. It's a very difficult complex package of work which has been packaged in order to budget all the way through. Once the contractor finishes a piece of work they down tools and we have to go back to negotiations for costing the next piece.

ACTION: CB to contact David Noakes who has agreed to help with negotiations – in writing regarding several near misses.

The closing off of vehicle access is a very good idea because no one else needs access to that bit of the road. But it will create a pressure to open it and therefore an imputus on Mr Noakes to put pressure on the council to get the works finished more quickly perhaps.

Is there a way of arranging the works to minimise the impact of these problems for everyone?

We have asked for the year one building work which is the transformation of the bottom hall to be taken out of the main contract and given to Graham Ash who completed the six classrooms on time because that would give us the two classrooms that we need so that reception and nursery have got access to outside space.

4.

Policy reviews – Safeguarding, behaviour and pastoral care

Papers were distributed by email prior to the meeting by Emma Gleadhill.

The **safeguarding policy** is the same as the one seen in the summer term plus amendments by Emma Claire and Cassie.

- Clarifying what FGM means
- Additional names of the wider team
- Further clarification of who is reviewing who (safeguarding lead for the governors is now reviewing the team and not the headteacher)
- A further change was recommended by Emma – that the work of the child families and community committee would not be looking at the safeguarding teams work in detail but as an overview in order to maintain confidentiality.

This policy was **APPROVED** by the governing body.

The **behaviour and pastoral care policy** which was looked at in the summer term has the following updates.

- Updated to include school ethos. In academic year 2014/5 we moved away from rules and developed an ethos/rights with the children. At the beginning of each academic year teachers establishing a positive ethos within the classroom, ensuring the children are aware that they have ownership and focusing on the rights at an age appropriate level.

Is it the expectation then that this is the only behaviour management policy and no teacher would have an additional management strategy such as a different kind of colour coded warning system? Yes. All teachers have an online Dojo where house points are collected. Teachers use a warning system and the consequences are the same.

Can we clarify that there is no group punishment or individual transgressions? That's correct it was mentioned at the beginning of term and it's also in the staff handbook. When new staff/ volunteers come into school we go through this as part of their induction.

It's been great to see the work on the rights of the child being very visible whenever we visit the school. This is being lived by the staff and the children.

This policy was **APPROVED** by the governing body.

ACTION: The current behaviour policy was available on the school website this will now be updated with the new approved one. Perhaps an email to all parents informing them of the new policy would be helpful.

5.

Quick recap of school context (results and staffing and budget for this academic year)

Early Years

- Early Years a good level of development has continued over time. While we are getting more children over the threshold last year we had a number of very special children in early years who were waiting to hear about being transferred into special provision this September. In view of this our average has been pulled right down.
- GLD is moving up over time.
- Phonics is also getting better each year.

Key Stage 1

- Pretty stable
- APS(Average Performance Score) – over time the average performance per child is going up.
- Focus on writing last year and this is up 9%.

Key Stage 2

- **Progress** from Year 2 to Year 6 needed to go from a 2 to a 4 or 3 to a 5 (two jumps). Cohort last year was some very bright children and children with a lot of learning needs. Everyone apart from one child made this progress.
- **Accelerated progress** for those children who were in the middle at year 2 made progress but didn't get to the high levels. We focused our attention on the two main groups and there was a group in the middle who were not pushed enough. We have learned from this.
- **Reading** at level 5 we are above the national average but is lower than the year before. A paper has been remarked and score has gone up by 3%.
- **Writing** at level 5 has continued to go up over time
- **Maths** – (our focus this year) was a surprise to us, lot of children fell apart in the test.

We scored 20% at level 6 which is very high.

For this year we have particular foci that we are looking at

- Increasing the amount of maths that we are doing. Increasing from 1 hour to 1.5 on a daily basis. Increasing mental maths and repetition.
- GPS score has dropped by 11 – we are now doing a big focus on spelling which is where most children fell down.

Test experience?

The children who were our emphasis in the last year whether those children who are taking level 5 tests were more worried about it than the children who were sitting the level 6 tests feel a bit more confident. We are looking here at tests results and not at achievement over the year?

The tests that the children sat last year the idea is that all children start off in the beginning feeling very confident and then they slow down. The children who didn't get expected levels are all being supported by Pascal (Ed Phsyc). She ran sessions with those children building up self-esteem.

In previous years as in this year lots of focus went into level 6 children.

How did the head feel about this at the time.....was it the right thing to do?

For that particular cohort it was the right thing to do as the group was so

6. **Reviewing the draft school development plan –any feedback/
questions/changes**

What we are aiming for over a 3 year period - we need to come up with 4 targets/aims as a governing body - something that we look at in the sub committees perhaps and as part of the other strategy day (tbc), this is where we are going as a school.

Do we want to expand?

This can be expansion of the work that we do with other schools, or our role as a centre for training teachers or in terms of if there was another school that came up that was in difficulty would we be interested in rejuvenating that? But equally this may be something that the governing body is not interested in.

School improvement plan – in the absence of the overall aims this is as a school what we need to work on following proper discussion by governing body at another time.

Development areas

- Achievement – increased levels in percentages of writing, the data shows a gap between where our children are and new expected levels.
- Expected level around maths – expected levels
Is this target correct for the current KS2 as it feels like a direct reaction to last year's year 6 perhaps?
Its made us think that everyone this year has to get to a level 5 this year and the cohort we have this year has less range in it.

One governor felt that input into the aims was important but this was difficult to consider when the aims of the school improvement plan had not been worked on yet.

The headteacher agrees that we need to look at the aims however in September each year we need to get on with the years work. This years work has come from, not just a knee jerk reaction to what happened last year but come from where we were heading anyway but it was not written down. When we had our last strategic day, we had a lot of work on becoming a teaching school. But we didn't make a definite document. The suggestion is that for this year 2015/18 we have become a teaching school got the expansion, we continued to do this without sacrificing children's outcomes. Now we need a whole new set of challenges. This needs proper facilitated discussion like we did last time.

The school improvement plan has always been developed on an annual basis in the absence of any overall strategic direction. We will continue to do this as we always have but we realise there is a gap.

The turnout in the pupil body (looking at the census over time has not changed) in the last couple of years. The only thing that has changed is free school meals – dropping from 30% to 24%.

So in the light of that we are seeing a change in the make-up of the school with potentially a larger number of children who are more well supported and a diminished number who are coming from lower income families.

Is the school improvement plan used as a measuring tool or is it used for identifying problems?

Targets are there to be ticked off and if we find that during the year things need changing then bits get added in or taken out. The targets have to be achievable

7. Sharing pupil premium – spending plan for autumn 2015

The pupil premium proposed spending for this term for April 2015 – March 2016. This document was circulated to the committee prior to the meeting.

Total £213,000 for the year.

For the summer term we will have spent £73,000 and proposing to spend £61,850 this term.

- 64% focusing on teaching and learning
£39,000 – what's been successful in the past is reading intervention programme in Reception, Year 1 and 2 run by Mari and Margaret. In Year 6 we have after school reading and maths intervention groups. We would like to run 1:1 reading in the afternoons from Year 1-6 with TA. This will be monitored to track the progress.
- 24% on social emotional and behaviour support
Mr Hunt and Pascale provide support for parents and help us identify any learning needs the children have. We will be increasing the early help role by having Mrs Mesmain out of class in the afternoons.
- 11% on early years – we would like to continue with this targeting those children who have a very low baseline. (An additional adult in nursery and reception 2 days a week).

Has Southwark paid all the pupil premium money?

We have received the first quarter. We were owed £135,000 but now owed £175,000.

We have a meeting with the new head of standards **Nina Doahill** and the new head of finance.

8. Prevent – schools duty and how we are currently meeting that duty

Papers were circulated prior to the meeting. It is the schools duty to ensure that we are safeguarding the children against radicalisation and extremism and its very closely linked to our safeguarding policy and the work that we do as a school safeguarding children. There is a separate referral policy so if we have any concerns as a school we can refer to the Channel panel.

Have we in the last 5 years had any examples of extremism? No.

This sits within our safeguarding policy and as part of our weekly safeguarding meetings this would be discussed making sure everyone is aware of it and looking out for it.

Are we talking about all kinds of extremism – i.e. gangs?

Yes. So we refer to the LA safeguarding team.

What are teacher's feelings about this? Have they discussed this?

We have been very open about this and everyone knows what to do.

Concern forms are available in all classrooms/offices.

9. Changes to Ofsted

Papers were circulated prior to the meeting.

There are quite a few changes;
In terms of governors and what we need to know now are;

Teaching - which now becomes teaching learning and assessment.

Behaviour – which now becomes personal development, behaviour and welfare.

Achievement – which becomes outcomes

Leadership – stays as it is

EY is now part of the overall effectiveness of the school.

There is now a focus on professional development which is why developing the leadership of the school is important.

Actively promoting British values is now also part of us as a leadership team.

Safeguarding now sits in leadership – it used to sit in personal development, behaviour and welfare. Making sure it is effective.

ACTION - CB encouraged the committee to read about the role of governance in the new framework.

RECOMMENDED ACTION – On 1 October at Southwark 'what you need to know about new Ofsted' training from 6-8pm.

10. Ministerial visit – Thursday 24 September

Nicky Morgan visiting next Thursday to watch a phonics lesson, do a reading and take some questions and she will be doing a soft policy announcement, plus David Walliams.

11. Revisiting AOB item from July meeting

We need a strategy day/evening to discuss overall strategy and our overall self-evaluation.

ACTION – Nik to put 3 options for dates on the doodle poll.

12. AOB

PART 2

CONFIDENTIAL ITEMS

Any confidential items

Signed _____

Dated _____