

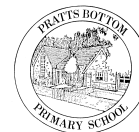
PRATTS BOTTOM PRIMARY SCHOOL

Full Governing Body Meeting Minutes of 29.01.2020

Date of meeting: 29.01.2020 at 6:10pm		Venue: Pratts Bottom Primary School	
Chair: Peter Ioannou		Clerk: Melissa Perry	
Governors present	Governor apologies	Absent	In attendance
Peter Ioannou (Chair)			Emma Hodson (Head of School)
Peter Hudson (Vice Chair)			Stephanie Lavelle (School Business Manager)
Sophie Perez			Melissa Perry (Clerk)
Emel Ibrahim			
Angela Page			
Cheryl Bone			
Keeley Bentley			
Brian Ford			
Sharon Hynes			

MINUTES

1. To receive and approve apologies for absence
<p>1.1. All governors were present.</p> <p>1.2. The Chair informed governors that Angela Kempton had recently resigned from her post. The Chair asked governors to consider if they knew of any suitable candidates. It was noted that there would be a Skills Audit in the Summer Term to identify any skills gaps of the governing board so a more targeted approach could be taken then.</p>
2. To declare any interests to the meeting and to record any alterations to Governors' pecuniary/personal interests
<p>2.1. No new interests were declared to the meeting and no other changes were noted to Governor's pecuniary or personal interests.</p>
3. To approve the minutes and confidential minutes of the FGB meeting held on 12th December 2019
<p>3.1. The minutes and confidential minutes of the Full Governing Body meeting held on 12th December 2019 were reviewed and agreed to be an accurate record of the meeting. The Chair signed and dated the approved minutes.</p>
4. To consider matters/action arising from the FGB meeting and confidential meeting held on 12th December 2019 and not included elsewhere on the agenda.
<p>4.1. Governors reviewed the Action Points from the meeting held on 12th December 2019.</p> <p>4.2. Action 1 – Prevent Training - All governors except PI have completed the Prevent Training.</p> <p>Action 1 – PI to complete online Prevent course and provide Clerk with certificate of completion.</p>



- 4.3. **Action 8 - HoS to ask CEO if the Deficit Recovery Plan (DRP) can be shared with LGB.** The HoS informed governors that she had spoken with the Chief Executive Officer and that the DRP cannot be shared at this time as the plan is awaiting feedback from the School Resource Management Advisor (SRMA). *Governors asked if there was a timescale for when the DRP would be made available.* The HoS stated that no timescale had been given but that it could be kept as a rolling action point.

Action 2: HoS to update Governors on Deficit Recovery Plan at next FGB meeting (18.3.2020)

- 4.4. **Action 9 – SP to look into producing a suggested reading list and setting up a reading club.** SP confirmed she had prepared a reading list which she would update and planned to make available to parents by half term. SP stated she would be looking at setting up a reading club in the Summer Term. *Governors asked if other staff would be involved in running the reading club.* SP stated that this would be a consideration.
- 4.5. **It was agreed that all other Action Points were completed.**

5. To review In-Year progress data – Autumn Term outcomes 2019

- 5.1. The HoS provided governors with a detailed explanation of how children's progress is tracked using SIMS including how children were assessed as being on track, at Emerging, Expected, Greater Depth or working below band. *Governors who had previously been members of the Curriculum Committee stated that they had found the change to SIMS in recent years an improvement on the old system particularly in relation to children working below band.*
- 5.2. *Governors asked if the Key Performance Indicators (KPIs) were assessed against national figures or on the children of the school.* The HoS stated that whilst there were some KPIs set against national figures in general, because of the small cohorts, it was generally based on the children and that progress was measured against their prior attainment.
- 5.3. *Governors asked if interventions were made for children working below band.* The HoS confirmed that there are interventions in place and that most of the children working below band were on the SEN Register. These children would have SEN interventions and efforts were made to arrange these outside class learning times (e.g. during assembly).
- 5.4. *Governors asked if interventions were also in place for other children who were not on track with their prior attainment.* The HoS confirmed that this was the case and that it involved termly progress meetings to discuss what needed to be done to get the child back on track. The HoS stated that action plans are tailored to the needs of the child but could include priority 1-2-1 reading with an adult and differentiated work. The HoS stated that children are also tracked on provision maps in the classroom. The Staff Governor stated that in practice the children are constantly monitored and tracked to identify issues and to ensure that there is early intervention.
- 5.5. *Governors asked if interventions were successful in getting children back on track.* The HoS stated that they were and that the impact was reviewed every six weeks using provision maps. The HoS stated that there was ongoing dialogue between teachers, teaching assistants and the Inclusion Manager to discuss what was or was not working. The HoS stated that teachers were reporting that there are sometimes issues going on outside of school that impact a child's learning, the school is mindful of children's well being and where necessary a referral is made, for example, to Bromley Well-being.
- 5.6. *Governors asked how often teachers input data for KPIs.* The HoS stated that this was done termly and that books have KPI grids inside which teachers highlight against when they are met.



- 5.7. *A governor asked if they could view SIMS during a Governor Visit Day to gain a better understanding of how it works. The HoS confirmed that she would arrange this.*

Action 3: HoS to arrange governor (EI) to view SIMS

- 5.8. The HoS went through each year group in detail, a summary of the issues or concerns raised were as follows:

Year 1

- 5.9. In Year 1 all the KPIs are being met and pupils are making expected progress in all three subjects. No issues or concerns were raised for this year group.
- 5.10. The HoS informed governors that a child had recently joined this year group but their data was not included in the Report.

Year 2

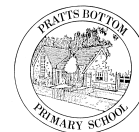
- 5.11. The HoS reported that KPIs are being met and exceeded in Reading and Mathematics but not Writing and that the majority of children are making expected progress in all three subjects. The HoS highlighted where individual children were not on track.
- 5.12. *Governors asked if those children who were not on track had interventions in place. The HoS confirmed they did.*
- 5.13. *Governors noted that there are no Pupil Premium (PP) children in this year group and asked if they were able to benefit from it at all. The HoS stated that as there were no PP children those funds were not spent on this year group.*

Year 3

- 5.14. The HoS reported that KPIs are being met for attainment in all three subjects and that KPIs for progress are met in Reading and Writing. The HoS stated that the majority of pupils are making expected progress in all three subjects and outlined specific issues in relation to some of the children. No issues or concerns were raised by governors for this year group.

Year 4

- 5.15. The HoS stated that KPIs for attainment are currently not being met; progress KPIs are being met for the majority of children in Writing and Mathematics and that overall children are making expected progress in all three subjects. The HoS stated that there were a small number of children who are not on track to achieve their prior attainment target and outlined the individual issues of those children.
- 5.16. *Governors noted that there seemed to be a dip in attainment and progress for both Year 4 and Year 5 and whether there were reasons for this. Both the HoS and Staff Governor stated that there was a significant jump in the level of work, complexity and need for independent working from Key Stage 1 (KS1) to Key Stage 2 (KS2). The example was given that in Mathematics there was a greater need to record their reasoning at KS2 which some of the children, who had performed well in the subject at KS1, would struggle with.*
- 5.17. *Governors asked what was being done to support children moving from KS1 and KS2 so that there was not undue pressure in Year 6. There was a brief discussion about the reasons why the work becomes more challenging after KS1 including changes in the Mathematics curriculum, the demands of working at pace and the fact that there were more KPIs that needed to be met. The HoS stated that in Year 2 children are already being taught to write and record answers and that usually by the Spring Term children have started to adjust so their progress is back on track.*



- 5.18. *Governors asked if this was a trend across the Trust.* The HoS stated that it was a trend nationally where progress dips in Years 3 and 4.
- 5.19. *Governors asked about the multiplication test and whether multiplication needed to be taught differently to ensure a solid foundation to further learning in Years 5 and 6.* The HoS confirmed that the multiplication test was compulsory from this year although multiplication had always been important as a foundation to future learning needs. The HoS stated that in a similar way to phonics, the test was aimed at ensuring that children had a solid knowledge of multiplication. Parent Governors stated that the Online Resource which is provided to help children was very useful. The HoS stated that the children have a very short time to answer questions in the test but that adaptations can be provided for children with particular needs (e.g. an inputter).

Year 5

- 5.20. The HoS stated that attainment KPIs are not currently being met in all three subjects; the majority of children are making progress in all three areas and currently the progress KPI is not being met.
- 5.21. *Governors asked if Years 4 and 5 were being targeted for interventions and were an area of focus.* The HoS confirmed that they were. The HoS detailed particular cases and the progress of PP and SEN children in the year group. The HoS stated that the children that needed extra help were being targeting and that the teachers and HoS had regular conversations about their needs and how to ensure progress was back on track. The HoS stated that the data did not flag up any issues that they had not already been aware of and had put actions in place for.
- 5.22. *Governors noted that some children were making good progress and asked if there was scope for children to move from Expected to Exceeded. Governors asked if attention was being placed on children who were performing well to ensure they continued to be given appropriate and challenging work.* The HoS confirmed that children could move to a higher band (Exceeded) and that this was known as accelerated progress. The HoS stated that her report focussed on areas of concern but that she could provide highlights of successes as well. The HoS stated that the school was continually working to ensure that children of all abilities were given appropriate work. The HoS stated that as a small school with mixed classes they were well used to providing children with differentiated work and that the recommendations from Ofsted were imbedded in the School Improvement Plan and across learning. For example, the school was ensuring that there were opportunities to write in all subjects.
- 5.23. *Governors stated that they wanted to make sure all children were challenged, including the middle attainers and were satisfied with the school's personalised approach to children's learning.*

Year 6

- 5.24. The HoS stated that attainment KPIs were being met in Reading and exceeded in Writing; overall progress KPIs are being met in all three subjects and the majority of children are on track to achieve their prior attainment. The HoS provided details of PP/SEN progress. No questions or concerns were raised by governors.

6. To review revised school vision statement

- 6.1. The current School Vision Statement is set out below:

THE SCHOOL'S VISION

Our vision statement was devised following input for children, staff, parents and governors:



'We will endeavour to develop happy, inquisitive and motivated learners who are ambitious and equipped to meet future challenges.'

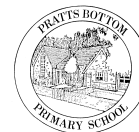
Our core values are: **Kindness; Politeness; Listening; Honesty; Effort**

- 6.2. The HoS stated she had met with the School Council to review the wording and although the children needed some words explained, they unanimously agreed that the statement was fit for purpose. *Governors stated that they felt it was important that the statement should reflect something the children agreed with.*
- 6.3. The HoS informed governors that she had also spoken with staff in January who felt that the statement remained relevant and that this was what the school wanted for the children.
- 6.4. There was a discussion about the purpose of the statement and whether it was more a 'Mission Statement' rather than 'Vision Statement' (i.e. something to work towards, aspirational). *Governors felt that the following was relevant and should be considered for inclusion in the school vision statement:*
- a) The school environment and how children felt about coming to school;
 - b) The school's strengths including its holistic approach to children, the focus on individual attention and socialisation across the year groups;
 - c) Potential words that should be considered for inclusion such as collaborative, inspiring, safe, secure, inclusive and caring;
 - d) The statement should be something individual to the school and sets out how it is different from other schools and a choice for parents;
 - e) Increased focus on pupil involvement (reflected in new Ofsted Framework);
 - f) The ability to achieve much with less resources ;
 - g) The importance of looking after the planet and caring for the environment;
 - h) The growing influence and use of technology;
 - i) To remove the words "endeavour to" to "We will develop happy...";
 - j) Developing a statement that considers the school's vision in 5 years' time so that it leads the strategy for the school and underpins all work taken forward; and
 - k) The vision needs to link in with the SOLA Vision Statement. It was noted that the Trust's Statement is 3.5 years old and may require updating as it was written at a time when the Trust was being set up.
- 6.5. The HoS stated that the school drivers were also under review with the development of the curriculum so some of the intentions could be included there. It was agreed that a working group would be set up to discuss and develop ideas further and that there should be dialogue with the Trust.

Action 4: HoS to set up a working group to review the School Vision Statement

7. To review the Work Scrutiny Form

- 7.1. The Work Scrutiny Form had been circulated to governors prior to the meeting. The HoS went through the form explaining each section which included: progress against previous targets, curriculum coverage, evidence of differentiation, SEN support, progress, specific action points and date by which these should be completed.



- 7.2. *Governors asked if the forms were effective.* The HoS stated that it ensured a regular reminder to staff of what was required and enabled the HoS to quickly understand any issues and ensure they are followed up. The HoS stated she had seen improvement in areas identified which were constantly reviewed.

8. To review the Head's Report – Spring Term 2020

Safeguarding and Child Protection

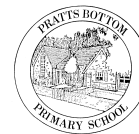
- 8.1. The HoS summarised the incidents and referrals since the last Head's Report. In general more time was being spent dealing with referrals and safeguarding concerns. The HoS stated that the number of safeguarding cases was significant for the size of the school.
- 8.2. The HoS stated that there had been one incident of racism which had been dealt with. The Spring Term figures would reflect that the issue was no longer live. The incident of Racism was thoroughly investigated by the HoS and resulted in an internal exclusion.
- 8.3. *Governors asked if volunteers had DBS (Disclosure and Barring Service) checks carried out.* The HoS confirmed that they did for regular volunteers and on school trips any adult without a DBS check would need to remain with a member of staff and would not be left unattended with the children.
- 8.4. *Governors asked if volunteers are provided with Safeguarding Training.* The HoS stated that they are given information about safeguarding and were informed of the process for completing a form and handing it to the HoS, or another designated member of staff, if she was not present. The HoS stated that at present there was no face to face safeguarding training offered to volunteers but that it would be looked into in the future.

Action 5 HoS to set up Safeguarding Training In Spring 2 for volunteers

- 8.5. *Governors asked if there was a process to ensure that staff were not taken on without a DBS check.* The HoS stated that the school complies with the Safer Recruitment Policy and that for those who come from abroad there is an International Police Check. The HoS confirmed that appointments were always subject to a satisfactory DBS check and three references.
- 8.6. The HoS stated that LGfL (London Grid for Learning) provides free online safeguarding training for staff which are used to help keep them regularly updated.
- 8.7. The HoS confirmed that all governors had now completed Safeguarding Training and just one governor needed to complete the Prevent online training (discussed above at Action 1).
- 8.8. *Governors asked if parents are provided with safeguarding training as they considered it useful and enforced the view that everyone is responsible for safeguarding.* The HoS stated that there was not at present but would consider it in the future, particularly following the review of the Relationships and Sex Education policy (to be introduced in Autumn 2020) where they could reasonably expect an increase in disclosure of information from children as they become more aware of potential safeguarding issues. This would present an opportunity to engage and educate parents on safeguarding.

Pupil Matters

- 8.9. The HoS gave an update on total pupil number (83) and movements since the last report. The HoS stated she was continuing to attempt to fill spaces and was checking in with Bromley Admissions once a month.
- 8.10. *Governors asked if there were any concerns about small number at the next intake.* The HoS stated that at present the position looked better because of sibling numbers but they would know numbers by the end of May 2020.



Behaviour

- 8.11. *Governors asked why there was a slight increase in the number of behaviour incidents reported.* The HoS stated that there were a small group of children who were testing boundaries. The HoS stated that Sports Premium is being used to fund Sportacus during lunch time play and midday supervisors are being utilised carefully to address the issue.

Staffing Matters

- 8.12. *Governors asked for clarification on 'Twilights' referred to in relation to 14 February 2020.* The HoS explained that to help with staff well-being it was decided that instead of attending 6 hours of training on 14th February teachers would attend "Twilight" sessions in order to make up the 6 hours. In practice, this means teachers attend evening meetings in addition to their regular staff meetings set out in their directed time. These were colour-coded in the Staff Career Professional Development Schedule included in the Report.

Curriculum Matters

- 8.13. The HoS highlighted that this continued to be an evolving area although the Report set out the current curriculum rationale and drivers.

Community Engagement

- 8.14. *Governors were pleased to note that the 12 new laptops had been bought and expressed gratitude to the PTA for the money they raised towards their purchase.* The Staff Governor stated that the new laptops had had a huge impact in her class and reported that children had been in awe of the speed at which the laptops worked compared with the old versions.

9. To review and approve the final Pupil Premium Report 2018-19

- 9.1. There were no changes to the Pupil Premium Report 2018-19 since the last FGB meeting as the school did not have any PP children in that cohort and therefore that was not affected by the School Inspection Data Summary Report.

10. To review reports from Governors with specific responsibilities not already covered on the agenda

- 10.1. There were no updates since the last FGB meeting.

11. To review the Behaviour Policy

- 11.1. Most of the governors stated they were happy to approve the Behaviour Policy. It was agreed that any comments be sent in writing to the HoS by 6 February 2020 and that ratification would then be sought by email.

Action 6: Governors to send written comments to HoS on Behaviour Policy by 6.2.2020 and HoS to seek ratification thereafter by email.

12. To review Governor Development/Training

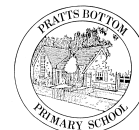
- 12.1. Due to time constraints it was agreed to defer this item to the next FGB meeting.

13. To receive any outstanding confirmation of receipts of documentation issued in September 2019

- 13.1. The Clerk confirmed that all governors had signed for the relevant documentation.

14. To consider Any Other Business

- 14.1. The HoS stated that there were two vacancies to fill for SIP Governor Roles. It was agreed that the roles be allocated as follows:
- **Reading** – Keeley Bentley and Brian Ford (School Lead – JR)
 - **Behaviour and Attitudes** – Sharon Hynes (School Lead – EH)



- 14.2. The HoS informed governors they needed to make contact with their staff counterpart to carry out a review of their SIP area before the next FGB meeting (18 March 2020). It was agreed that if time was limited that governors should give verbal updates at the next FGB to be followed up with completed Visit Forms that would be circulated to governors for review by email.

Action 7: All governors with SIP Roles to contact their staff counterpart to arrange a review of their SIP area before the next FGB on 18/03/2020.

- 14.3. The HoS reminded Parent Governors that any complaints or issues in relation to the school should be dealt with under the SOLA Complaints Policy. This provides a clear process and point of contact for issues to be addressed. The Complaints Policy is available on the school website however it was agreed that it would be moved on the website to make it more easily accessible (by reducing the steps needed to get to the link).

Action 8: HoS to ask JH to move link to SOLA Complaints Policy on school website to make it more easy to access

15. To determine the matters to be treated as confidential (in accordance with Article 125 of the Articles of Association)

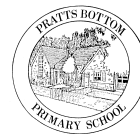
- 15.1. It was agreed that 2 items were deemed confidential.

16. Future Meetings

- 16.1. Governors noted the meeting dates and key focus areas for the remaining Governing Body meetings 2019-20:

- **Tuesday, 17th March 2020** – Governor Visit Day (AM)
- **Wednesday, 18th March 2020** at 6pm – *Evaluation, Improvement and Business*
- **Thursday 21st May 2020** at 6pm – *Pupil Progress, Education Matters and Budgetary Considerations*
- **Wednesday, 15th July 2020** at 6pm – *Celebrating achievement and future planning*

The meeting closed at 8:40pm



ACTION POINTS

Reference	Action	Owner	Status
Action 1 Para 4.2	PI to complete online Prevent course and provide Clerk with certificate of completion.	PI	Completed 16.2.2020
Action 2 Para 4.3	HoS to update Governors on Deficit Recovery Plan at next FGB meeting (18.3.2020)	HoS/EH	
Action 3 Para 5.7	HoS to arrange governor (EI) to view SIMS	HoS/EH	Completed, date set 17.03.2020
Action 4 Para 6.5	HoS to set up a working group to review the School Vision Statement	HoS/EH	Ongoing- ExHT setting it up
Action 5 Para 8.4	HoS to set up Safeguarding Training In Spring 2 for volunteers	HoS/EH	Set for 31.03.2020
Action 6 Para 11.1	Governors to send written comments to HoS on Behaviour Policy by 6.2.2020 and HoS to seek ratification thereafter by email.	ALL & HoS/EH	Completed
Action 7 Para 14.2	All governors with SIP Roles to contact their staff counterpart to arrange a review of their SIP area before the next FGB on 18/03/2020.	ALL	
Action 8 Para 14.3	HoS to ask JH to move link to SOLA Complaints Policy on school website to make it more easy to access	HoS/EH & JH	