



Harwell Community Primary School

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**Minutes of the meeting of the Governors of Harwell Primary School
Held on 11th February 2020 in The Nest starting at 1.00 pm**

1 Welcome and apologies

Attendees:

Ann Parham (AP)- Chair

Janice Markey (JM)

Aisha Nevers (AN),

Bryn Gibson (BG) – Head teacher

Rob Sadler (RS)

Kirsten Christensen (KC),

Chris Smith (CS)

Richard Thompson (RT)

Tom Gowers (TG)-Vice Chair,

Apologies: John Dickens (JD), Frances Williams (FW), Sue Greatbanks (SG)- supply teaching in Year 4 and could be released if needed for voting purposes, Danielle Reilly (DR) - teaching in year 3 and could be released if needed for voting purposes

The meeting was quorate.

Present: Jane Moreton – Clerk, James Thorne and Joanne Ray (prospective governors)

PROCEDURAL / GOVERNOR MATTERS

Oana Shorter has stood back from being Assistant Headteacher since the last FGB meeting. The FGB thanked her for all her hard work in successfully establishing this new post and the support given to Bryn as Headteacher and the school as a whole. She remains as the Year 6 class teacher. She was presented with flowers as a token of thanks from the FGB.

Danielle Reilly successfully applied for the post of Assistant Headteacher and was appointed for a three year term, from 10th february 2020.

2. Declaration of Interest on agenda items

None declared.

3. Approval of minutes of last FGB meetings held on 18th November 2019 and matters arising

Minutes were accepted by FGB and a printed copy signed by Chair *Doc ref 3.1*

JEM 14.02.2020

Signed:

20.05.2020

All actions from that meeting completed or on the agenda apart from :

- Electronic signatures on committee meetings - **Action** TG to investigate further

4. Complaint

AP and DR had completed a Stage 1 investigation and met with the complainer who withdrew the complaint at the meeting (notes from the meeting signed as confirmation). The process has been completed.

5. Governors skills audit

AP has added a document analysing the skills to the folder in advance of the meeting. She thanked the governors for completing the forms. Overall, there is a really good balance, however, the FGB should be aware of skills required when looking for new governors.

The one area to improve is knowledge and skills of governance which comes with experience for those who have not been governors previously.

6. Skills to be sought at the parent governor election May and Succession planning

There are no obvious gaps currently. **Action:** - AP and clerk to put together a list of general skills in readiness for the parent governor election.

The May FGB meeting is the final one for RS. It was agreed that the parent governor election process should start after the school returns from the Easter holidays so that the new parent governor may also attend the May meeting with their term of office to officially start on 30th June when RS term ends. **Action:** clerk to run election in accordance with OCC Governor Services guidance

Succession planning - AP's term of office ends in November. The clerk confirmed that an Associate Member cannot be Chair and so a governor will need to take this on.

STRATEGIC MATTERS

7. Relationships, Sex Education and Health Education planning

The new statutory RSE curriculum and policy is a RAP priority.

BG confirmed that the school is looking at sequencing maps (progression) for all of the subjects showing our intent and making sure that they fit with the school vision. Some of these will be carrier subjects for teaching some of the elements for RSE - e.g. might fit more effectively within science. Once these have been completed, the school can then produce the sequence map for RSE.

- BG and the School Business Manager have both been on briefings for RSE
- There is guidance from DfE which is clear - essentially embedding the Equalities Act 2010
- Relationship and health are statutory elements - some will be done through science, assemblies etc
- Sex education - parents can opt out. For the level that it will be taught in our school we don't anticipate the need to change that drastically from what is taught now
- There are some subtle changes for the teaching about relationships - new guidance, statutory from September 2020

Timescales -

- sequencing docs for all subjects to be completed before Easter
- RSE - consult staff, governors and then parents during the Summer term. This consultation will reference where RSE links into other subjects

Governors asked for some more information about sequencing as they are aware that they need to be confident with sequencing and progression for all subjects.

BG confirmed that work is being completed now and talked to governors about sequencing in history to give them an example. History will be completed in chronological order - e.g. FC looking at their most recent history and then a chronological order through to Year 6 - the further back you go, historical sources become more scant and open to interpretation.

Governor question (RS): The Stone Age has traditionally been taught in year 3 - will the resources be there for year 6? BG confirmed that he is confident that the resources are there within the national curriculum

8. Headteacher report and progress against RAP

HT report (*doc ref 8.1*) had been placed in google folder and a google doc (*doc ref 8.2*) created for governors questions with answers provided by HT and the SLT.

Governor questions and answers in advance of the meeting:

(SG) Congratulations to Year 4 & 5 who are closest to our attendance target of 97%. Can we support Year 6 to increase their target as this is an important time in their school life?

Attendance will be discussed at this week's parent consultations for the 6 pupils whose attendance is under 97%. In reference to question 3, Year 6 class attendance for the 29 children attending regularly is 94.08%.

(SG) There are a large number of SENd in yr 3, (4 of the 12 being ppg children). Are some of these children expected to make significant improvement with extra support?

We are targeting some to make accelerated progress, especially in reading. The range of need is quite varied. Within the send group, there is also an EHCP.

(AP) Please can you also give us whole school attendance without the child in Yr 6. How does this compare with our figures for this time last year?

The attendance figure would be 96.08%. This time last year whole school attendance was 96.18%

(AP) Relationship education. Please can you inform us of your approach and the dates of consultations. How big a change will this be for the school? How much is already covered within the curriculum (eg British values)? What impact will there be on resources?

The dates of consultation are not yet set.

I have attended an OCC briefing.

My approach will be to work with the staff to map out the expectation and progression anticipated - including looking at carrier subjects which will deliver particular aspects - i.e. science, PSHE, Assemblies Once this has been done, this will go to Governors for consultation and then parents.

This is the current plan.

Resources have not yet been identified.

(AP, KC) I would like more information about the curriculum. Could we have the big questions each term and also more information about how subjects are covered throughout the school and the connections being made. Some kind of curriculum map? Could these also be put on the school website for parents to see.

The big questions for every year group each term are on the long term curriculum plans, which are on the school website already - it is under the section: For Parents - Curriculum.

We are currently working on our creative curriculum and sequencing across the school. We have been to an outstanding school to explore a scheme for foundation subjects and we are in the process of updating our curriculum progression maps.

Once the sequencing maps are completed with their progression clear. The staff and I will look at the projects that act as vehicles for them as there will be some changes.

JEM 14.02.2020

Signed:

20.05.2020

These changes will also be on the website and parents will be drawn to those.

(AP) My understanding is that Erasmus will finish at the end of this year. Are there any plans to make links with other countries?

At the moment, we are waiting to hear from Zaragossa university. The students will not be coming this year. We are waiting to see if they have plans to continue in the future once funding for them is clarified.

(AP) The Barn seems a great success. Could we do a parent survey of those who attend to gauge satisfaction levels?

We are planning both a parent and pupil survey to not only gauge satisfaction levels but to help inform future planning. This will be completed by the end of April and reported on at the May FGB meeting

(TG) Have the recently introduced PPEPs been in place for long enough yet for any impact to be measured? What was the intended impact and what (if any) has been seen so far?

As we haven't had an assessment point since the PPEP meetings took place, the summative impact cannot yet be confirmed, however, we have had a staff meeting to discuss strategies and impact with those identified PPG children and the feedback was all very positive. Some of the targets were very specific to the child's needs and may be a small part of a bigger picture, so won't necessarily be measured by assessments. I have included an example of a completed PPEP. The comments for each target were updated 2 weeks ago during the staff meeting, which shows the impact that has been seen so far.

[PPEP example](#)

(TG) At the OFSTED framework briefing last Friday there was much discussion about 'sequencing' of the curriculum. This was the first time I had heard this concept and it appears to be an important aspect of the new National Curriculum. Could you provide some information so that we, as governors, could understand the concept better? How is the school designing and planning the sequencing of the curriculum between year groups? Maybe too long an answer for this document, but worthy of a short discussion at the FGB meeting.

*The sequencing is the progression within each subject - the why this why now
We are currently working on sequencing maps (progression maps) for each subject.
These are being tailored to match both the national curriculum and the schools intent.*

Once these are complete for all subjects, the staff will again look at the way in which we weave those together through the projects as there will be some changes as a result of our work.

https://docs.google.com/document/d/11KY6lCnWud0up0la7alm59-KF83_v04FNI2w1sBP7KI/edit?usp=sharing

This is the computing sequencing map that we have worked on as an example

(TG - EE report) The Y1 maths data shows a significant number of pupils with lower than expected attainment. What actions are in place to boost attainment and what impact are they having?

This has been the subject of performance management mid-year review and through NQT mentoring meetings.

The Maths coordinator has been used to support the teacher in question to target those children. Peer to peer observations within and beyond the school has been used to further support

(TG - EE report) Y4 Reading - 2 of the 6 PP pupils have made accelerated progress (moving from 2W in Y2 to 4W+ in Y4, thus diminishing the difference). What tactics or interventions have worked with these pupils, and can the same tactics be applied in other year groups?

The PP children within year 4 have made expected progress. The PP at 4w+ are within expected progress.

A selection of those children have had weekly additional phonics support (PP grant) and also the continuation of whole-class guided reading has supported them. The best intervention is quality first teaching. WCGR is an effective strategy that is working.

(KC) Following on from Tom's question concerning the OFSTED framework briefing last Friday there were also the "deep dives" into learning. How prepared is the school for these? In which subjects are you confident and which subject are the next ones to look into?

The deep dives are the thread running from the school leadership to the children experiences (via the subject leaders, staff and books)

Before we can be ready for deep dives, we are sequencing the curriculum in more detail so that our intent for each subject is clear.

Once this has been completed and discussed with staff, then the projects will be adapted (implementation) and (in some cases) changed to ensure that the children's experiences are in line with the school's intent.

We are also looking at ways in which the foundation subjects can be effectively assessed so that it does not unnecessarily increase teachers workload

Once this has been completed, the staff will be more confident with the deep dives

Further discussion.

Attendance - BG wanted to explain that further. Some children below 90% threshold and are persistent absentees. The school is working with parents to encourage more attendance and have put parenting contracts in place to support that. Year 6 - school refuser - the school is working with external agencies to support that child and family.

The school has also written to all parents whose children are below 90% and those who are close to 90%.

There is an attendance action within TAFs if appropriate. The school (SBM and SENCo) spend quite a lot of time analysing attendance. Good attendance is celebrated with badges at the end of each full term, and class attendance owls at weekly assemblies.

Governor comment (AP): it was helpful to see the attendance figure without the Y6 child in response to pre meeting questions .

The school attendance figures have brought us to the attention of the OCC Attendance team. A further review meeting is booked for 31st March. SBM booked in to attend OCC 'fines training' for holidays taken in term time which will enable the school to start this process by sending a warning letter to all families. The school will introduce a procedure for adopting this.

The school will be potentially fining for holidays taken during term time. There are a few families who are not considering the impact of holidays in term time on their child's learning. BG would prefer to work with families. However, it is County Policy to use the fine method and it is included in the school Attendance Policy.

Governor question (AP) : can the county attendance team provide a report for governors?

Governor question (TG): what is a parenting contract? It is a mutually agreed plan and is the stage before a referral to County

Are they effective? - they can be, it all depends on parental engagement.

Further governor questions

Governors are pleased to note that a survey will go to the Barn and they would like to see the

questions being asked for both parents and pupils

Action: school to add a document to the google drive

Governors asked about the website: Currently , the SBM checks the website monthly for accuracy and the governors annually. Governors commented that it would be useful for a parent to have a look at the website - how easy is it to follow. The school is looking at an external auditor for the website - governors commented that probably they need both to happen.

(RS) Is there a search on the website - no

Action: school to investigate adding this

A further discussion was held on the effectiveness of PPEPs -

This is a very new document this year. Staff originally set targets within each document and since then staff have had some time ahead of parent consultations to review the targets. After half term, staff will look and adjust targets as needed. The documents have proved effective at focusing teachers to look at small steps. The PPEP will follow children through the school and provide a continuous record of achievement and attainment. They have made a much tighter process but the school has always kept a close watch on PPg pupils.

9 GDPR

The sense is that the school is well prepared and on top of everything. Does GDPR need to be a standing item on FGB?

Governors discussed this and agreed that this remains as a standing item even if 'nothing to report' .

TG will continue to do an annual visit to the school and school will keep him informed of any developments/breaches and new SAR / FOI. Education Record requests.

TG recently met with the SBM and is satisfied that all is under control.

GDPR is - TG looked at this system and is satisfied that this is a very useful tool as it takes care of supplier compliance checks.

There have been 2 more Educational Records since the last FGB. Both were completed within the statutory time allowed. These are very time consuming but CPOMS has helped.

10. Visions, values, aims and Strategic Priorities Review

Links to Ofsted - AP and RT have started a 'crib sheet' for governors - summary of important information for governors to take into the meeting with the Inspectors. They and JM attended Ofsted training in November. This is proving to be quite a weighty document. It was suggested that perhaps this could be headings with links to governor documents within this.

Rachel Casey has provided AP with a list of questions asked by Inspectors in the new framework so far.

Action: AP to share with FGB

Action: At each committee and at FGB meeting, a small number of questions to be considered. In this way, a number can be looked at over the next year. Focus attention on any area governors may not feel confident. Perhaps there are questions for BG to ask of governors?

BG has recently attended a very good Ofsted briefing and received a lot of information about the 90 minute telephone call with the Ofsted Inspector. Governors would like to know which areas BG would want to direct Ofsted towards.

Action: AP and RT to continue to work on the document as this will be used to help to continue to provide challenge to the school and be able to articulate intent in governor meetings. The questions will be useful for governors in articulating knowledge. There is a need to ask questions in areas where governors understanding is not so strong.

The Crib Sheet will also be a useful tool for new governors as it will provide a dashboard of the

knowledge required of a FGB. Governors were reminded that it is the FGB as an entity - not everyone is expected to be experts in all areas. Keep remembering the role of governors - gathering information and then providing challenges. The FGB need to be confident that each individual role is being done effectively and efficiently.

11 Committee Updates

Educational Effectiveness committee meeting on 14th January. Minutes had been shared with all governors and a Q&A document to enable Resources committee members to ask questions in advance of the meeting.

Question from Resources to EE Committee - The SIP (Annual visit) - has a report has been provided?

Action: BG to share with all governors and link to be added to the minutes before distribution

[OCC SIP visit 17/12/2019](#)

SIP visit - there is a low risk that the school will not be judged good at the next Inspection. Has not identified weaknesses. Liked that the FGB are working with another governor body and are not insular. AP has also made a link with Chilton governor

Resources committee meeting was also held on 14th January. Minutes had been shared with all governors and a Q&A document to enable EE committee members to ask questions in advance of the meeting.

Governors were reminded that all need to make sure that they have read the minutes from alternative committee to that on which they sit and ask questions of minutes in advance of FGB meeting

12 Communications

Contributions to school newsletters

The next newsletter for governor input is 30th March

Action: article on the parent survey

Parent Survey

71 responses (62 in total in 2018).

Commenting about the analysis and on reading the comments in the survey about the school, JM felt proud to read these as a governor. There were lots to celebrate.

3 areas of concern around communication from last year had all improved. The weekly parent briefing has been very well received. BG advised governors that the idea came from a child who had seen this in their previous school. It has had a good impact and has reduced the need for frequent emails, telephone calls to the office.

The neutral box - governors discussed 'do we take this away so strongly agree or agree and then strongly disagree or disagree'. In analysis does this go to the negative or positive. In retail analysis, one approach would be that they are not satisfied. Parents had raised bullying as an issue and 10 parents had opted for the neutral box. Governors want everyone to know that the school does not tolerate bullying. It may be that parents are not fully aware of all the work that is being carried out in school. This is not a big issue but it is important to recognise that bullying cannot be tolerated.

Action: school to look at what they do and can they do more around bullying. The newsletter article should refer to some of the things the school are doing

Governors gave congratulations to BG and his staff as the survey is primarily very positive.

Ideas from other schools to help increase numbers of responses - e.g. paper copies at parent

JEM 14.02.2020

Signed:

20.05.2020

consultations and in the playground.

Governors thanked JM and FW for their hard work and producing a very good summary.

13 Governor Visits

It was suggested that a safeguarding box is included in every governor visit report (governors role in safeguarding is very important)

Action: AP to amend the proforma

Action: school to investigate if digigreet can include a box to tick that safeguarding info / DSL has been read

Reminder to governors to update the visit log

OTHER MATTERS

14 Health & Safety

AN had recently completed a H&S visit to school with both an internal and external visit throughout the school. No issues were found. It was suggested that she next look at any trends with injuries/accidents and certain areas of the school premises.

Action: review of accident statistics - trends with injuries/accidents and school areas.

15 Safeguarding

Annual Return

Online return this year has replaced the previous paper based annual return. There had been a delay in this being ready and sent out to schools. RT and BG had met to complete the return but unfortunately there was a fault in the system that would not allow the password to be accepted. The return is now in the progress of completion. The deadline is the end of this month. This will generate an action plan for the school. BG has also been in contact with LADO for an external audit to be completed. This is booked for 27th February.

Agreement and sign off by FGB? Email confirmation will be sent to the Chair of Governors.

16 Governor Effectiveness / Impact

Training

Governors were reminded to update the training log.

Rachel Caseby training

Rachel works for Governor Services - training on governor monitoring held on January 29th. Governors thought the training was very useful. Governors also felt that it would be good to have time to meet and look and reflect on the school holistically.

Additional meeting or lengthen FGB meetings to add to the agenda each time? Preparation would be different - an annual strategic meeting? Review meeting with staff in July - perhaps have a SWOT analysis worked in groups - feed into start of FGB meeting and then potentially revisit it at FGB meetings

Action: invite all staff to the meeting now

The FGB was halted at this stage so that all governors could take a look at the Humanities Fair being held in the school hall. Governors who are also parents had also left the meeting for short times to visit class outcomes for their own children

The governors were really pleased that they saw progression through the whole school and could see evidence of the wider curriculum being taught. The way the topic is taught is interesting. Children are very enthusiastic. Pride in their work and clearly enjoying it. Year 5 topic on plastic - this is a contentious issue at the moment and pupils were fully engaged.

16 AOB

A confidential item was minuted. This was not attended by the two prospective new governors

Meeting finished at 3.25pm

Key Dates for 2019-20

	Autumn Term		Spring Term		Summer Term	
FGB	Monday 23 September	Monday 18 November	Tuesday 11 February - afternoon		Wednesday 20 May	Wednesday 8 July 6pm start
Educational Effectiveness		Tuesday 6 November 6 pm start	Tuesday 14 January 6 pm start	Tuesday 24 March 6 pm start		Wednesday 8th July combined with FGB
Resources	Tuesday 15 October		Tuesday 14 January		Tuesday 21 April	
Pay & Performance	Thursday 19 September HT - PM	Early November Teacher Salary review		Thursday 12 March HT - PM		
Gov-staff breakfast		Wednesday 18 December		Friday 3 April		
Governor staff joint meeting - RAP priorities						Wednesday 8 July 3:30 start
Open Morning and evening		Wednesday 20 November				
Meeting for new FC parents						Monday 29 June
Clerk to Governor Appraisal	Friday 6 September					

JEM 14.02.2020

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20.05.2020

ACTIONS

Ref	Action	Responsibility
3.1	How to place electronic signatures on committee meetings	TG
6.1	Determine a list of general skills in readiness for the parent governor election.	AP and clerk
6.2	Conduct parent governor election in accordance with OCC Gov Services guidelines	clerk
8.1	Survey of parents and pupils for The Barn to be shared with governors	BG
8.2	School to investigate adding a search option to the website	BG
8.3	Can the County Attendance team provide governors with a report	BG
10.1	Share Ofsted questions to governors provided by Rachael Caseby with FGB	AP
10.2	Future committer and FGB agendas to include considerations of Ofsted questions	ALL, Clerk
10.3	Governor Crib Sheet work to be continued	AP, RT
11.1	Share SIP visit noted and add to minutes of the meeting	BG, Clerk
12.1	Newsletter article on parent survey to school before 30 March	JM, BG
12.2	School to take a look at how they deal with bullying issues and can they do more	BG
13.1	Add a safeguarding box to governor visit proforma	AP
13.2	Investigate if digigreet can incorporate a question to confirm safeguarding information read and DSLs noted	BG
14.2	Review accident and injuries	AN
16.1	Invite all staff to attend the meeting with governors on 8th July	BG