

SUMMIT LEARNING TRUST

**MINUTES OF THE MEETING OF THE LOCAL GOVERNING BODY OF  
THE OAKLANDS PRIMARY SCHOOL  
HELD AT THE SCHOOL AT 5.00 PM ON TUESDAY 29 JANUARY 2019**

PRESENT:	Mr B Coley	
	Mr M Court	Principal
	Mrs K Roberts	
	Ms J Wilkie	Vice Chair
IN ATTENDANCE:	Ms N O'Brien	Vice-Principal
	Ms U Devi	School Improvement Director for Primary
	Mrs R Walker	Clerk
APOLOGIES:	Miss E Kiernan	
	Mrs A Sturridge-Packer	
	Ms A Turnbull	
NO APOLOGIES:	Ms Y Basheer	

In the Chair's absence, the Vice Chair chaired the meeting.

0020     **APOLOGIES AND WELCOME**

Introductions were made around the table.

0021     **PARENT GOVERNOR APPOINTMENT**

The Principal advised that two parents had expressed an interest in becoming parent governors and the Clerk confirmed there was currently one Parent Governor vacancy. The Headteacher advised that one parent had previously been a Governor and it was agreed that was not an issue. The Clerk would arrange for Ms Basheer to be contacted to understand the reason behind her absence.

0022     **DECLARATION OF INTEREST/CONFIDENTIALITY/CONFIDENTIAL ITEMS**

Attention was drawn to the Articles of Association relating conflicts of interest, including but not limited to any Personal Financial Interest and Related Party Transactions.

Governors were advised that if a person had any interest in a contract, proposed contract or matter under consideration, s/he should disclose the fact and take no part in the consideration, discussion or vote in respect of the contract or matter and withdraw from the meeting.

There were no declarations of interest.

Governors were reminded that care should be taken to ensure that they were aware of agenda items of a confidential nature. In addition, they were advised to ensure that minutes of their meetings did not include information of a confidential nature as the draft minutes were considered public documents as soon as approved by the Chair of the meeting.

The Clerk requested that Governors consider if any items were of a confidential nature. Governors were advised that these items should be considered in private.

0023 **ANY OTHER BUSINESS**

There were no items of Any Other Business.

**MINUTES OF THE PREVIOUS MEETING(S)**

0024 **RESOLVED:** That the minutes of the previous meeting, held on Tuesday 27 September 2018, be approved as a correct record.

0025 **MATTERS ARISING FROM THE MINUTES**

There were no matters arising.

0026 **MEMBERSHIP OF THE LOCAL GOVERNING BOARD / BODY**

The Clerk reported that no terms of office were due to come to an end before the date of the next meeting.

Governors were informed that there were was a vacancy for a parent Governor as discussed earlier in the meeting.

The Principal advised that Ms A Turnbull had resigned as a Governor. This role was a Trust appointed Governor. Additionally it left a need for a Link Governor for SEND. Ms K Morgan was happy to take on SEND as well as Safeguarding in the interim.

The Vice Principal questioned whether she needed to attend the Governors' meetings, as there was no longer a Student Advocate role on the Governing Body and it was confirmed that attendance was optional although she was welcome to attend and it was felt that her presence added to the meeting.

The Clerk added that attendance by Ms Basheer was poor as previously touched upon earlier in the meeting.

0027 **ANY URGENT ACTION TAKEN BY THE CHAIR**

There were no actions to be reported.

## REPORT OF THE PRINCIPAL

Governors had received the Principal's Report (Appendix 1) in advance of the meeting. Governors' attention was drawn to the following matters:

- The Principal advised Governors that key strengths in the document were linked to the School Improvement Plan (Appendix 2) and leadership was strong, as indicated in the OfSTED report (Appendix 3). The Vice Principal had taken on the SENDCo role and the Assistant Principals had improved the provision in English and the wider curriculum.
- Teaching and learning in the wider curriculum had improved including experts teaching in Dance, Drama, ICT and Sport. Expectations of presentation of pupils' work had increased and that was across all areas of the curriculum and standards had continued to rise.
- The Principal advised that everyone had been pleased with the outcome of the OfSTED report and that the suggested next steps were achievable. Governors noted how hard the whole teaching team, led by the Principal, had worked to turn the school around. The key was to embed the developments and to focus on disadvantaged pupils and the most-able pupils. Additionally, involving parents in their children's learning. **A Governor questioned the increased quantity of work in books and how this had come about** and the Principal advised that time had been planned for extended pieces of writing and also that linking subjects had helped.
- The Principal advised that progress was derived from two sets of data, the first input from September and the second from around Christmas-time. The progress was looking very positive. It was noted that the correlation with teacher assessments was not yet visible and so work was required around moderation, but the Principal was confident that pupils were achieving better than currently indicated by the data drop and that the Spring data would reflect this. **A Governor questioned why this was** and the Principal advised that teachers were being a little cautious, hence the need for additional work around moderation. The Principal advised pupil progress meetings had taken place and all were clear on what needed to be achieved. **A Governor questioned if combined scores were still tracked** and the Principal advised this was constantly checked. **A Governor checked if this was provision mapped** and the Principal confirmed that it was.
- Y3 attendance was well above the national absence rate and there was little Persistent Absence as well. Further analysis was required to understand the reasons behind their positive performance. Pupils who were persistently absent had been identified and court proceedings were in place. Attendance rewards were being reviewed and attendance was talked about in assemblies. The Principal also had planned meetings with the Attendance Welfare Officer. There was still work to be done with attendance. **A Governor questioned if Y6 was a problem** and the Principal noted that work was in progress, there was high mobility within the class as well as high levels of SEND and behaviour issues and a high number of pupils persistently absent. It was noted that this could be tracked back to when the pupils were in Y3, as additional numbers of pupils were taken onto role. However, actions had been put into place to ensure they left with the best education they could.

- There was now a clearly staged behaviour system in place to support pupils at risk of exclusion. This new published scheme, Good to Be Green, had been taken on across the school and linked in to the School's ethos. There were a small number of pupils who did not respond to this, particularly in Y6, and exclusions had spiked in Y6 in the Autumn term, but that had now calmed down. Procedures were in place for inclusion and the School was building dialogues with parents so there were no surprises. Leaders had a clear view of behaviour across the School and regularly reviewed the support given to pupils. The percentage of pupils staying green all week was consistently improving and the number of red cards issued was decreasing. **A Governor asked at what point the staff took responsibility rather than it being taken away from them** and it was advised that teachers now had more ownership and felt more empowered since Good to be Green had been brought in. There were still a few tweaks required but it had improved. **A Governor asked if that had supported the relationship pupils had with their teachers** and the Principal advised it had. There had been an issue around lack of motivation for pupils if the behaviour rewards was lost early in the week but a tweak been put in place for a bonus sticker, giving pupils the opportunity to earn an "extra life" if they behaved well for the rest of the week. This was also tied into lunchtime behaviour as well, as this had previously been an issue and still was to an extent. The Principal advised a "playpod" was being installed at half-term, which was a shed full of materials for pupils to play and create with and it was hoped this would help to reduce the number of behaviour incidents at lunchtime. The Principal advised he had used it at another school previously and it had worked well. Lunchtime supervisors would be trained in supporting the play and dealing with incidents. **A Governor noted that bored pupils could be an issue and this could help.** This would help in social skills for those who needed to develop those and that in particular, would be covered by the training for the lunchtime supervisors. The hope was that the afternoon behaviour would improve following this. **A Governor noted it was key that pupils could resolve their own issues before they went to Secondary School.** The Principal suggested Governors visit the School, once it was up and running to see how it was working.
- Statutory safeguarding requirements were in place. The Safeguarding Link Governor had been into School, viewed the Single Central Record (SCR) and had raised a few questions around that. The Governor advised that she had found that it was proactively updated and advice was taken as required. Following that, she had had a meeting with Jeanette Preece, Attendance Lead, looking at patterns and discussing the OfSTED report. The Governor noted Jeanette's extensive knowledge and experience in that area and all noted that this was important as social work within the Local Authority (LA) was stretched.
- There was a pupils' curriculum ambassador group involving pupils from Y1-5 who met with Sarah Stock, Assistant Principal to introduce themselves and understand curriculum plans and there was a planned learning walk with the Principal in the upcoming days. It was noted that they were very excited about this and it was hoped good feedback would be received from them.
- The quality review had been informal and had involved a detailed discussion about what was working well at School level, following the OfSTED report. The Vice Principal ran through the LGB SEND Report (Appendix 4). **A Governor questioned on the SEND report what the A meant,** and it was advised it meant working above national expectations. The School Improvement Director asked what feedback there was from Governors on the report and a Governor noted

they found it clear and easy to read. Most of the exclusions had been pupils with SEND which was of interest.

- The Vice Principal advised there was an error within the report as there was no permanent exclusion in the previous year.
- It was advised that the pupils mentioned had difficulties with social interaction and there were detailed plans as to how these pupils were supported and the majority of these exclusions had not been repeated. All the pupils had behaviour support plans and a different, tailored approach to behaviour. **A Governor queried the progress report as it looked inconsistent** and it was agreed that progress for SEND needed to be more clearly measured and reported upon. Attainment may be low but progress should still be made from their starting point. **A Governor noted that OfSTED had asked, at a different school, how many pupils with a cognition need would attain the Age Related Expectation and it was important not to lump SEND pupils together, as their needs could be very different and progress measures should reflect this.** A Governor suggested some commentary around this may be helpful, not necessarily putting in additional tables. All agreed it was important to make the detail behind it clear and the data should be able to be explained. A Governor suggested some moderation of SENDCos may help as well as teachers. It was noted that everything needed to be more joined up and so that progress could be reflected appropriately. In terms of progress for writing, the Vice Principal advised that spelling seemed to be the issue there. A new spelling system had been introduced and it was key that the SEND pupils got the support they needed with that. **A Governor questioned whether maths support was sufficient for SEND pupils** and the Vice Principal advised that there were a group of Y5 pupils, who were working at Y4 level and progress was being made there. Additionally the Vice Principal noted that the tracker showed that poor progress at this point during the year as not everything had been covered yet.

0028 **RESOLVED:** That the report of the Principal (Appendix 1) be adopted.

[Ms N O'BRIEN LEFT THE MEETING]

0029 **PROPOSAL TO THE LGB TO EXTEND THE FINISH TIME OF THE SCHOOL**

The Principal asked Governors to consider extending the finish time of the School from 3.10 pm to 3.20 pm. **Governors asked why the finishing time needed to be extended** and the Principal advised that the School needed additional time to cover the curriculum. **A Governor asked what time other Schools closed at** and was advised local schools varied. **A Governor asked whether both KS1 and KS2 were included** and the Principal confirmed it was for the full School. After discussion, Governors agreed 3.30pm would be appropriate. **A Governor asked what the implications were for staffing** and the Principal advised that it may have issues for Teaching Assistants, which would need to be discussed with finance. **A Governor asked if there was an afternoon playtime for KS1** and the Principal advised that it was at the discretion of the teachers. **A Governor asked if there were financial implications for teachers**, and the Principal advised not as hours were contracted. **A Governor asked if there was an implication on costs and whether the proposition had been costed out** and the Principal advised it had not at present. Governors agreed in theory with the extension and it was agreed that the Principal would ascertain the financial impacts with Steve Ralph, Trust

Finance Director, and circulate the details electronically so that a decision could be made more quickly. It was advised that parents also needed to be consulted regarding this and it was important that letters were sent out, once a decision had been reached. **A Governor asked what this time would be used to teach** and the Principal advised wider curriculum teaching and sharing quality books. A Governor noted that that nursery finished at 3.30 pm, so that would fit in with parents collecting pupils from both establishments.

0030 **SID REPORT**

The Primary Schools' work on Pupil Premium (PP) strategy had been completed just before Christmas. Effective maths continued across all the Schools and other Schools were now viewing what The Oaklands Primary were doing, as a way of sharing best practice. Vice Principals were meeting regularly to share best practice. There were network meetings and inclusion meetings, the SENDCo report had come about from these. There was another meeting to be held in the current week, reviewing Early Years training that colleagues had been on.

0031 **REVIEW OF SCHOOL IMPROVEMENT PLAN**

The School Improvement Plan (SIP) had been circulated prior to the meeting (Appendix 2) and the Principal advised this had been in place from September and was reviewed each half-term. The five priorities had not changed. The plan was RAG rated to indicate attainment and all of the Senior Leadership Team contributed to that. Anything colour Red should have notes to indicate reason for it but the priorities had not changed since September. A Governor noted that if the OfSTED inspection had not affected the priorities, then it was a clear indication that the correct priorities were identified at the beginning of the year.

From this a target grid had been developed for outcomes for each year group to measure the success of this and whether pupils were on track. This would be shared with Governors at Year group level and for the School as a whole. **A Governor asked about pupils having access to engaging, broad and balanced curriculum and how the Principal measured this.** The Principal advised that the curriculum had been revamped and Cornerstone Curriculum had been introduced so skills were built on, year on year. He had also introduced highly skilled practitioners in sports and PE, as well as asking an IT company to come in and teach IT, bringing their own iPads as an interim measure. **A Governor asked if this was across the School** and the Principal confirmed it was. Themed days were taking place, most recently an Art day themed around different religions, where an area of the curriculum was focused on. Trust themed days also took place, for example, Poetry Day, Maths Day and Remembrance Day. This also introduce an element of competitiveness across the schools as well as a shared experience. **A Governor asked whether this was weaved in with the English curriculum to ensure a holistic approach,** and the Principal confirmed it was all aligned in September. A Governor noted the Cornerstones curriculum was good as it was clear how different areas tied together and so he had found it easier to support from a parental point of view. Home learning challenges had also been launched as part of Cornerstones. There would be an exhibition in the hall following the end of each segment of the curriculum. Cornerstones had been personalised so that people could add to it. **A Governor asked whether maths was also brought into Cornerstones, as that would take pupils to Greater Depth** and it was noted that there was scope for that, although the School was not quite there yet. **A Governor asked if the Principal had undertaken staff voice to understand how happy the staff were as a lot of change could be unsettling and could involve a lot of work for staff.** The Principal advised

that the Curriculum Leads took ownership of “wow” days and did the planning so the workload was not on teaching staff. Changes had been staggered and mostly was about refining and amending rather than making sweeping changes. There was a Wellbeing team for staff and a comments box for staff was available.

0032 **SKILLS AUDIT**

Governors were requested to complete their Skills Audits and return them to the Clerk for analysis as soon as possible.

0033 **POLICY REVIEW SCHEDULE**

There were no policies to adopt.

0034 **LINK GOVERNOR REPORTS / GOVERNOR VISITS INTO SCHOOL / STRATEGIC GOVERNOR INVOLVEMENT**

Ms Morgan’s Safeguarding visit was discussed under the Principals report.

Mrs Sturridge-Packer was due to visit the School w/c 4 February 2019 for assembly and to complete a learning walk.

Mr Coley had accompanied Y3 on the visit to Stratford the previous week. Mr Coley also advised that he was interested in working with the School around technology. It was noted that another School had E-Cadets looking at IT and technology, which the Principal duly noted, and it was agreed that Mr Coley would be a curriculum ambassador with an emphasis on IT, including parental involvement and e-safety.

0035 **FEEDBACK TO/FROM TRUST**

The School Improvement Director asked if there was anything that Governors wanted to feedback to the Trust and Governors had nothing to raise at this time.

**A Governor asked about exclusions across the Trust as a whole** and the School Improvement Director advised that across the Trust, exclusions were higher than they should be and so this had been an area for focus. It was clear at The Oaklands that exclusion was a last resort and it was documented that this was the case, but this was not necessarily the case at other schools. This had been raised by OfSTED at a pre-Christmas meeting, as well as concerns around attendance. Attendance systems needed to be looked at as well as the rewards system. **A Governor asked if Eid affected attendance** and the Principal advised there was little impact. **A Governor questioned the Trust’s change of name** and the School Improvement Director advised it was a gradual change and would be fully embedded by September.

0036 **CHAIR'S CORRESPONDENCE**

The Chair reported that no correspondence had been received since the previous meeting which they considered necessary to draw to the attention of Governors.

0037 **SECTION 128 CHECKS**

The Clerk advised that from September 2018 Section 128 checks were required on all Governors and this could be done through the School's usual DBS process.

0038 **WHAT MAINTAINED SCHOOLS/ACADEMIES SHOULD PUBLISH ONLINE**

The Clerk advised that all had access to the link advising what should be published on the School's website. The Principal confirmed that the School's website was up to date including the new pupil premium strategy.

0039 **INSPECTION DATA SUMMARY REPORT**

The School Improvement Director had brought data to go through with the Governors but due to the number of Governors absent, it was agreed to go through this at the next meeting. It was noted that the data reported on for the previous year's results, was based on legacy data, which was before the Principal joined the School and with minimal time for the Trust and Senior Leadership Team to impact on results. All Governors felt that the School had improved very much and this would be visible in future results.

0040 **DATE OF NEXT MEETING**

Governors confirmed that the next meeting of the Local Governing Body would be held at the School at 5.00 pm on Tuesday 2 July 2019.

The meeting closed at 6.40 pm.

Signed: .....  
(Chair of Local Governing Body)

Date: .....