



## Minutes of the Meeting of the Full Governing Body of Loddon Primary School on Thursday 12 July 2018

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### Present:

Suzanne Ambaum, John Brady, Rebecca Chard, Gemma Didcock, Rob Henderson (Chair), Sarah Phillips (Headteacher) and Katja Strohfeldt-Venables

Jenny Hall (invited guest)  
Sue Lunn (Clerk)

### 63/17 Apologies for Absence

Apologies were accepted from Donald MacDonald, Eleanor Gunbie and Faisal Hussain

### 64/17 Declarations of interest in Agenda Items

There were no declarations.

### 65/17 Minutes of the Previous Meeting

The minutes were agreed.

### 66/17 Matters Arising

55/17: The Head Teacher will meet with John Brady to share overview of changes in the Keeping Children Safe in Education 2018 document and to review policy in line with this.

56/17 The School Business Manager was to email the Chair with the link for the survey using survey monkey for Governors to update their skills audit. The Chair had not received the link and this is now to go to the new Chair of Governors

59/17 The School Business Manager was to register as DPO with the ICO. The Headteacher believed that this had been actioned and would check.

The other action points had all been completed.

### 67/17 Committee Updates

#### Personnel

A staffing update had been received and there were no vacancies for September. A recruitment allowance had been approved to aid the Headteacher with the task of successfully recruiting in the future.

Staff retention was discussed as were Staff Wellbeing and Every Adult Matters.

#### Finance

The committee had reviewed the inventory policy.

#### Curriculum

The committee received feedback from the Parents Forum and reviewed a number of policies. The Feedback and Marking Policy is to be reviewed again in a year.

#### Environment

The committee conducted a walkabout to see the progress on the new hall building and to look at the new games area.

It was noted that the expansion work was on track and also that Phase 3 was due to start in the autumn when there would inevitably be more disruption to the school.

Permission for the walking bus is still awaited from the Local Authority.

In addition the school is also waiting for an updated plan of the asbestos in school; local knowledge in school is to be annotated on the plan and the Local Authority are to be contacted again.

68/17

### Headteacher's Report

The Head Teacher presented her written report as attached and highlighted the following points:

#### Staff Performance

With regard to the data included in the report, this is a snapshot of the current position which will change with additional information and evidence still to be included. Staff can access the performance tracker at any point and add evidence of improvement. The changes should be positive however.

The Higher Level Teaching Assistants have been included in the data for the first time this year as there are now sufficient posts for the data to be relevant.

*Question: What are the strategies for moving staff on to achieve the next category?*

There are individual plans in place with specific targeted training. However occasionally it might be that a group need to progress in one area, for example IT skills, and then training would be arranged accordingly.

*Question: Are inexperienced staff more likely to be in the Requires Improvement group ?*

Not necessarily although inexperienced staff are more likely to grade themselves that way through lack of confidence.

#### Pupil Wellbeing and Involvement

Recent data shows outcomes are moving in a positive direction.

*Question: are all levels consistent?*

Yes. The only change is that the Pupil Premium pupils' level has decreased but this is due to several pupils, in particular circumstances, having recently been classed as Pupil Premium and this has affected the results.

#### List of Subject Leaders

An update to this list is that Judy Ridell is to be the lead on the Eco Committee. Governors were advised that the names in italics were newly qualified staff who do

not have a subject leader role at this stage of their career but they will shadow others in order to learn.

### School Learning Alliance

The Headteacher had been approached by the Heads of Hawkedon and Hillside Schools who have previously been in an alliance with Radstock school and have invited Loddon School to join.

This is a teaching and learning alliance set up to share knowledge and new projects and did not have proposals for all members to join as an academy. It was set up a few years ago as a trial with a few schools and they are now looking to extend this to other schools in the area.

Schools can choose aspects of the alliance that they think would be of benefit to them.

The process for joining is divided into stages, the first of which is to obtain the agreement of governors. Schools would then have further discussion with a view to signing an agreement and then start to attend meetings.

Other prospective schools are Whiteknights and Aldryington.

The Headteacher felt that there could be benefits resulting from shared projects given that there is less time to devote to initiatives in school now. The cost would be £100 at the start to cover some administration. There is a further cost in time and resources.

*Question: How are the projects selected?*

Up to now there have been areas of common ground between the schools that have been obvious choices. This would be up for discussion in the future.

*Question: Surely this is going to be additional work?*

Yes, both in time and application. Hopefully this will be an investment in the long run.

*Question: Has the alliance been able to give examples of the benefits?*

The Headteacher has been advised that the first projects were shared learning walks and data evaluation. It takes time for improvements to work through to results but they believe that there will be an improvement this year.

*Question: Is this too restrictive?*

There is a possibility and it could draw attention, and therefore be an unintentional diversion, from other opportunities.

*Question: How is this different from a cluster?*

Clusters were set up the Local Authority several years ago based on location and were designed as a point of liaison and to disseminate information.

Originally there were different representatives e.g. Safeguarding, Admissions who attended training and information sessions and then reported back.

Actually prior to clusters being set up, there were self-formed groups similar to an alliance working on joint projects.

The Earley cluster group has recently been discussing their remit and has been looking to meet less and change the times of their meetings to improve efficiency.

The alliance is seeking to build support that is declining from the Local Authority and

the cluster groups.

*Question: Will this affect you peer contact?*

Yes and it will be missed but there are too many time constraints.

Governors agreed that the Headteacher could proceed to the second stage in order to evaluate this further.

#### Academy Status

Two other schools in the area have set a meeting but now the direction of the government has changed so the potential outcome is less easy to predict.

69/17

#### **Performance Data**

Governors were presented with a report of the data results.

Early Years – the outcomes were slightly lower than hoped but the group included some complex SEN children. The baselines were lower overall as a cohort.

Staff changes have inevitably affected the expected outcomes.

The gap between boys and girls has diminished which is pleasing.

*Question: Is the remaining gap reasonable?*

Yes as there is always a gap nationally and the gap has closed to an acceptable level.

#### Key Stage 1 - Year 1

There are less fluctuations in the outcomes in Phonics which was one of the main areas of focus previously. More than 80% had achieved the pass rate.

The next step is to increase the average score.

Results have been negatively affected by pupils joining the school who have not learnt phonics in the same way.

*Question: Are you worried about the gender difference here?*

No, this is line with the national position and boys have been targeted with strategies designed to increase engagement.

#### Key Stage 1 - Year 2

The previous year's outcome for Y2 phonics was 100% but 95.5% was achieved on this occasion. There are more pupils with SEN and language challenges in this cohort so the results can be explained.

The Key Stage 1 outcomes are good again with no concerns. The cohort has done well.

#### Key Stage 2

The test results have just been received and are not all as expected.

Reading and Writing are slightly lower than anticipated but satisfactory. The Maths results however were significantly lower than expected.

The teacher assessments had been moderated by experienced moderators in school and by other schools and there was a confidence in the levels which was not reflected in the results.

The results were particularly surprising as they are not an accurate portrayal of the

abilities of the children as seen in their daily work.

*Question: Have any other schools reported a similar experience?*

There has not been much opportunity to discuss with many schools but it appears not given national outcomes.

*Question: Given that the teachers were confident in their predictions, were there external factors that caused some pupils to react poorly to the test situation?*

There are always some pupils who find it stressful and there were some factors such as poor attendance but this does not explain the results.

Currently the staff are looking through the papers and there is no immediate evidence of marking errors. It is noticeable that pupils who know the methods have made unnecessary errors.

*Question: How will we respond?*

It is not yet known as evaluation is only now taking place and the analysis will take some time.

It is somewhat perplexing as all the normal checks and balances are in place and no serious issues were found. No concerns regarding the teaching of Maths were highlighted during the Ofsted inspection.

Some of the options are further training for staff across the board or engaging external support. There is no suggestion that the results are a reflection of the Year 6 teaching staff.

*Question: Will these results affect the sets at secondary schools?*

This should not be the case as the secondary schools do receive the teacher assessments as well and many secondary schools do test their pupils again on joining.

*Question: Is it worth contacting the secondary schools concerned?*

The Headteacher agreed that she would have the conversation.

*Question: Are there any concerns regarding the current Year 5?*

Only because of the staff changes and the engagement of temporary staff. However their progress will be part of the overall analysis.

The Headteacher stressed that these results are for attainment and the progress results are yet to be received. The latter are not due out until the end of August and will be required for effective analysis of the overall position.

Governors will await the progress results and also the proposed strategies following the in depth investigation.

The matter will be looked at again at the earliest opportunity in the autumn.

*Katja Strohfeldt-Venables then left the meeting.*

70/17

#### **Vacancies for Co-opted Governors**

There are currently two vacancies and the governing body had requested in the school newsletter that anyone with an interest and particularly with financial experience should contact the school.

Two people have come forward and the Vice Chair had had a telephone conversation with one of them. Contact will be made again with the other prospective governor.

**Action      The interested party to be invited for an informal chat with the Headteacher and Chair of Governors.**

It was noted that the term of office of the Vice Chair finished in August 2019 and he agreed to stand for another term.

Governors all agreed that John Brady would be co-opted for a four year term of office with effect from 31 August 2018.

71/17      **Committee Membership for 2018/19**

The clerk had not received any requests to change committee.

Rebecca Chard is to join the Curriculum and Environment committees and if the Governing Body is successful in co-opting a new governor with the required skills, they will be asked to join Personnel and Finance.

Two more governors are required for the Performance Management Review Committee and the membership will be confirmed in September.

When interviewing prospective new governors, the Chair will enquire about any relevant skills.

72/17      **Proposed Meeting Dates for 2018/19**

The proposed dates for future meetings had been circulated prior to the meeting and there were no changes required.

The dates have already been adjusted to accommodate the school diary and the curriculum meeting is now later each term to allow time for data to be analysed.

73/17      **Election of Chair of Governors**

Following the resignation of the Chair of Governors, nominations had been received for John Brady and he was elected unanimously for a term of two years.

74/17      **Governor Roles**

The role of Vice Chair was then vacant and nominations were received for Sue Ambaum.

She was elected unanimously for a term of office ending on 4 October 2019.

The committee chairs will be voted for at the first meeting of the new year.

Gemma Didcock was asked to take on the role of Development Governor and Eleanor Gunbie to cover Healthy Schools and the Eco Committee.

Mentorship of new governors will be a shared responsibility and specific mentors will be assigned at the time of appointment.

For the vacancies for Subject Link Governors, Rebecca Chard volunteered to become PHSE and RE link governor.

75/17 **AOB**

School Uniform Policy.

Representatives from both parents and school staff had questioned the policy for school uniform for reception children.

The school only requires the new pupils to wear a school jumper/cardigan in early years as it had previously felt that the full school uniform would not be in line with the nursery children who do not wear it.

However when the pupils do not wear jumpers during the summer term, they are then not wearing school uniform at all.

Additionally the school handbook encourages reception children to wear school uniform and parents have commented that this is confusing.

As the school expands and class set ups change it was felt that reception pupils should now wear the full uniform but it is too late to introduce this for September.

**Action     The new Chair will draft a letter to parents with regard to the proposal and asking for any objections.**

It is hoped that this could then be introduced in January 2019.

Governors leaving the Governing Body

Thanks went to Jenny Hall for all her time and dedication to the school, which is much appreciated.

On behalf of the School and the Governing Body John Brady thanked Rob Henderson for his hard work and commitment to the school as Chair of Governors.

Both governors were invited to the official opening of the new school hall.

76/17 **Date and Time of the next Meeting**

The next meeting of the Governing Body will be on Wednesday 10 October 2018.

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Signed by the Chair of Governors

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Date