

SUMMIT LEARNING TRUST
**MINUTES OF THE MEETING OF THE LOCAL GOVERNING BODY OF
YARNFIELD PRIMARY SCHOOL
HELD AT THE SCHOOL AT 9.00 AM ON FRIDAY 27 SEPTEMBER 2019**

PRESENT: Dr A Azam Chair
 Ms A Banoe

 Ms D Jandu Principal
 Ms S Rafiq

 Ms V Roovers

IN ATTENDANCE: Mrs R Walker Clerk

APOLOGIES: Mrs M LeBreuilly

 Mr R Osborn

 Ms A Shaheen

Ref	Action	Owner	Review Date
0086	The Chair to discuss performance of the Education Welfare Officer service with the Trust Board.	Chair	Next meeting
0087	The Chair to raise performance of caretaking/cleaning services at Trust Board.	Chair	Next Meeting

0074 **APOLOGIES AND WELCOME**

The Chair opened the first meeting of the academic year and introductions were made around the table. The Chair thanked everyone for attending.

APPOINTMENT OF CLERK TO THE LOCAL GOVERNING BODY

0075 **RESOLVED:** That Services4Schools be appointed as Clerk to the Local Governing Body for the 2019/20 academic year.

0076 **APPOINTMENT OF CO-OPTED GOVERNOR**

The Principal advised that the School Improvement Director had advised she knew of someone who may be interested and the Headteacher would ensure this was taken further.

0077 **ELECTION OF VICE CHAIR 2019/20**

This was deferred until the following meeting when the current Vice Chair would be in attendance.

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.

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.

Governors had been requested to complete the online Register of Business Interests for the 2019/20 academic year and the Clerk reminded all the importance of completion.

The Clerk stressed that accurate email addresses for Governors were essential to ensure that they received meeting papers and other communication and requested that any changes to details were notified to the Clerk or S4S Governor Services Department. Governors were also reminded that they were able to check and update their own details on GovernorHub. Governors considered whether contact details should be shared amongst the Board.

Governors had received the Code of Conduct (Appendix 1) as part of the Local Governing Body Handbook, with their agenda packs.

- 0078 **RESOLVED:** i. That Governor email addresses and phone numbers be shared amongst the Local Governing Body, solely for the purposes of communication in relation to the role of Governor;
- ii. That the Code of Conduct be approved for the 2019/20 academic year.

0079 **ANY OTHER BUSINESS**

There were no items of Any Other Business.

MINUTES OF THE PREVIOUS MEETING

- 0080 **RESOLVED:** That the minutes of the previous meeting, held on Friday 5 July 2019, be approved as a correct record.

MATTERS ARISING FROM THE MINUTES

- 0081(a) **Report of the Principal (Minute No. 0062)**

The Principal advised that Phonics training was taking place.

Predictions for current Y5 cohort had been raised and the Principal advised this would be covered later in the meeting.

The Principal reminded Governors they were welcome to attend School for a walk around and asked them to make an appointment to do so. This was so there was a clear demarcation in roles between parent and Parent Governors for both staff and Governors. The Chair advised Governor presence was important within the School.

0082 **MEMBERSHIP OF THE LOCAL GOVERNING BODY**

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

Governors were informed that there was a vacancy for the following category of Governors:

Trust Appointed Governor x 1

The Clerk advised there were no attendance issues to report.

APPOINTMENT OF LINK GOVERNORS

The Principal advised that the Trust had a SENDCO review and Mrs LeBreuilly's name had gone forwards. The Principal requested the new SEND link Governor make an appointment with the Trust link to ensure she was included in this.

Governors discussed the importance of checking the School website for compliance and the Principal noted that Schools within the Trust also checked each other's websites.

The Chair advised he looked after PP at a Trust level and there would be a further focus on this during the academic year.

0082 **RESOLVED:** That the Link Governors detailed below be approved until the first meeting of the 2020/21 academic year:

Safeguarding/Child Protection – Mrs M LeBreuilly
SEND and More Able – Ms S Rafiq
Pupil Premium and Compliance – Ms A Banoe & Ms A Shaheen
LAC/CIC – Ms V Roovers

SCHEME OF DELEGATION

The Scheme of Delegation was covered within the Local Governing Body Handbook 2019-20.

0083 **RESOLVED:** That the Scheme of Delegation from Summit Learning Trust (Appendix 1) be adopted for the 2019/20 academic year

0084 **ANY URGENT ACTION TAKEN BY THE CHAIR**

There were no actions to be reported.

REPORT OF THE PRINCIPAL

Governors had received a number of documents as part of the Principal's Report in advance of the meeting. The Achievement Update (Appendix 2) and the Raising Achievement Plan (Appendix 3) were discussed:

- x The Principal advised that in terms of achievement it had been a positive year and the results had moved in the right direction. KS2 pupils had been tested in May, and in September these results were checked and some were appealed against. However, no adjustments to scores had been made, following those appeals
- x The Principal advised that children who had been in the country for less than two years could be taken off role for the final results and with this in place the Combined score was 45%, which was an increase of 10% from the previous year. The Principal advised the league tables would be published in December.
- x Increases had been made across all subject at KS2, Age Related Expectation in Maths increased by 25%, Writing increased by 8% and Reading increased by 8%. The Principal advised that there were discussions being held on lessons learned from last year and the next steps were being planned.
- x KS1 combined score was 57%, which was an increase of 9% from previous year and Greater Depth pupils increased by 4% to 11% In all areas, Reading, Writing and Maths there were increases.
- x Phonics in Y1 took a dip and the Principal advised there were 19 new pupils to school within that year. Looking at "home-grown" pupils, they achieved higher success rate. The mobility of pupils affected the results in Phonics and this included some pupils who had left.
- x There were issues in YR with pupils who had never been to nursery and so were behind in social skills and exposure to language and print was also an issue. There was work underway to address this with parents and the EY lead had been working with Fox Hollies to get the families into the School early.
- x The Principal advised pupils who had come from a nursery environment had a much higher level of development and she would encourage this for all pupils. Pupil mobility was out of the School's control and the Principal was pleased that some new parents advised they had received positive feedback about the School. The Principal hoped that mobility would reduce as the School's reputation increased and became more widely communicated. The Principal noted that any transition during the learning journey affected the learning of the individual pupil.
- x The Principal advised that the key to success in Y6 was responding to the pupils and enabling the pupils to feel confident as learners. A Governor noted that pupils seemed better prepared for Y6 SATs in the last academic year. The Principal noted that every pupil had been given an individual target and had been reviewed at an individual level, following completion of past papers. As the pupils' scores increased so did their confidence.
- x **The Chair asked the Principal how confident she was that the results would be maintained** and the Principal advised the results would not only be maintained, but would continue to improve. **A Governor asked what activities would aid this improvement** and the Ms Roovers advised that certain Year groups had been split into different sets to learn the same curriculum, but in different ways. The Principal noted this was not possible in every year group as certain skills had to be learned in the same

way by all pupils. She advised that separating the pupils too early meant the pupils were sometimes over-confident. The Principal advised that Y6 were smaller classes – there were four classes in Y6 and this had been a conscious decision across all Schools within the Trust to ensure the classes were smaller in this important year. **A Governor asked if this could be introduced in Y1 for foundation pupils** and the Principal advised partly this would be prohibited by cost but additionally there were more pupil-led activities which worked differently, with three classes spread over five learning spaces. The Principal advised there was a careful management of pupils' development around maintenance of progress and she referred to work by the Sutton Trust.

- x **A Governor asked what parents could do to support SATs progress** and the Principal advised there were meetings held for parents to explain and demonstrate support for the pupils at home. Ms Roovers advised that Reading different types of literature, every day, was an absolute must, which also fed into the Writing element of the curriculum and increased the range of vocabulary. The Principal noted that Reading was being pushed as much as possible within School and this was the number one thing that could be encouraged by parents. The Principal advised books were given out according to Reading Age and pupils had been tested this term to ascertain their reading age. She also advised it was not just about being able to read the text, but also inference and comprehension. The Principal advised the lowest 20% had been identified to come into School and spend time reading, prior to the School start time. There would be a further Reading assessment in December. The Principal advised that only the teacher could move the pupils up to the next reading level and it was important not to push pupils too far too fast as there would be gaps in their learning. A Governors suggested this be explained to parents and the Principal advised this was in the newsletter, questionnaires had gone out to parents and pupils were being asked how many books they'd read since the beginning of the academic year. There was also a birthday challenge, whereby the pupils were targeted to read every day until 10 October 2019. A Staff Governor noted there was also an element of enjoyment in reading and that was important to encourage so that pupils realised the pleasure of reading and of reading to themselves. The accomplishment of finishing a book was also a great achievement for some children. The Principal requested Governors encouraged other parents to fill out the questionnaires when they were circulated.

The Principal drew Governors' attention to the SEND visit Report (Appendix 4), the Attendance Report (Appendix 5) and the Safeguarding Report (Appendix 6) and asked if there were any questions:

The Chair asked the Principal to amend the number of meetings to six each year.

The Chair asked why Early Help uptake was low and the Principal advised that Early Help was around parenting and the relationship between the School and the parents. Parents often had a negative view of School and in order to combat this, school were going to try to take a different approach such as coffee mornings, so that School was seen to be more welcoming. **A Governor asked what this help included** and the Principal advised there were a variety of services that could be offered. There was an inclusion meeting every fortnight to review the support pupils needed and the School would offer that to parents. **A Governor asked if parents were aware help could be**

offered and the Principal advised issues could be raised by parents identifying an issue, or by changes to a pupil's behaviour. **A Governor noted there were issues with some pupils' behaviour that could require support and asked if teachers were aware how to deal with Autism, for example.** The Principal advised that Early Help was different support and could include things like hygiene problems, for example. **A Governor asked how parents accepted this kind of intervention** and the Principal advised that sometimes parents felt they were being criticised but the School tried to support them through this, giving them space whilst still ensuring the issues were dealt with.

As a separate issue, the Principal advised there were staff trained on working with pupils with Autism and the support staff were moved to support as the School was aware of any needs. With regards to supporting parents, the Principal suggested that the Parent Governor met with Tracy Bayley, Inclusion and Diversity Lead, which may encourage other parents to come into School and discuss any needs.

A Governor asked if there was an update on TAs reluctant to see gaps in the knowledge and the Principal advised there were gaps in the knowledge of this group of staff, for example speaking fluent English was an issue for one staff member. These issues were a work in progress and the Principal noted that to improve this, the individual had to acknowledge their own areas for development. The Principal advised this would be continued to be focussed on. All support staff had completed a SATs paper which had highlighted some gaps and there had been an additional CPD training day to address those needs, however, the responsibility for addressing those needs was joint between the School and the member of staff. **A Governor asked what gaps had been identified** and the Principal advised that was confidential.

The Chair asked how effective the strategy or the EWO was, as the improvements in attendance seemed to be minimal. The Principal agreed with this and felt that the EWO was not as effective as they could be. **A Governor asked what the EWO was** and the Chair advised the Education Welfare Officer, who reviewed attendance. The Principal noted there needed to be a greater emphasis on casting the net wider and working with more families, as some families' attendance improved for a short while and then slipped again, once the focus had been removed. This needed to fit in with the School Improvement Plan, as attendance was a target in this. The Persistent Absence (pupils with attendance below 90%) percentage was too high and the Principal noted some pupils had attendance in the 40s and 50s. **A Governor asked whether there should be a consequence to this low attendance, such as exclusion** and the Principal advised the School was unable to exclude a pupil for poor attendance and this was part of a duty of care. This was more important than exam results and it was sometimes the only time pupils were seen and their welfare checked. Yarns (like coins) were being introduced which could be banked, as a reward, additionally fining the pupils in Yarns were being introduced as well. This could be used as a reward for coming to School, encouraging pupils to come to School and the EWO could target the family more, rather than the pupil being blamed for not wanting to attend. The Principal advised that Walking Buses were being discussed as another way of encouraging attendance. The Chair asked if the EWO was a paid for service and the

Principal advised this was a Trust-purchased service that she was not sure was value for money and the Chair would take this back to the Trust Board for discussion

ACTION: The Chair to discuss performance of the Education Welfare Officer service with the Trust Board.

A Governor noted there was nobody at the front gates in the morning and she felt this may be a Safeguarding issue, as there were cars parked on the pavement and parents were concerned that someone should be on the gate in the morning and the afternoons. The Principal asked what the reason for having staff on the gates was and it was in case there were any incidents involving pupils from the School. The Principal advised that it was difficult as parents wanted to see teachers at the end of class. A Governor suggested a member of the Senior Leadership Team and the Principal confirmed there were parents in every morning to meet the team and she was keen to ensure the parents were met. A Governor suggested the caretaker and that this should be a priority. The Principal noted there had been no incidents and parents were requested to come in early if there was an issue so that it could be dealt with, rather than being escalated. The Principal noted that the School had been through a tumultuous journey and it was very important to be open to parents in the morning or directly after school, especially for families who were hard to reach.

A Governor asked what would happen with regards to parking and safety issues and the Principal advised that contacting the Council and the Police and complaining. The Principal advised she had previously contacted the Council and they advised this had been resolved by making the road one-way. The Principal did not want staff having altercations around parking when it was off the School property.

The Principal advised the School Self Evaluation Framework (Appendix 7) and the School Improvement Plan (Appendix 8) had also been shared on GovernorHub for Governors' information.

0085 **RESOLVED:** That the report of the Principal (Appendices 2-8) be adopted.

0086 **SAFEGUARDING**

Governors noted there had been changes to Keeping Children Safe in Education (KCSIE). Governors also noted that, all members of the Governing Board were expected to read and have regard to, sections 1 & 2 of the KCSIE Guidance.

A Governor noted there remained an issue with regards to some caretaking issues. The Principal advised she did not manage the caretaker or the cleaners and any issues went directly to their helpdesk.

ACTION: The Chair to raise performance of caretaking/cleaning services at Trust Board

A Governor noted the issues with cat/fox faeces continued and pupils were walking through it and then walking it through school. The Principal advised this had been raised and would be raised again.

A Governor noted the School benches needed to be sanded down as they were causing splinters. The Principal advised these had been passed by Health and Safety and the Principal advised she would pick this up. The Principal advised there was a H&S Group and Governors could join by contacting Mandy Singh, School Business Manager.

0087 **GDPR UPDATE**

The Principal advised there had been a breach, as a document had been taken from her room and it had been reported appropriately.

ADOPTION OF POLICIES/POLICY REVIEW SCHEDULE

The Behaviour Policy 2019 (Appendix 9) had been circulated in advance of the meeting.

0088 **RESOLVED:** That the Behaviour Policy be adopted.

0089 **LINK GOVERNOR REPORTS / GOVERNOR VISITS INTO SCHOOL / STRATEGIC GOVERNOR INVOLVEMENT**

There were no Link Governor Reports to be presented and the Chair advised that Governors should make appointments and spend time in School, to report back under this agenda item.

0090 **FEEDBACK TO/FROM THE TRUST**

The Chair would take back the issues around the EWO and the Caretaking as previously noted.

0091 **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.

0092 **ONLINE INFORMATION ABOUT GOVERNORS**

Governors were reminded of the need to provide up-to-date information on the Get Information About Schools website. This could only be updated via the school administration team. Governors noted that their names, categories and term of office details would be recorded and could be viewed publicly. In addition, the DfE had requested that Governors' email addresses were provided but these would not be shared publically.

Governors were also reminded of the need to include information regarding governance arrangements on the School website. This should include names, Governor category, terms of office, committee membership, positions, pecuniary interests and attendance.

0093 **UPDATE AND SUMMARY ON STATUTORY RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION AND HEALTH EDUCATION GUIDANCE – SEPTEMBER 2019**

Governors received copies of the S4S report (Appendix 10) regarding the changes to requirements which were mandatory from September 2020.

0094 **DATE OF NEXT MEETINGS**

Date of future meetings were confirmed as:

9.00 am Friday 22 November 2019
 9.00 am Friday 31 January 2020
 9.00 am Friday 27 March 2020
 9.00 am Friday 15 May 2020
 9.00 am Friday 3 July 2020

The meeting closed at 10.30 am.

Signed:
 (Chair of Local Governing Body)

Date: