



West Kidlington
Primary & Nursery School

"Making our best
even better"

WEST KIDLINGTON PRIMARY SCHOOL & NURSERY

Minutes of The Local Board of Governors Meeting

Thursday 17th May 2018

at 4.00 pm

Present at the meeting:

Name		Primary Role	Information
Charlotte Christie	CC	Education Consultant	Chair of IEB
Simon Bissett	SB	Education Consultant	
Simon Cowley	SC	Primary Director – The White Horse Federation	
Clare Harris	CH	Parent	
Simon Isherwood	SI	Principal	

In attendance:

Alison Cook	AC	Clerk	
Clare Pike	CP	Assistant Principal	16.00 – 16.27
Jo Simpson	JS	Assistant Principal	16.33 – 17.07

Apologies were received from Mairi Gibbs

The meeting was a quorate and started at 4.00 pm

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	Item of Business	Points Discussed	Decisions/ Recommendations	Action Points/Dates
1	Welcome and apologies.	CC opened the meeting, welcoming all present. Apologies were received and accepted from Mairi Gibbs		
2	Notification of any urgent business	Nothing noted.		
3	Declaration of pecuniary interests.	Nothing declared.		
4	Action points/matters from previous minutes	<ul style="list-style-type: none"> CH & MG have reviewed the Leadership and Management section of the Ofsted Inspection Handbook. CH had questions about some aspects. SB will answer these outside the meeting School Council meeting to be attended by CC <p><i>16.15 SC arrived</i></p>	SB to consider questions from CH	Attend School Council meeting: Action - CC
5	Approval of minutes of previous meetings	The minutes of the meetings held on 22 nd March 2018 were agreed as a true record. The minutes were passed to CC for signature	CC to sign minutes. Done	Signed minutes to be uploaded to GH. Action: AC – Done

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6	Clare Pike - Assistant Principal, reporting on attendance	<p>Clare Pike (CP) explained that she had taken over responsibility for attendance at WK, working closely with Ellen Gardner (EG) - school office attendance officer, and previously Alan Derry, establishing strong procedures and systems for monitoring attendance.</p> <p>CP drew Governors attention to her report, which had been distributed for reading prior to the meeting via Governor Hub, highlighting key points and making particular reference to the fact that the school's attendance position is currently positive. CP added that she speaks to EG and Claire Green (CG) – Home School Link Worker daily, with meetings held weekly. The attendance position is discussed with TWHF on a regular basis.</p> <p>CP invited Governors questions.</p> <p>CH noted that she had referred to the position as 'positive' and asked for more specific statistical picture.</p> <p>CP advised that school attendance is currently 96.28% against a National expectation of 96.4%. There are 2 children with very long-term absence. If these are removed from the calculation, the school would be at 96.49%, above the National expectation. Without a further 20 attendance cases, currently being addressed the school would be at 97%.</p> <p>CP added that the attendance of every child reported as falling below 95% is now on an upward trajectory.</p> <p>CP outlined a few cases in detail, explaining that that the current OCC policy, upheld by TWHF allowed for 3 sessions (am or pm) absent before a fine could be imposed. This penalty has not yet been applied, but is still an option. The strategy of giving a fair warning and not an immediate fine has been more effective at getting the child into school. The option of strategic fining has been discussed and is still an option if the attendance pattern improves and then deteriorates again.</p> <p>CP noted the correlation between attendance and attainment and progress and advised that she would be undertaking more analysis of this aspect.</p> <p>SC – Have the children on part time timetables been agreed by the Local Authority?</p>		
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		<p>CP confirmed that they had. SC – When they are not in school, how do you know they are safe? CP – Regular welfare checks are made and there is involvement of other relevant parties. The only other option would have been to exclude the child, but then it would have been much harder to secure places elsewhere. CC – How are these children currently being educated? CP – In school, with 2 adults, in a safe space. They are also receiving behavioural support. The school is simply not equipped to support these children on a full-time basis. SB – How many pupils are on late monitoring? CP – The initial group of 15 has now fallen to 3. SB – In your report you say, ‘missing children’s’ attendance is quickly restored. What do you mean by quickly? CP – Within 24 hours. If we are not notified of an absence by mid-morning, it is chased by EG. If there is still no response the Home School Link Worker will visit the address. If no-one answers a slip is left. If necessary, police intervention can be sought in order to get a speedy outcome. CP advised that she would soon be participating in an attendance conference which she hoped would offer more support to her role. SC added that having an Education Welfare Officer at TWHF would also help. CC thanked CP for her report and input to the meeting.</p> <p><i>16.27 - CP left the meeting</i></p> <p><i>16.27 - 16.33 Governors had a short break</i></p> <p><i>16.33 - JS arrived</i></p>		
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7	Jo Simpson - Assistant Principal, reporting on Pupil Premium	<p>Jo Simpson (JS) drew Governors attention to her report, which had been distributed for reading prior to the meeting via Governor Hub. JS informed Governors that Pupil Premium (PP) children represented 17% of the school roll, where 38.6% of PP were also active safeguarding cases and 44% of PP were also SEN.</p> <p>JS explained how PP was being monitored really carefully through TWHF, using specific testing, which was showing good progress.</p> <p>JS invited Governors questions.</p> <p>CH – How do you define ‘good progress’?</p> <p>JS – Assessments are completed at 5 month intervals. These need to show 5-10 months progress. Some PP pupils are making more progress than this.</p> <p>SB – Why does the progress seem to have been more positive in Years 5 and 6 where there are more PP pupils at age related expectations (ARE) than non-PP pupils?</p> <p>JS – In those year groups there has been a real focus on PP children. CP has been working with Year 5 teachers and this has resulted in a noticeable improvement. Year 6 have put in place numerous boosting activities, including SATs revision sessions after school and a boy’s book club. It should be noted that significant money has been spent to enable teachers, in all year groups, to run intervention strategies in the afternoons.</p> <p>SB suggested the data raised lots of questions and gave a complex picture in terms of what is working and what is not.</p> <p>SI noted that years 3 and 4 needed to be a particular focus and that a teaching re-structure would help to address this in the next academic year.</p> <p>SC suggested JS review the benchmarking to compare where PP pupils rank against National statistics.</p> <p>SC – How do you monitor the teaching and support of PP pupils in the classroom?</p> <p>JS – Focused monitoring walks are regularly undertaken.</p> <p>CC – Do you work with teachers on specific strategies?</p>	JS to review benchmarking, comparing PP pupils to National statistics.	
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		<p>After discussion, the general consensus was that a low-key approach should be maintained, with a mention of PP at parents' meetings. Parents could also be invited to attend meetings of larger groups of PP parents, it would then be their choice whether to attend or not. SC reminded JS that a separate impact statement was needed for every 'looked after' child and that this would be an Ofsted inspection requirement.</p> <p>CC thanked JS for her report and input to the meeting.</p>	Impact statement required for every looked after child.	
8	Chair's report	<p>CC had nothing critical to report.</p> <p>CC invited CH to report on her meeting with Emma Orton (EO) PHSE coordinator regarding the Jigsaw resource.</p> <p>CH outlined her meeting with EO, where the Jigsaw PHSE resource and its use at WK had been discussed. The following points were highlighted:</p> <ul style="list-style-type: none"> • Jigsaw is a very full, comprehensive PHSE scheme of work • Some teachers feel that the content is too complex or inappropriate for certain age groups • It had been difficult to implement the assemblies and celebration events that are a key feature of the programme • Further embedding is still required to make the resource fully effective • Full evaluation is required • EO is planning a staff meeting to encourage further application • Anti-bullying ambassadors have been selected and trained, this now needs to be embedded • Nurture groups are needed. Implementation of these has been hampered by the lack of availability of support staff in the afternoons, now the focus has moved to the running of intervention groups 		

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	<ul style="list-style-type: none"> • Community engagement could be developed further • Staff morale should also be considered as an element of PHSE • Delivery of Jigsaw lessons can be squeezed out by the demands of other subjects • Jigsaw has been very effectively delivered by PPA covers <p>CH concluded by saying that her impression was that Jigsaw was a useful resource and that whilst it was having some impact, this could be improved if less enthusiastic teachers could be encouraged to use it fully.</p> <p>SC asked whether WK offered the ‘Family Links’ programme. SI confirmed that regular courses were run for parents and that the school had recently signed up to run ‘Family Jigsaw’.</p> <p>CH expressed a concern that EO did not have time available to work on developing the use of Jigsaw.</p> <p>SI felt that time could be created in Term 6, hoping that the return of a teacher from maternity leave would facilitate leadership time. He agreed that the school needed to be aware that if Jigsaw was taught well it would impact on learning in other areas of the curriculum.</p> <p><i>17.07 – JS left the meeting</i></p> <p>CC concluded her report by advising the LGB that she would remain as Chair for the 2018 – 2019 academic year and that re-election by the LGB was not required as it is normal protocol for the appointment to be made by the CEO of TWHF.</p> <p>SC confirmed that he would also remain on the LGB for 2018 – 2019.</p> <p>CC suggested that the size of the LGB was correct and should remain around 6 members.</p> <p>SC agreed feeling that the LGB is currently effective and in a healthy position.</p> <p>SB advised that he was not yet in a position to confirm his continued</p>	<p>Family Jigsaw to be implemented.</p> <p>Leadership time to be created by return of teacher from maternity leave.</p>	
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		membership.		
9	Principal's Report	<p>SI circulated his report highlighting the main strands:</p> <ul style="list-style-type: none"> • Celebration of achievement • Learning from incidents • Community issues <p>Governors took a few minutes to consider the content of the report, before asking questions.</p> <p><u>Homework</u> CH asked how the new homework arrangements had been received by parents, feeling that the homework policy sent out to parents had been delivered in a rather dry format. SI felt that it had been largely positive. CH suggested that additional support materials, such as a calculations booklet, could be made available, helping parents to support their child's learning in the way the school would prefer.</p> <p><u>Lock-down</u> CH asked whether the 'Lock-down' drill had been effective. CC asked how the procedure had been explained to the children. SI explained that this was not a new procedure, but a revision of the procedure previously in place. The children had been briefed during assemblies and had received the information maturely. The drill was effective and dealt with sensible by all children and staff.</p> <p><u>Staffing/Interviews</u> CC asked whether the recent interviews for teaching posts had been successful and whether NQTs had been considered. SI explained that none of the candidates had met the required standard and that consideration could be given to an NQT appointment. CH felt this would need to be a strong candidate to be suitable for the</p>	Homework support booklets to be made available to parents.	

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		<p>position. CC referred back to the earlier presentation by CP and JS, commenting that the presentations had been interesting, but adding that for future presentations, in particular those to Ofsted, there was a need for greater clarity about what would be expected as part of the presentation. SI agreed but added that he would be present during any presentation to Ofsted, to offer support. Governors discussed briefly the roles of the assistant principals, their effectiveness and how they are perceived by the rest of the staff. SB asked about the progress of the teacher previously on a support plan. SI illustrated the continued improvement and reported that the current strong teaching practice is now influencing other teachers. SI advised that staff had received training around the new GDPR legislation, but noted that additional support staff training was still to be completed.</p> <p><u>Testing</u> SB asked how the KS1 and KS2 Sats had been approached and managed. SI explained how the children had been looked after and was pleased to report that behaviour throughout the testing period had been impeccable and that all the children had tried really hard CC was pleased that the children had been really well prepared and had responded so positively. SC asked whether the moderation clinic, attended recently by Year 2 and Year 6 teachers, had been of use. SI felt that it had worked well. The teachers attending had been happy with the comments and decisions, with some being better than expected. (Projected results: KS1 81% ARE, KS2 70% ARE) SB noted that the projected results come as a result of the reading culture that is being developed across the school.</p>	<p>Support staff GDPR training to be completed.</p>	<p>GDPR training for support staff Action: SI</p>
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		<p><u>School development planning</u> CH noted that the 100-day preparation for SATs plan had come to an end and asked what the next short-term plan would address. SI explained that the next priority would be the updating of the SEF, which in turn would update the SDP. He added that he would shortly be attending training to support the writing of the SEF and SDP and that he aims to have written the key targets by the end of Term 6. CH asked whether Governors would see the SEF/SDP. SC advised that it would be available to Governors. CC felt that there were strands from the previous plan that would be carried forward.</p> <p><u>Appraisal</u> CC asked whether Chairs were invited to attend the Principal's appraisal. SC advised that they would be and that the intention was to complete the appraisals before the end of the academic year.</p> <p><u>Training</u> CH asked whether there was anything to be passed on to the Governors as a result of the recent Pupil Asset training. CC felt that this warranted a separate discussion at a time when the system could be viewed in context. SI invited CH to visit and view the system 'in action' during the next data drop period, 29th June</p>		<p>CH to visit to observe Pupil Asset in context during data drop period 29th June Action: CH</p>
10	Statutory Matters	<p>It was noted that there were no statutory matters for consideration or policies due for review.</p>		
11	Matters for discussion	<p><u>SB to report on Sports Premium funding</u> SB advised Governors that he had checked the Sports Premium report and found it to be very comprehensive; feeling that this is also its downfall as the whole document covers both this and last year's Sports</p>		

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		<p>Premium spend.</p> <p>SB suggested the report be split in half in order to provide a 2016/7 impact statement.</p> <p>SB added that the progress against the 5 key indicators is stated thoroughly, but noted that item 5 - increased participation in competitive sport is incomplete and should be amended.</p> <p><u>MG to report on Pupil Asset training</u></p> <p>Postponed. MG was unable to attend the training (See above).</p>		<p>Sported Premium Report to be split and amended.</p> <p>SI to speak to SL</p> <p>Action: SI</p>
12	Review of policies	<p>It was noted that many of the school policies are now managed by TWHF. CC will look at the existing schedule of policies to establish a review dates for those still to be reviewed by the LGB.</p>		<p>Review schedule of policies and create a LGB review schedule:</p> <p>Action - CC</p>
13	Any other business	<p>None noted.</p> <p>CC asked CH and MG to prepare a newsletter entry for Term 6.</p>		<p>Newsletter entry to be prepared for Term 6</p> <p>Action: CH & MG</p>
14	Items for next meeting/forward plan	<p>Forward planning for 2018/2019 LGB meeting</p>		

The meeting closed at 6.00 pm

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Date and time of next LGB meeting:	Thursday 19 th July 4.00 – 6.00 pm		
Proposed agenda items:	<ul style="list-style-type: none"> • JS reporting to meeting re SEN • CW reporting to meeting re Early Years provision 		
Dates and times of future meetings & events:	Thursday 19 th July 2018	LGB Meeting	4.00 – 6.00 pm
	Thursday 28 th June	KS1 Sports Day	9.00 – 11.00 am
	Tuesday 3 rd July	KS2 Sports Day	9.00 – 11.00 am
	Tuesday 10 th July	Reception Sports Day	9.00 – 11.00 am
	Wednesday 11 th July	School Celebration Arts Festival	4.30 – 6.30 pm
	Friday 20 th July	School Summer Fayre	6.00 pm onwards

Signed:

Charlotte Christie

Date: Thursday 19th July 2018

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